



Improving Reading Skills Comprehension of Short Story Reading Material through the Skimming Method in Elementary School Students

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ABSTRACT

Improving Reading Comprehension Skills in Short Story Reading Material Through the Skimming Method for Class V Students of Elementary School State 1 Kaobula. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Buton. This research is a Classroom Action Research. Subjects of totaling 23 students. This research was conducted in two cycles, each consisting of four stages, namely planning, implementing, observing, and reflecting. How to improve reading comprehension skills on short story reading material through the skimming method of fifth grade students at Elementary School State 1 Kaobula? Purpose is improve reading comprehension skills on short story reading material through the skimming. Prior to using the skimming method, 8 students (34.8%) completed grades with an average score of 50.61 and then experienced an increase in cycles I and II with 13 students completing grades. (56.5%) with an average value of 67.82. Cycle II with the acquisition of data on student scores that were completed as many as 19 students (82.6%) average value of 82.4. Skimming method can improve reading comprehension skills in short story reading material for fifth grade students of Elementary School State 1 Kaobula.

Keywords: Reading Skills, Short Stories, Learning methods

1. Introduction

The Indonesian language curriculum was developed following developments in theories about language and language learning theories which

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at the same time answer the challenges of the times. The 2013 curriculum for Indonesian language subjects generally aims to enable students to be able to listen, read, view, speak and write. Basic competencies are developed based on three things that are interconnected and support each other in developing students' knowledge, understanding and competence in listening, reading, viewing, speaking and writing.

Reading is one type of literacy that is introduced earliest by a person because reading is a functional literacy (Hapsari et al., 2017) which is useful in everyday life. Reading is one of the many skills in language that is so important in learning and mastering for every learner, from reading a learner can obtain information, increase his knowledge, and the success of a learner's study will be largely determined by the ability and willingness to read. In addition, reading can also understand the meaning of a reading. Reading is not just an activity of seeing written symbols, but readers also need to understand the material they read. Reading basically what is sought is a core information in the reading. In fact, not a few who do not have clear reading goals can be said to be very difficult to achieve the desired or required information.

Language is a social communication tool in the form of a system of sound symbols produced from human speech. Humans as social creatures need means to interact with other humans in society (Sari, 2016). Language skills in the school curriculum cover four aspects, namely listening skills, speaking skills, reading skills and writing skills. Each language skill is closely related to the other three skills. Each skill is closely related to the thought processes that underlie a person's language and reflect his thoughts. The more skilled a person is at language, the brighter and clearer his thoughts are. One of the competencies contained in the 2013 Curriculum is learning to analyze a text. Learning to analyze is more directed at reading skills. With reading activities, students are expected to be able to analyze a text.

Finding out how to read is often faced with various obstacles, such as the ability of educators to educate, the ability and low interest of students in reading. Reading carefully is an action that is considered tiring, especially if the reading material comes from books including textbooks. when reading there are not a few problems that can be found, such as when understanding several full pages of writing, but there is no one thought or interest gained from reading, when reading the mind is not in sync with what is read, even when reading concentration is difficult to obtain, even though the eyes are always fixed on the reading text.

The ability to read quickly is not an innate ability, but the ability to read quickly is the result of gradual practice. So that with repeated practice, it can produce a high effectiveness (Jumatriadi, 2018). Therefore, from an early age, elementary school students should be trained gradually to read quickly, especially by using the Skimming technique which can help students to quickly understand the reading that has been read before (Rosmarie, 2021).

Based on the results of the researcher's initial observations on February 3 2023 at Elementary School State 1 Kaobula, the researcher found problems faced by class V teachers in the process of implementing Indonesian language learning, especially when teaching text reading material, there were still many students who could not understand the content of the reading text. Of the 23 students consisting of 10 male students and 13 female students, 8 students

completed the exam with a percentage of 34.8%. There were 15 students who did not complete with a percentage of 65.2%.

2. Methods

This research was carried out in Elementary School State 1 Kaobula Kota Baubau Sulawesi Tenggara. The research was carried out in March 2023. This research was carried out in the 2022/2023 academic year, even semester. The subjects of this research were class students V Elementary School State 1 Kaobula totaling 23 students, consisting of 10 men and 13 women. The type of research in this research is the Kemmis and MC Taggart Model which is a development of the Kurt Lewin model which in. In Kemmis and MC Taggart the components of acting (action) and observing (observation) are combined into one unit. This is based on the fact that the implementation of actions and observations cannot be separated. These two activities are activities carried out at the same time. The four components in the Kemmis and MC Taggart model are seen as a cycle, in this case a round of activities consisting of planning, observation and reflection. Based on the reflection, plans (improvements), actions and observations and reflections are then drawn up, and so on. Many cycles depend on the problem being solved (Pathan & Al-Dersi, 2013).

To determine the completeness of student learning, a student learning outcome test instrument is used which is obtained from the results of the test evaluation given by the teacher. Before analyzing the test data, the value weights for each aspect of the assessment are first determined. Learning achievement will be used to determine individual completeness and classical completeness. Students are said to have completed individually if they achieve a score of ≥ 70 , while classical completion if there are 70% of students who have obtained a score of ≥ 70 .

3. Findings and Discussion

3.1 Findings

The research results were obtained by researchers carrying out activities or cycle activities in learning Indonesian language subjects. Indonesian language learning materials using the skimming method can improve reading and comprehension skills. The results of this research can be seen in a comparison table of the completeness of Pre-cycle, cycle I and cycle II learning outcomes as follows:

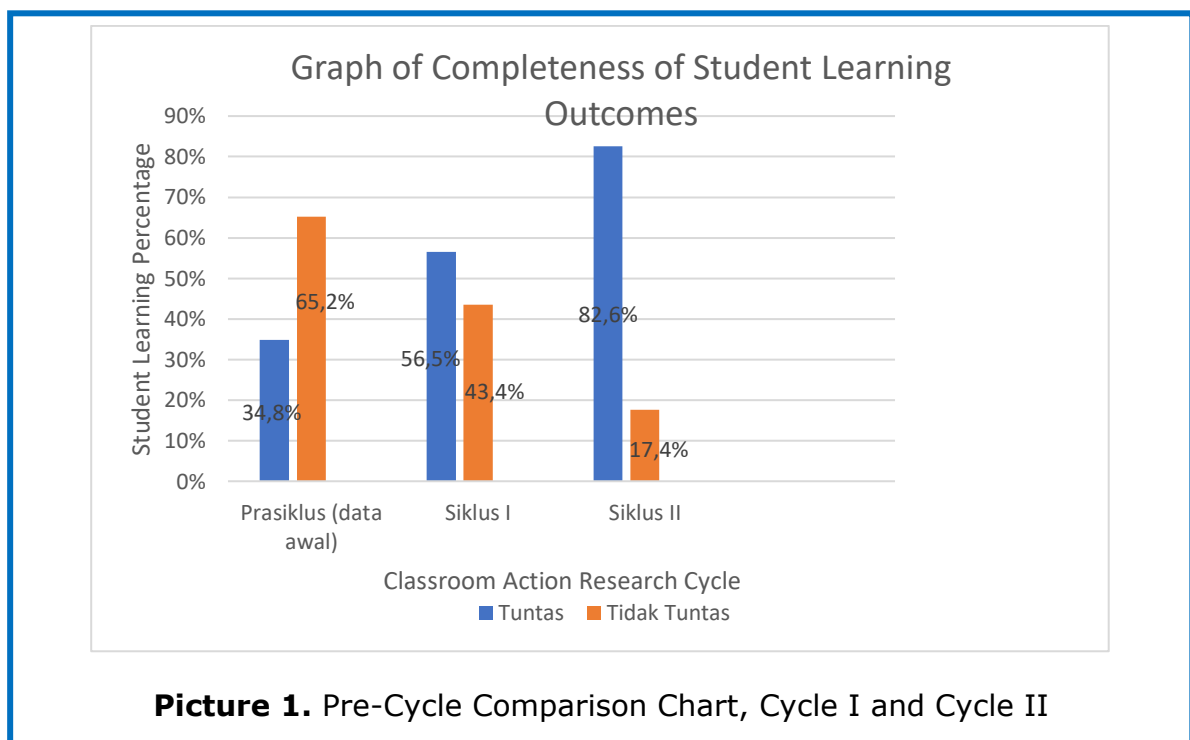
Table 1. Recapitulation of Student Learning Results in Pre-Cycle, Cycle I and Cycle II

Action	Learners		Percentage	
	Complete	Not Completed	Complete	Not Completed
Pre-Cycle	8	15	34,8%	65,2%
Cycle I	13	10	56,5%	43,5%
Cycle II.	19	4	82,6%	17,4%

Comparing the results of actions taken in the pre-cycle, Cycle I and Cycle II, there were different results obtained and there was an increase in each cycle. In the results of the action test in cycle I, the highest score was 90, the lowest score was 40, the total of all scores was 1,560, the average class score in cycle I was 67.82. There were 10 students who still got the KKM (Not Completed) score or 43.5%, while the students who got the KKM (Completed) score were 13

students or 56.5%. In the results of the action test in cycle II, the highest score was 100, the lowest score was 60, the total of all scores was 1,895, the average class score in cycle II was 82.4. There were 4 students who still got the KKM (Not Completed) score or 17.4%, while the students who got the KKM (Completed) score were 19 students or 82.6%. This means that out of 23 students, there are 4 students who have not yet completed their studies, so it can be obtained that there is a significant increase in learning outcomes with learning completion criteria (KKM) for all students. Even though there were still 4 students who had not completed their studies, because the improvement in reading skills had been significant, the research was not continued to the next cycle. Students who have not completed their studies are remedied and given special guidance.

The influence of improving reading skills using the skimming method on reading comprehension skills in short story reading material in class V of Elementary School State 1 Kaobula is very influential, this can be proven by the results of the reading comprehension skills test using the skimming method which always increases from an average score of 67.8 in cycle I and 82.4 in cycle II. For more details, see the following image:



3.2 Discussion

Improving reading skills using the skimming method in the learning process can improve reading comprehension skills in short story reading material in Indonesian language learning. Reading comprehension skills are one of the abilities that must be developed in an effort to increase students' knowledge of science and information which is always developing (Rahel Sonia Ambarita: 2021). Improving reading comprehension skills on short story reading material in teaching and learning activities on the subject of reading short stories using the skimming method can provide students with new experiences in learning Indonesian. The process of learning to read using the skimming method can

eliminate reading boredom in students because by using the skimming method students can obtain the knowledge and information needed quickly and precisely, so that it does not cause boredom when studying, then students can use their time well to read because with lots of reading, then a lot of knowledge and information can be obtained quickly, this can increase students' desire to read.

The influence of improving reading skills using the skimming method on reading comprehension skills in short story reading material in class V of Elementary School State 1 Kaobula is very influential, this can be proven by the results of the reading comprehension skills test using the skimming method which always increases from an average score of 67.8 in cycle I and 82.4 in cycle II. Improving reading comprehension skills in short story reading material through the skimming method in teaching and learning activities can improve students' reading skills, this is proven by the increase in student activity from cycle I to cycle II as measured through student observation sheets and test results for each cycle. Based on the results of the test for reading comprehension skills using the skimming method for students in cycle II above, it can be seen that the final condition of reading comprehension skills using the skimming method for all students has reached the KKM determined by the school, namely 70. Writing references in the body of the article uses the bracketed pattern. If there is only one author: example (Retnowati, 2018); if there are two authors: example (Nurgiyantoro & Efendi, 2017). If there are two to five authors, for the first mention all are written: examples (Retnowati, Fathoni, & Chen, 2018) and the next mention is written (Retnowati et al., 2018). Authors of more than three people are written only by the first author followed by et al., for example (Janssen et al.' 2010). It is recommended that referrals are not in the form of direct quotations or do not contain too many direct quotations.

4. Conclusion

Based on the results of classroom research which was carried out in two cycles, it was concluded that there was an increase in reading comprehension skills in short story reading material through the skimming method in class V students at Elementary School State 1 Kaobula. This can be seen from student activity in the learning process which is increasing in each cycle, from student activity which is fair to good and very good. The results of the reading comprehension ability test using the skimming method also show that in cycle I it is known that 13 out of 23 students have reached the KKM. (70) with an average score of 56.52, then increased in the second cycle, it was discovered that 19 out of 23 students had reached the KKM (70) with an average class score of 82.4. Based on the results of the classroom action research, the hypothesis formulated was proven to be true that reading comprehension skills in short story reading material through the skimming reading method in class V of Elementary School State 1 Kaobula in 2022/2023 can be improved.

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