

The Implementation of Skimming in Developing Reading Comprehension achievement for Students in Grade V Primary School

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Abstract: Reading comprehension is a critical skill for academic success, particularly among elementary school students. This study investigates the effectiveness of the skimming technique in enhancing reading comprehension among fifth-grade students at Primary School 57 Banda Aceh. As a reading strategy, skimming enables students to rapidly identify key ideas and essential information within a text, facilitating better comprehension and engagement. This study used Classroom Action Research (CAR) with two cycles, incorporating planning, implementation, observation, and reflection. Data collection involved classroom observations, student assessments, and teacher reflections. The findings indicate a substantial improvement in students' reading comprehension from Cycle I to Cycle II. In Cycle I, 81.60% of students demonstrated excellent comprehension skills, with an even greater percentage observed in Cycle II, which is 93.51%. The study highlights that student who initially struggled with reading comprehension showed significant. Furthermore, the study emphasizes the role of effective instructional strategies in fostering reading comprehension. The findings of this study suggest that integrating the skimming technique into language learning curricula can enhance students' ability to process and comprehend textual information efficiently. Future research should explore the long-term effects of skimming on reading proficiency and its applicability to different text genres. Combining skimming with other reading strategies may provide a more comprehensive approach to improving students' literacy skills.

Keywords: primary student, reading comprehension, skimming,

INTRODUCTION

Indonesian language learning focuses on four main skills: listening, speaking, reading, and writing. To assess a student's language proficiency, it is necessary to observe their language skills during the teaching and learning process. In this case, reading as one of the skills plays a crucial role in education, as low reading skills can indicate learning difficulties. Reading skills also contribute to knowledge acquisition, enabling students to choose or continue their education to higher levels and influencing their social development and attitudes within their communities. Therefore, Indonesian language learning plays a crucial role in shaping students' routines, behaviors, and academic development skills.



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Additionally, Indonesian language learning emphasizes the use of proper and correct language in accordance with the Enhanced Spelling System (EYD) and linguistic norms (Wahyuni et al., 2021).

Reading is an essential skill in various aspects of life, particularly in the learning process. Low reading proficiency can hinder students' ability to identify content in a text, ultimately affecting their comprehension of learning materials, especially in Indonesian language lessons. If this difficulty is not addressed promptly, students may lose motivation and struggle to understand the lessons explained by their teachers. Thus, reading comprehension is crucial, both in written and spoken forms, as it serves to acquire information and grasp the meaning conveyed in texts. The problem in this study is the low interest of students in learning to read. When asked to read fairy tales, some students looked nervous and uneasy. They seemed unconcerned and did not understand the content of the fairy tales that had been read. Students are also not able to optimally adjust the distance between their eyes and the reading, so they often repeat words or sentences that have been read. This causes them to read slowly and have difficulty understanding the meaning of the fairy tale reading. This condition is a serious obstacle for students in completing reading. This problem can continue to the comprehension stage in finding the main idea of the reading. The ability to comprehend texts is necessary for effectively understanding their content. Reading comprehension is a skill centered on extracting the essence of a text, whether oral or written. To enhance reading skills, teachers can implement the skimming method, which is beneficial in extracting the substance of a text. Skimming is a speed-reading technique aimed at identifying key information in a text, whether located at the beginning, middle, or end (Fatmawan et al., 2023).

This strategy helps students grasp the main ideas, build pre-reading readiness, determine effective reading methods, and establish better reading habits. After reading, students should be given opportunities to ask questions that will guide them in comprehending the text more deeply. Research conducted at Primary School 57 Banda Aceh revealed that sixth-grade students still struggle to understand reading content despite being able to read fluently. The primary issue encountered is the lack of student engagement in reading activities. Some students also experience difficulty adjusting to the texts they read. Hence, a more optimal strategy is required to assist students in identifying the core material in each reading passage. This study is significant to increase students' interest in reading. It is hoped that through this study, students will no longer feel nervous when reading, be more enthusiastic in reading activities, and more easily understand the reading content (Prastya & Ashadi, 2020).

The research findings indicate that students' comprehension of the material presented remains suboptimal, particularly in connecting the content to their daily lives. Consequently, learning objectives cannot be fully achieved. Therefore, conceptual understanding becomes a crucial aspect of the teaching and learning process, especially in narrative text studies, such as fables, which often contain implicit moral messages. Speed-reading techniques have proven effective in enhancing students'

reading skills and comprehension, as demonstrated by the increase in students' average scores between Cycle I and Cycle II. Thus, selecting appropriate learning materials and employing effective instructional techniques are key factors in successful learning (Fatmawan et al., 2023).

The use of the skimming technique serves as a solution to improving reading comprehension, as it enables students to obtain essential information without reading every word in detail. This technique is highly beneficial in helping students understand story structures, themes, and moral messages embedded in texts. By implementing this technique, students can identify settings, conflicts, and other intrinsic elements of a narrative text. The research titled "Implementation of Skimming Methods in Developing Reading Comprehension for Fifth Grade Students at Primary School 57 Banda Aceh" found that skimming is an effective strategy for helping students easily and efficiently comprehend reading materials. Furthermore, this method allows students to practically and flexibly apply new ideas from the texts they read (Fatmawan et al., 2023; Rahim, 2008).

Etymologically, the term "skimming" originates from the English word "to skim," meaning to remove the upper layer of a liquid, such as milk cream (Fatmawan et al., 2023). In the context of reading, skimming refers to a speed-reading technique that aims to obtain key information in a short time. This technique is also known as "glance reading," enabling individuals to complete a large volume of reading within a limited timeframe, thus allowing them to grasp the text's content without detailed reading (Muhammad, 2020).

The steps in the skimming technique include several key stages: first, carefully observing the title; second, examining the text's sub-divisions; third, analyzing graphs, tables, images, or photographs within the text; and fourth, noting the length and structure of paragraphs. By applying the skimming technique, readers can enhance their understanding of the message conveyed by the author (Asri, 2013) states that reading is an interactive process of understanding and interpreting textual meaning. Successful reading is determined by the reader's level of comprehension. Therefore, reading is not merely recognizing written symbols but also involves complex cognitive processes such as analyzing, associating, and drawing conclusions. Consequently, a student who has mastered reading skills will be able to comprehend the message conveyed by the author more profoundly (Suryadi, 2021; Wahyuni et al., 2021).

The primary benefit of the skimming method is its emphasis on key concepts within a text. Therefore, this technique significantly aids readers in actively and systematically exploring information. Additionally, skimming plays a role in time efficiency, especially for readers with limited time to access a text. With this technique, readers can quickly identify relevant key information and effectively grasp the essence of a reading passage. In conducting an initial assessment, this method is also useful in evaluating the relationship between the text and students' comprehension of its content.

According to (Bisma, 2021), the skimming method is a highly useful technique in the reading domain, especially when faced with large amounts of information. By helping to identify key concepts, encouraging engagement, saving time, and facilitating the processing of essential data, skimming enables readers to become more efficient and effective. In an era inundated with information, the ability to read quickly and grasp the essence of a text is a crucial skill. Skimming also encourages readers to be more active while reading. When engaging in skimming, one must be selective and focused. Readers not only read but also critically think about the content of the text (Prastya & Ashadi, 2020).

According to (Fadli, 2021), the skimming technique, also known as "glance-reading," is a reading technique that involves extracting the essence or main idea of a text rather than its details. This technique is performed in broad strokes (briefly) to obtain a general overview of a book's content before further tracing the specific information needed. To facilitate the skimming process, the initial steps include reading the table of contents, foreword, introduction, titles or subtitles, and conclusion. This technique enhances engagement with the text and aids students in better information retention. One of the greatest advantages of skimming is time efficiency. In a busy daily life, there is often insufficient time to read every text in detail. With skimming, readers can save time while still acquiring the necessary information (Darmawanti, 2014).

The learning method that employs the skimming reading technique significantly impacts the improvement of reading comprehension skills. Based on previously discussed sources, the application of skimming in Indonesian language learning in Grade V at Primary School 57 Banda Aceh demonstrates effectiveness in enhancing students' reading comprehension. The implementation of this technique in speed reading instruction aims to achieve better text comprehension outcomes. This aligns with research conducted by Iqbal Muhammad, who stated that selecting appropriate learning materials is the initial step that a teacher must take before conducting lessons to ensure the success of the learning process (Khasanah & Setyowati, 2024).

METHOD

This study employs a classroom action research (CAR) design. According to Subrata, classroom action research is a technique used to address problems by implementing concrete actions to develop innovative capabilities. This research is conducted by the researcher in collaboration with the subject teacher, formulating problems to alter situations and analyzing the approaches used to assess their effectiveness (Baumfield et al., 2008).

Classroom action research consists of several stages, including planning, implementation, action, observation, and reflection. This cycle is repeated multiple times to achieve the desired level of attainment. The research model adopted in this study follows Suharsimi Arikunto's

framework, which consists of two cycles. If the objectives are not achieved within two cycles, the study will proceed to additional cycles. With this approach, CAR functions to enhance learning outcomes through collaboration between teachers and researchers and continuous feedback.

The steps involved in conducting this study include 1) planning. In this stage, activities include determining the actions to be taken, such as a) selecting the material, b) defining the number of cycles to be conducted, c) preparing lesson plans, and d) developing evaluation instruments or test assessments. 2) implementation of actions. The teacher or instructor prepares the planned materials and delivers the actions in the first cycle. Following this, the researcher administers tests to evaluate the effectiveness of actions from the first cycle through the final cycle. 3) observation. Observations are conducted in collaboration with the teacher and researcher, and peer reviewers are involved in classroom observations. These observations focus on student activities during the learning process and the teacher's ability to manage the class. Observations are conducted in each cycle (Cunningham, 2008).

Reflection. At this stage, reflections are carried out with the implementing teacher and observers to assess the methods and learning outcomes. Based on these reflections, conclusions can be drawn regarding the effectiveness of the implemented actions.(Baumfield et al., 2008)

The subjects of this study comprise 25 Grade V students at Primary School 54 Banda Aceh. The research was conducted from June 8, 2024, to June 15, 2024. The research instruments used were adapted to the data collection strategies outlined earlier. These instruments include 1) teacher Activity Observation Sheet. Observations were conducted using an observation sheet to monitor teacher activities during lessons, particularly in the application of the skimming technique. The observer completed the observation sheet based on direct observations of the teacher and researcher (Baumfield et al., 2008), 2) student Activity Observation Sheet. This observation sheet was used to record student activities during lessons that applied the skimming technique. The observer noted students' engagement in reading using the skimming method (Cunningham, 2008), and 3) trial or Test Questions. The test questions used were multiple-choice, developed based on indicators of reading comprehension skills. This test consisted of eight questions, and students were required to mark (√) the correct answers (Manfra, 2019).

Table 1. Trial or Test Questions

No	Basic Competency (KD)	Indicator	Question Number
3.5.1	Separate personal arguments about the content of literary books or fairy tales	Detect the main idea in a fairy tale text	1,5

No	Basic Competency (KD)	Indicator	Question Number
3.5.2		Detect the idea of clarity in fairy tale texts	2,6
3.5.3		Invite the delivery of what is contained in the content of the fairy tale text	3,7
3.5.4		Summarize the phenomenon that occurs in the fairy tale text	4,8

The data collection strategy in this research utilized the following techniques:

1. Observation

Observations were conducted by examining ongoing phenomena and recording them using observation instruments. The researcher directly visited the research site to observe and document the teaching and learning process at Primary School 57 Banda Aceh.

2. Tests

Tests were employed as tools to measure students' improvement in understanding the learning material. This technique was used to obtain quantitative data to evaluate student achievement based on predetermined competency standards (KKM) (Baumfield et al., 2008).

Data analysis in this study utilized a quantitative approach. According to (Mertha Jaya, 2020), the quantitative approach analyzes relationships between variables using objective theories and statistical tests conducted at the end of each cycle. This analysis was carried out using percentage formulas.

$$P = F/N \times 100\%$$

Description:

P = Percentage obtained

F = Total score of values obtained

N = Total score maximum value

100% = Constant Value

Table 2. Teacher Activity Research Categories

Number Value	Letter Grade	Category
80%-100%	A	Excellent
66%-79%	B	Good
56%-65%	C	Fair
40%-55%	D	Poor

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According to (Setyosari, 2017), the success of learning is categorized into excellent, good, fair, and poor levels. Observation and test data were used to evaluate instructional effectiveness and determine necessary improvements for subsequent cycles (Manfra, 2019). Based on the theory proposed by (Amelia Putri Wulandari, 2023), a student is considered to have completed learning if they achieve at least 85% of the learning objectives. Meanwhile, a class is deemed successful if 90% of students attain the predetermined competency score.

$$P = F/N \times 100\%$$

Description:

P = Percentage rate

F = Students who complete the task

N = Total number of students

100% = Fixed number

Table 3. Category of Results for Improved Reading Comprehension

Number Value	Letter Grade	Category
80%-100%	A	Excellent
66%-79%	B	Good
56%-65%	C	Fair
40%-55%	D	Poor

The success indicators of this research include increased engagement of both teachers and students in the learning process. According to (Juliyantika, 2022), a study is considered successful if 80% of students actively participate in learning and achieve a minimum score of 85, which is assessed through written tests at the end of each cycle.

RESULTS

This study was conducted at Primary School 57 Banda Aceh and consisted of two cycles, carried out from June 8, 2024, to June 13, 2024, involving 25 students. Before the research commenced, the researcher first obtained permission from the school principal and informed them of the research objectives. Subsequently, the researcher conducted interviews and direct observations in the classroom during the learning process. Cycle I was conducted on Thursday, July 18, 2024, and Cycle II on Saturday, July 20, 2024. The research findings from these two cycles reflect progress in the learning process. The details of the research implementation are presented in the following table.

Table 4. Activities

No	Date	Time	Agenda
1	Thursday, July 18, 2024	08:30- 10:30	The learning process in Cycle I involves implementing the skimming technique, conducting teacher observations, and administering comprehension tests to students.
2	Saturday, July 20, 2024	08:30- 10:30	The learning process in Cycle II involves implementing skimming techniques, conducting teacher and student observations, and administering comprehension tests to students.

The collected data were analyzed using the Classroom Action Research (CAR) method. In conducting the study, the researcher first prepared instructional materials, including the Lesson Plan (RPP), Student Worksheets (LKPD), Teacher Activity Observation Sheets, Student Activity Observation Sheets, and Test Question Sheets. (Cunningham, 2008) This classroom action research followed four stages: planning, implementation, observation, and reflection. The research process is outlined below.

Table 5. Research activity schedule

No	Cycle I	Cycle II
a. Planning Stage	At this stage, the instructional materials prepared included the Lesson Plan (RPP), Student Worksheets (LKPD), Test Question Sheets, and Teacher and Student Activity Observation Sheets. These documents are available in the appendix.	The instructional materials used in Cycle II remained the same as in Cycle I, including the Lesson Plan (RPP), Student Worksheets (LKPD), Test Question Sheets, and Teacher and Student Activity Observation Sheets.

No	Cycle I	Cycle II
b. Implementation Stage	<p>The researcher, assisted by the fifth-grade homeroom teacher, observed the learning process conducted by the teacher. The learning process began with preliminary activities, including opening the lesson, greeting, praying, checking student attendance, and explaining the learning objectives. During the core activities, the teacher explained the material, divided students into several study groups, and distributed LKPD containing reading texts. The teacher-guided students on how to complete the LKPD, and students were instructed to read fluently and understand the content of the text. In the closing activities, the teacher asked students to summarize the material they had learned, conveyed moral messages, and ended the lesson with a prayer and farewell.</p>	<p>Cycle II was conducted on Saturday, July 20, 2024. At this stage, the teacher revised the findings from Cycle I to improve the effectiveness of the learning process.</p>
c. Observation Stage	<p>Observations in Cycle I indicated that 81% of students were classified as excellent in reading comprehension skills. The calculation is as follows: $P = 85/96 \times 100\% = 81,60\%$. Meanwhile, the percentage of students reading comprehension skills was: $P = 20/25 \times 100\% = 80\%$ (excellent category). However, five students (A5, A2, A3, A4, A9) still struggled to understand the main idea of the reading text.</p>	<p>The skimming technique significantly improved students' reading skills. Students were taught to read quickly, identify keywords, and determine the main idea of a text. Observations showed that the implementation of the skimming technique improved in Cycle II, with the following percentages:</p> <p>Teacher observation in monitoring learning: $P = (101/108) \times 100\% = 93.51\%$</p> <p>Student activity observation: $P = (92/96) \times 100\% = 95.83\%$ (excellent category).</p> <p>Reading comprehension skills using the skimming technique: 82.60%.</p>

No	Cycle I	Cycle II
d. Reflection Stage	At this stage, all activities conducted in each cycle were analyzed to refine the learning process for the subsequent cycle.	In the reflection stage of Cycle II, students showed increased enthusiasm and participation in the learning process, with significantly improved results compared to Cycle I.

DISCUSSIONS

Based on the research findings, the implementation of the skimming technique in learning has been shown to enhance students' reading comprehension. According to (Fatmawan et al., 2023; Syakira, 2024) , skimming is a reading technique that focuses on extracting the main idea or essence of a text without paying attention to its details (Wahyuni et al., 2021). This technique helps readers quickly gain a general understanding of a text's content and identify relevant information more effectively. To facilitate the skimming process, the initial steps involve reading the table of contents, preface, introduction, titles or subtitles, and conclusion (Khasanah & Setyowati, 2024). This approach allows readers to grasp the core ideas of the text, similar to reading news articles, encyclopedias, dictionaries, indexes, and other reading sources (Usman, 2020). According to (Soedarso, 2010), skimming is a speed-reading technique aimed at obtaining the main idea or essence of a text. This technique is performed selectively by skipping certain sections and focusing on the central ideas of the text. Skimming not only enhances reading speed but also helps readers understand the structure and organization of a text.

The strategic application of the skimming technique in learning significantly aids students in comprehending reading materials (Wahyuni et al., 2021). Students can identify the main idea of a paragraph, locate supporting sentences, and summarize the text using their own words. This aligns with research conducted by (Yusanti, 2021), which indicates that the application of the skimming technique in learning falls into the "excellent" category, as all stages of learning—from the introductory activities to the core and closing activities—align with the lesson plan (RPP). The RPP is a structured plan developed from the syllabus to achieve basic competencies (KD). Therefore, teachers play a crucial role in systematically designing the RPP to ensure the successful implementation of the skimming technique (Komalasari, 2020; Sunarti, 2021).

This research employed the skimming technique in two cycles. In Cycle I, student reading comprehension improved by 81%. However, challenges were encountered, such as teachers' limited ability to explore students' prior knowledge and suboptimal classroom management. Consequently, Cycle II involved addressing these deficiencies, resulting in an increase in reading comprehension to 93.51%. This improvement demonstrates the effectiveness of the skimming technique in enhancing students' reading comprehension skills.

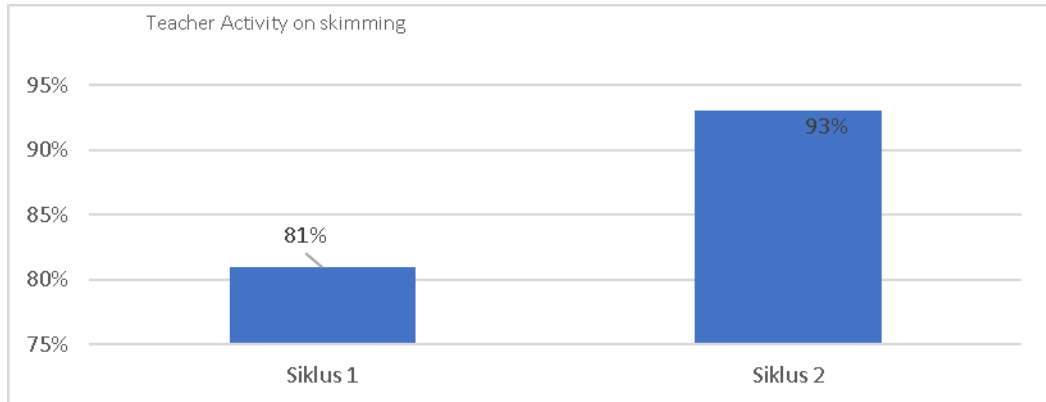


Figure 1. Teacher Activity

Student engagement in using the skimming technique showed a significant improvement from Cycle I to Cycle II in this study. Students demonstrated the ability to retell, comprehend the reading material, and accurately answer questions provided by the teacher (Prastya & Ashadi, 2020). The average score in Cycle I was 81.60%. This improvement aligns with the findings of Leni Fitria, who stated that the implementation of the skimming technique is highly effective in enhancing reading comprehension skills (Fitriani, 2020; Sudjiman, 2001).

Reading comprehension can be observed through students' ability to determine the meaning of the text as a whole (Khasanah & Setyowati, 2024). Students were able to analyze reading materials and accurately answer all comprehension questions. These questions required students to identify facts based on the given text. Additionally, students successfully identified the key messages within the reading materials. The graphical representation of student progress visually demonstrated a steady increase in reading comprehension. In Cycle II, the students' average score rose to 95.83%, indicating a notable enhancement in their reading skills (Al-Ghozali et al., 2020).

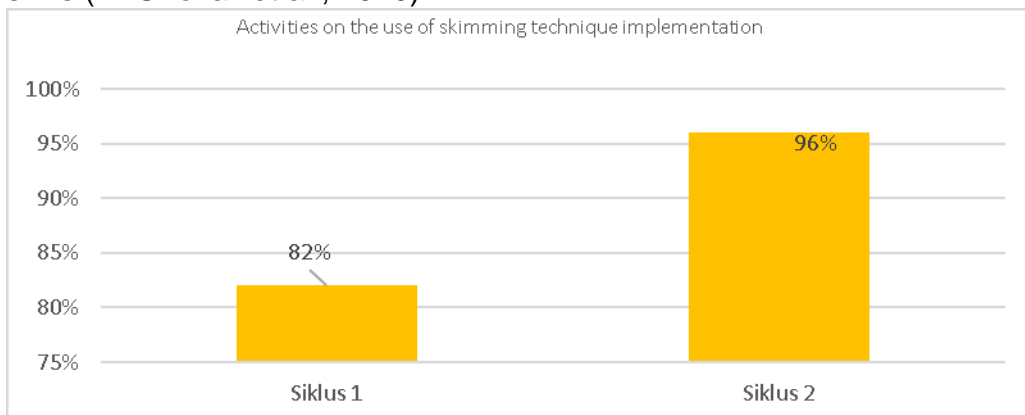


Figure 2. Student Activity

The research findings further validated the improvement in students' reading comprehension through the skimming technique. This improvement was evident in students' enthusiasm and active participation during the learning process. This finding serves as evidence that teachers consistently strive to optimize the learning process when implementing the skimming technique, leading to continuous enhancement of students' reading comprehension skills. These results align with research conducted by (Salam & Maulidia, 2021), who found that the skimming technique is highly effective in improving reading comprehension. Her study revealed a significant improvement in reading comprehension in the experimental class compared to the control class. This statement is further supported by the findings of (Famelia, 2022), whose research confirmed an increase in students' learning engagement after applying the skimming technique (Baumfield et al., 2008)(Cunningham, 2008).

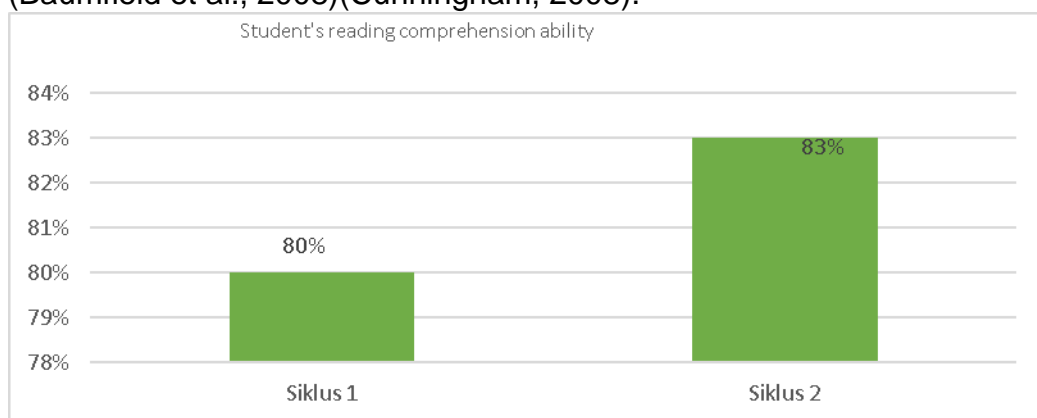


Figure 3. Students' Reading Comprehension Ability

CONCLUSION

This study examined the implementation of the skimming technique in enhancing reading comprehension among fifth-grade students at Primary School 57 Banda Aceh. Reading is a fundamental skill that significantly influences students' academic success and cognitive development. The findings of this research indicate that the application of the skimming technique positively impacted students' reading comprehension, enabling them to identify main ideas more efficiently and improving their overall engagement in the learning process (Dhillon et al., 2020). The study was conducted using Classroom Action Research (CAR) with two cycles, incorporating stages of planning, implementation, observation, and reflection (Susanto & Zaya, 2023). The results showed a marked improvement in students' reading comprehension from Cycle I to Cycle II. In Cycle I, 80% of students demonstrated excellent reading comprehension skills, while Cycle II recorded a higher percentage, indicating further enhancement in their ability to grasp key information within a text. This improvement confirms the effectiveness of the skimming

technique as a reading strategy that aids students in extracting essential content swiftly without the need for exhaustive reading.

Additionally, the study highlights that students who initially struggled with reading comprehension showed notable progress through the structured implementation of the skimming method. The approach allowed them to focus on key text elements such as titles, subheadings, and important keywords, fostering better retention and understanding of narrative texts. Furthermore, the students exhibited increased motivation and participation in reading activities, reducing instances of disengagement and difficulty in adapting to different types of texts. From an instructional perspective, the study underscores the importance of selecting effective teaching methodologies that align with students' learning needs. The implementation of skimming not only facilitated better comprehension but also promoted efficient reading habits that can be beneficial across various subjects. Teachers played a critical role in guiding students through the process, ensuring that they applied the technique effectively to maximize their learning outcomes (Fatmawan et al., 2023).

The skimming technique has proven to be a valuable instructional strategy for improving reading comprehension in elementary school students. The positive results observed in this study suggest that integrating this method into language learning curricula can significantly enhance students' ability to process and understand textual information. Future research can explore the long-term effects of skimming on reading proficiency and its applicability to different genres of text. Furthermore, further studies can investigate complementary strategies that can be combined with skimming to optimize reading comprehension outcomes for young learners further.

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