

Speed Reading Method to Improve Reading Comprehension Skills among Fifth-Grade Students Primary School

Thomas Picarima¹, Ribka L. Ririhena², Musa Marsel Maipauw³

^{1, 2, 3} Department of Elementary School Teacher, Universitas Pattimura Ambon, Indonesia

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ABSTRACT

This research is motivated by the low reading comprehension skills of fifth-grade students at State Elementary School 41 Ambon. This problem has a significant impact on the overall learning process and students' academic achievement. The main objective of this research is to strengthen the reading comprehension skills of fifth-grade students in elementary school through the application of the speed-reading method. This research employs Classroom Action Research (CAR) in two cycles, utilizing the Kemmis and McTaggart model. Each CAR cycle consists of planning, implementation, observation, and reflection stages. The research subjects were 20 fifth-grade students at State Elementary School 41 Ambon. The results of the study showed a significant increase in students' reading comprehension after the application of the speed-reading method. The study observed an increase in student activity during the learning process, which rose from 72% in Cycle I to 93.18% in Cycle II. The study also observed an increase in students' learning completeness, specifically in reading comprehension, from only 30% in Cycle I to 100% in Cycle II. The conclusion of this research is that the speed-reading method is effective in improving elementary school students' reading comprehension skills in Indonesian language learning. This research aims to furnish practical solutions and innovative pedagogical models for educators to address reading comprehension challenges in the classroom, while also serving as a foundation for the advancement of speed-reading techniques at the elementary education level.

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Corresponding Author:

Thomas Picarima,

Department of Elementary School Teacher, Universitas Pattimura Ambon, Indonesia

Email: thomaspicarima@gmail.com

1. INTRODUCTION

Education is a planned and organized process that helps people reach their full potential by helping them learn, build strong character, and become skilled (Ichsan, 2021). The Law of the Republic of Indonesia Number 20 of 2003 Regarding the National Education System says that education is a planned and organized effort to create a learning environment and process that helps students develop their potential

for religious and spiritual strength, self-discipline, character, intelligence, good behavior, and the skills they need for themselves, their community, their country, and the state (Abdullah, 2022; Suyana et al., 2024).

In educational activities in special elementary schools, Indonesian language subjects serve as a fundamental basis for comprehending other disciplines (Linggasari & Rochaendi, 2022; Maritim, 2023). Ali (2020) asserts that the design of Indonesian language subjects enables students to communicate effectively and ethically, both orally and in writing. They aim to foster appreciation and pride in Indonesian as the unifying and national language, promote understanding and creative use of Indonesian for diverse purposes, enhance intellectual capabilities along with emotional and social maturity, encourage enjoyment and utilization of literary works to expand perspectives, character, and knowledge, and cultivate appreciation and development of Indonesian literature as the cultural and intellectual heritage of the Indonesian populace. A crucial component of Indonesian language instruction is linguistic proficiency, especially in reading (Mahyudi, 2024; Suparlan, 2021). Reading is not just letter recognition; it also involves understanding a text's meaning and information. Harianto (2020) elucidates that reading constitutes a cognitive process encompassing comprehension, narration, and interpretation of the significance of written symbols, engaging visual perception, ocular movement, internal discourse, and memory. Nonetheless, numerous elementary school pupils continue to struggle with reading fluently and comprehending the material they encounter (Chan & Sholeh, 2023; Lena et al., 2023). This problem affects Indonesian language instruction, which necessitates reading comprehension abilities (Kusno et al., 2020; Rahayu et al., 2018).

Initial observations at Primary School 41 Ambon indicated that most fifth-grade children had not yet developed proficient reading skills. They required considerable time to comprehend the reading material and exhibited diminished enthusiasm throughout reading exercises. This signifies the necessity of implementing efficient learning strategies to enhance pupils' reading comprehension abilities.

Enhancing pupils' reading abilities can be achieved through the implementation of novel pedagogical approaches tailored to the peculiarities of primary school learners (Misnar et al., 2025; Surtini & Muhtar, 2024). This aligns with the perspective of Mariamah et al. (2022), which asserts that the implementation of creative learning should be customized to the characteristics of students, the subject matter, and their reading proficiency. Furthermore, the choice of learning models, methodologies, and media constitutes a means of executing innovative education. A recognized technique for enhancing kids' reading comprehension abilities is the speed-reading approach. Khatimah et al. (2020); Rahayu and Jannah (2023) assert that the speed-reading approach facilitates rapid reading while comprehending the text's content. This strategy facilitates knowledge mastery for readers, is applicable to previously read books, and enables quicker reading, thereby motivating engagement with additional readings. The speed-reading technique engages the brain's capacity and the ocular velocity in processing information, hence enhancing concentration (Miyata et al., 2012; Rayner et al., 2016; Titania et al., 2021). This strategy trains students to

differentiate between significant and insignificant information, practice eye movement, and comprehend text structure effectively (Schlagmüller et al., 2022; Sirait & Hutaruk, 2020).

Utilizing the speed-reading technique in Indonesian language acquisition aims to enable students to read more rapidly while comprehending the core concepts of the reading material (Firman et al., 2022; Hasan, 2024; Rahman et al., 2022; Sarmita et al., 2024). Learning occurs in stages through exercises that enhance recognition of word groups, accelerate eye movements, utilize peripheral vision, and comprehend reading material via reflective practices (Mayeni & Syam, 2020; Setiani et al., 2023). Educators serve as facilitators, directing pupils to engage actively and participate directly in the learning process (Luckyardi et al., 2024; Rahmi & Qismullah, 2020). Given the context, the research question is, 'Does the implementation of the speed-reading technique enhance the reading comprehension abilities of fifth-grade pupils at Primary School 41 Ambon?'

2. METHOD

This study utilised Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which was conducted in two cycles. Each cycle consisted of four stages, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting. The research design took the form of classroom action carried out collaboratively between the researcher and the classroom teacher. The aim was to improve the process and outcomes of Indonesian language learning through the application of the speed reading method to enhance students' reading comprehension skills. The research subjects were 20 fifth-grade students at Primary School Ambon, consisting of 10 male and 10 female students. Data in this study were collected through two main techniques, namely: (1) Observation of student activities, using observation sheets to assess student engagement during the learning process. (2) Reading ability tests, consisting of pre-tests and post-tests in the form of reading texts with comprehension questions to measure improvements in students' speed reading and reading comprehension abilities. The research instruments used included: (1) student activity observation sheets, (2) student worksheets, and (3) reading test questions.

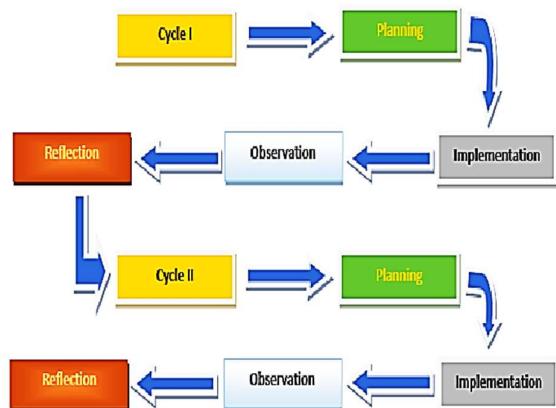


Figure 1. Classroom Action Research

Data analysis was conducted using descriptive quantitative methods, such as:

Reading speed (KM) calculated using the formula:

$$K = \frac{\text{Total Words Read}}{\text{Reading Time}} \times 100\%$$

Meanwhile, to measure students' reading comprehension levels, the following formula is used:

$$P = \frac{\text{Total Number of Question Read}}{\text{Many Question}} \times 100\%$$

And to find out a person's effective reading speed, it can be calculated using these formulas:

$$\frac{\text{Total Words Read}}{\text{Time Taken}} \times \text{Percentage of Comprehension} = \text{Words Per Minute (WPM)}$$

The observational data was analysed to determine the increase in student learning activity, while the test results data was used to see the increase in reading ability after applying the speed reading method. The study was declared successful if $\geq 75\%$ of students achieved fast reading skills with a minimum reading comprehension level of 'good', namely at a speed of 80–200 words per minute (WPM) in accordance with primary school standards.

3. RESULTS AND DISCUSSION

Results

Cycle I Results

1) Students Activity

Table 1. Results of Student Activity Observation During Learning Activities in Cycle I

No	Aspects Observed	Description
1.	Students respond to the greeting, then recite the prayer before studying	Good
2.	Students listen and sit properly and then respond to the teacher's roll call	Good
3.	Students respond to the teacher's questions based on their own knowledge.	Good
4.	Students listen to the teacher's explanation of the lesson objectives	Fair
5.	Students listen to the teacher's explanation of the lesson plan	Good
6.	Students receive the text distributed by the teacher	Good
7.	Students listen to the teacher's explanation and try to relax before reading	Good

No	Aspects Observed	Description
8.	Students maintain a distance between their eyes and the text so that it's neither too far nor too close	Good
9.	Students avoid unnecessary body movements	Good
10.	Students coordinate the movements of both hands when holding a book	Good
11.	Students read the title of the text as instructed by the teacher	Good
12.	Students read the text silently as instructed by the teacher	Good
13.	Students stop reading at the time set by the teacher	Good
14.	Students answer the teacher's questions	Very Good
15.	Students complete the worksheet	Very Good
16.	Students ask the teacher questions	Fair
17.	Students and teachers summarise the material together	Fair
18.	Students respond to the teacher's reflections	Good
19.	Students answer post-test questions.	Fair
20.	Students listen to moral messages from the teacher.	Good
21.	Students and teachers pray together to conclude the lesson	Fair
22.	Students respond to greetings	Fair

The findings of the observation in Table 1 show that learning activities using the speed reading method in cycle I were several aspects that needed to be improved, namely: students did not listen to objectives explained by the teacher, students did not ask the teacher enough questions, students were unable to summarise the material, and students were impatient when doing the test question.

2) Student Learning Outcomes

Table 2. Student Learning Score for Cycle I

No	Initials of Students Name	Assessment Aspects		Final Score	Description
		Reading Speed per Minute	Reading Comprehension		
		80-200	0-100		
1.	A.M.P	175	60	105	Good
2.	A.I	172	60	103,2	Good
3.	C.E.S	168	60	100,8	Good
4.	C.I.H	163	50	81,5	Good
5.	D.L.P	157	50	78,5	Good
6.	D.A.D	155	50	77,5	Good
7.	D.C.P	145	50	72,5	Fair
8.	I.F.K	140	50	70	Fair
9.	J.R.	139	50	69,5	Fair
10.	J.S.U	137	50	68,5	Fair
11.	J.R.S	135	50	67,5	Fair
12.	K.G.P	135	50	67,5	Fair

No	Initials of Students Name	Assessment Aspects			Final Score	Description
		Reading Speed per Minute	Reading Comprehension			
		80-200	0-100			
13.	K.G.P	133	40	53,2	Fair	
14.	L.N	130	40	53,2	Fair	
15.	M.M.M	130	40	53,2	Fair	
16.	M.M.L	127	40	50,8	Fair	
17.	M.S	125	40	50	Poor	
18.	N.I.W	125	40	50	Poor	
19.	P.R	125	40	50	Poor	
20.	T.S.M	122	40	48,8	Kurang	
		Completeness			$6/20 \times 100\% = 30\%$	

Table 2 above, 6 (30%) students have completed their studies, while 14 (70%) students have not. Based on the minimum passing grade set by SD Negeri 41 Ambon, students are considered to have completed their studies if they have a minimum individual passing grade of 70 and a class passing grade of 75% of students in that class have completed their studies. Therefore, it can be concluded that the class passing grade for cycle I has not been achieved.

Cycle II Results

1) Students Activity

Table 3. Results of Student Activiy Observation During Learning Activities in Cycle II

No	Aspects Observed	Description
1.	Students respond to the greeting, then recite the prayer before studying	Good
2.	Students listen and sit properly and then respond to the teacher's roll call	Very Good
3.	Students respond to the teacher's questions based on their own knowledge.	Very Good
4.	Students listen to the teacher's explanation of the lesson objectives	Very Good
5.	Students listen to the teacher's explantion of the lesson plan	Very Good
6.	Students receive the text distributed by the teacher	Very Good
7.	Students listen to the teacher's explanation and try to relax before reading	Very Good
8.	Students maintain a distance between their eyes and the text so that it's neither too faar nor to close	Very Good
9.	Students avoid unnecessary body movements	Good

No	Aspects Observed	Description
10.	Students coordinate the movements of both hands when holding a book	Good
11.	Students read the title of the text as instructed by the teacher	Very Good
12.	Students read the text silently as instructed by the teacher	Good
13.	Students stop reading at the time set by the teacher	Good
14.	Students answer the teacher's questions	Very Good
15.	Students complete the worksheet	Very Good
16.	Students ask the teacher questions	Good
17.	Students and teachers summarise the material together	Very Good
18.	Students respond to the teacher's reflections	Very Good
19.	Students answer post-test questions.	Very Good
20.	Students listen to moral messages from the teacher.	Very Good
21.	Students and teachers pray together to conclude the lesson	Very Good
22.	Students respond to greetings	Very Good

The findings of the observation in table 3 show that learning activities using the speed-reading method in cycle II were in the very good category. This was because the teacher maintained the existing aspects, so the students were more interested in learning, therefore increasing student activity.

2) Student Learning Outcomes

Table 4. Student Learning Score for Cycle II

No	Initials of Students Name	Assessment Aspects			Final Score	Descriptions		
		Reading Speed per Minute	Reading Comprehension	80-200				
			0-100					
1.	A.M.P	193	100	193	193	Baik		
2.	A.I	189	100	189	189	Baik		
3.	C.E.S	185	100	185	185	Baik		
4.	C.I.H	183	100	183	183	Baik		
5.	D.L.P	180	100	180	180	Baik		
6.	D.A.D	180	100	180	180	Baik		
7.	D.C.P	179	100	179	179	Baik		
8.	I.F.K	179	100	179	179	Baik		
9.	J.R.	179	100	179	179	Baik		
10.	J.S.U	177	100	177	170	Baik		
11.	J.R.S	177	90	177	159,3	Baik		
12.	K.G.P	175	90	175	157,5	Baik		
13.	K.G.P	175	90	175	157,5	Baik		
14.	L.N	175	90	175	157,5	Baik		

No	Initials of Students Name	Assessment Aspects			Final Score	Descriptions
		Reading Speed per Minute	Reading Comprehension			
		80-200	0-100			
15.	M.M.M	173	90	155,7	Baik	
16.	M.M.L	170	80	136	Baik	
17.	M.S	170	80	136	Baik	
18.	N.I.W	169	80	135,2	Baik	
19.	P.R	169	80	135,2	Baik	
20.	T.S.M	167	80	133,6	Baik	
Completeness			$20/20 \times 100\% = 100\%$			

Table 4 above, in cycle II, all students had completed the material, or completion rate of 100%. Based on the results obtained from cycle II, it can be concluded that the theme of objects in the surrounding environment through the speed in cycle I, where student learning outcomes were only 45%, and in cycle II, they increased to 100%.

Discussion

The observations of student activities utilizing the speed-reading method revealed a notable enhancement in engagement, specifically regarding students' attentiveness to the teacher's explanations of learning objectives, their inquiries directed at the teacher, their completion of post-tests, their summarization of the material, and their receptiveness to reinforcement from the teacher. The speed-reading method facilitated the learning process, fostering pupils' eagerness and interest in rapid reading. [Alwi and Hilmi \(2023\)](#) assert that reading proficiency is essential in academic life; without sufficient reading skills, particularly in speed reading, students will encounter challenges in learning. Speed reading significantly aids readers in processing discourse efficiently while maximizing content comprehension. The rapid reading technique facilitates reading for students and motivates them to engage with additional texts. This aligns with the improvement in student activity observations in lesson plan cycle I, which attained a commendable 72%, and in lesson plan cycle II, which achieved an impressive 93.18% classified as very good.

Furthermore, research conducted by [Hidayat \(2019\)](#) indicates that speed reading strategies yield superior enhancements in reading comprehension relative to alternative instructional methods, and these tactics are more engaging than traditional approaches. The speed-reading technique can foster students' enthusiasm for diverse literature and significantly aids readers in grasping the principal concepts of their handbook ([Özkara et al., 2025](#); [Sulaeman et al., 2023](#)).

Building upon an analysis of the reading skills of fifth-grade pupils in cycles I and II utilizing the speed-reading technique, there was a 15% improvement in cycle I and a 100% improvement in cycle II. Based on this data, they not only attained the minimum passing score of 70 but also achieved a standard passing score of 75%. Therefore,

employing the speed-reading method to enhance reading proficiency is highly effective when implemented for Grade 5 students at Primary School 41 Ambon. Therefore, the application of the speed-reading technique has the potential to enhance students' academic performance. This aligns with the findings of [Kusumawati and Hidayah \(2020\)](#), which indicate that students' understanding prior to utilizing the speed-reading procedure was 40%. After implementing the rapid reading method in Cycle I, 14 students, representing 63.85%, attained mastery. Furthermore, in cycle II, 18 individuals, representing 71.19%, attained mastery.

The study of Indonesian language acquisition examines several aspects, with literacy being a significant component. To enhance creativity and foster new ideas among students, Indonesian language instruction should employ inventive, innovative, and engaging teaching methods to stimulate students' interest in exploring and addressing problems within the material. Utilizing the speed-reading technique, students can develop a greater enthusiasm for engaging with additional materials ([Liu & Saad, 2025](#); [Wardani, 2014](#)), and it significantly enhances their ability to comprehend the primary concepts of their textbooks. This aligns with the perspectives of [Agustini \(2019\)](#) and [Yusmanita et al. \(2025\)](#), who assert that the speed-reading method has a positive and significant impact on students' reading comprehension skills. Furthermore, learning through speed reading facilitates students' understanding of their learning materials.

4. CONCLUSION

The conclusions of this classroom action research are based on significant improvements between Cycles I and II, both in terms of student activity and learning outcomes. Student activity during the speed-reading method increased substantially from Cycle I to Cycle II. In Cycle I, several aspects needed improvement, such as students not listening to the learning objectives, rarely asking questions, having difficulty summarizing the material, and being impatient during tests. Meanwhile, in Cycle II, all aspects observed in the learning activities using the speed-reading method were in the Very Satisfactory category. This improvement occurred because the teacher maintained the existing positive aspects, thereby increasing student engagement and student activity. An example of improvement is the aspect "Students listen to the teacher's explanation of the learning objectives," which was described as "Fair" in Cycle I but rose to "Very Good" in Cycle II.

Furthermore, the implementation of the speed-reading method was effective in improving student learning outcomes, particularly in reading comprehension. In Cycle I, individual learning mastery levels did not meet the minimum mastery criteria. Only 6 of 20 students (30%) completed the lesson. Classical mastery (75%) was not achieved. Cycle II: A drastic improvement occurred. All students completed the material or achieved 100% mastery (20 out of 20 students). Student learning outcomes increased from 45% in Cycle I to 100% in Cycle II. Consequently, it can be inferred that the application of the speed-reading technique effectively enhanced the reading

comprehension abilities and academic proficiency of fifth-grade students at Primary School 41 Ambon.

As a recommendation, the teacher suggested implementing the speed-reading method as an alternative learning method, especially for materials requiring quick and efficient comprehension of reading texts. Teachers need to maintain and continue to develop aspects of the learning that achieved the Very Effective category in Cycle II (for example, making lesson objectives more engaging and involving students in the process of summarizing the material). The results of this study can be used as input and references for schools in developing programs to improve the quality of education, particularly in improving students' literacy and reading skills.

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