

Strengthening Students' Basic Productive Skills Through Integration of Skimming Techniques In Reading And Speaking Activities

Iip Miftahudin^{1*}, Aji Septiaji², Eka Nurhidayat³, Irfan Nurhidayat⁴,
Muhammad Asyraf Abdul rahman⁵

^{1,2,3,4}Universitas Majalengka, Indonesia

⁵Universiti Utara Malaysia, Malaysia

* Corresponding Author:

Email: iipmiftahudin09@gmail.com

Abstract.

This community engagement program aimed to enhance Grade 5 students' productive language skills through integrating skimming techniques in reading and speaking at SD IT Tazkia Insani (17 students). The focus was on identifying and explaining cause-and-effect information in Indonesian texts. A descriptive-evaluative approach was implemented through four stages: pre-reading introduction, guided practice, independent application, and reflection. Student performance was assessed using reading and speaking rubrics covering fluency, vocabulary, sentence structure, comprehension, main ideas, conclusions, contextual connections, and oral expression. Results showed 52.9% of students achieved "Good" and 41.2% "Very Good" in reading, while 64.7% reached "Very Good" in speaking. Findings indicate that skimming supports efficient comprehension and improves students' confidence in oral communication.

Keywords: skimming, reading skills, speaking skills, literacy and elementary school.

I. INTRODUCTION

Education in the 21st century places literacy as one of the important foundations in developing student competencies [1]–[5]. Literacy is not only related to the ability to read text mechanically, but also includes the ability to understand, process, select, and convey information effectively. In the elementary school context, reading and speaking skills have a very important position because both are the foundation for students to participate in the learning process in various subjects. Reading skills enable students to obtain information from various sources, while speaking skills allow students to communicate information, ideas, and the results of their understanding orally.

Reading skills are a language skill that plays a significant role in the success of the learning process [6], [7]. Students who experience reading difficulties will face obstacles in understanding lesson material, following instructions, and developing knowledge from various sources. Reading skills play a crucial role in supporting learning activities. Therefore, developing reading skills at the elementary school level cannot be separated from efforts to build students' broader learning abilities [8].

Problems that frequently arise in learning to read are not only related to students' ability to recognize words or sentences, but also their ability to find key information from a reading passage in an efficient manner. Elementary school students are faced with various types of texts with increasingly complex information. In these situations, students need reading strategies that help them sort out important information without having to read the entire text in depth at the beginning.

One of the relevant strategies is the technique *skimming*. *Techniqueskimming* is a reading technique that involves focusing on important information in a text to quickly obtain an overview or main idea [9]–[11]. Readers do not read each sentence in detail, but utilize headings, subheadings, main sentences, keywords, and other important sections to obtain the necessary information [12]. In a learning context, this strategy can help students use their time more efficiently while developing their ability to recognize the structure of information in reading. *skimming* also has a strong relevance to speaking skills. When students successfully identify the main ideas and important information from a reading, they have a stronger foundation for explaining that information orally. In other words, reading doesn't stop at internal comprehension of the text but continues into the productive activity of conveying information. The integration of reading and speaking is crucial because language learning essentially develops students' abilities to both receive and produce information.

Previous research or activities discussed in this manuscript indicate that *skimming* can be used to help readers quickly filter important information. [13] explains that this technique *skimming* is aimed at obtaining important information, identifying reading topics, finding relevant sections, and understanding main ideas efficiently. This technique can also help readers determine the necessary information when dealing with long texts. In Indonesian language learning activities in grade V of SD IT Tazkia Insani, this technique is used. *skimming* applied to the material explaining cause-and-effect information from texts. This material was chosen because it requires students not only to understand the content of the reading but also to be able to identify the relationships between one piece of information and another, then convey it verbally. With these characteristics, reading and speaking activities can be designed as a series of interconnected learning activities.

This community service activity has a practical contribution in the form of implementing simple, systematic learning strategies that can be adapted by elementary school teachers. Integration of technique *skimming* not just teaching speed reading, but guiding students to recognize key information, organize their understanding, and communicate it. This approach can be an alternative to strengthen students' productive skills, particularly integrated reading and speaking. The uniqueness of this activity lies in the direct integration of reading techniques and speaking activities. Students are assessed not only on their ability to find information in the text, but also on their ability to convey cause-and-effect information coherently, logically, and expressively. Thus, the implementation of *skimming* directed at bringing together receptive and productive skills in a series of learning activities.

Based on this background, this activity aims to describe the application of technique *skimming* in Indonesian language learning and identifying the reading and speaking skills of fifth-grade students at SD IT Tazkia Insani after participating in a series of activities. The results of the activities are expected to contribute to elementary school teachers in designing more active, efficient, and integrated literacy learning

II. METHODS

Location, Participants, and Focus of Activities

The activity was carried out in SD IT Tazkia Insani Majalengka in Indonesian language learning for class V. The number of participants was 17 students. Activities are focused on strengthening students' productive skills through the integration of technique *skimming* in reading and speaking activities. The learning materials used are reading skills explain cause and effect information from the text, with the technique *skimming* used as a strategy to help students find important information quickly before conveying their understanding orally.

The selection of participants and materials was based on the needs of Indonesian language learning in elementary schools, which requires students not only to understand reading content but also to process and convey information orally. Therefore, activities were designed to integrate reading, a receptive skill, with speaking, a productive skill.

Activity Implementation Method

The implementation method uses an approach descriptive-evaluative. This approach is used to describe the process of applying the technique *skimming* while evaluating students' reading and speaking skills after participating in the activity. Evaluation is carried out through work method (performance assessment) by using the assessment rubric that has been prepared for each skill.

In reading skills, assessment is carried out through four aspects, namely fluency in pronunciation, use of appropriate vocabulary, correct sentence structure, and the ability to convey cause-effect information. The instrument uses a scale of 1–4, with a score of 4 indicating excellent, a score of 3 good, a score of 2 sufficient, and a score of 1 requiring guidance. The maximum total score is 16, with 14–16 being excellent, 11–13 good, 8–10 sufficient, and ≤ 7 requiring guidance. The assessment of speaking skills covers five aspects: understanding the content of the reading, identifying the main idea, the ability to draw conclusions, the ability to relate the reading to the context, and expression including intonation, articulation, and gestures. The instrument also uses a scale of 1–4 with a maximum score of 20. The achievement categories consist of 17–20 very good, 13–16 good, 9–12 sufficient, and < 9 needs guidance. The assessment data were

analyzed descriptively by calculating the distribution of student achievement categories and their percentages. This analysis was used to provide an overview of the achievement of reading and speaking skills after the application of the technique.skimming.

Implementation Stage

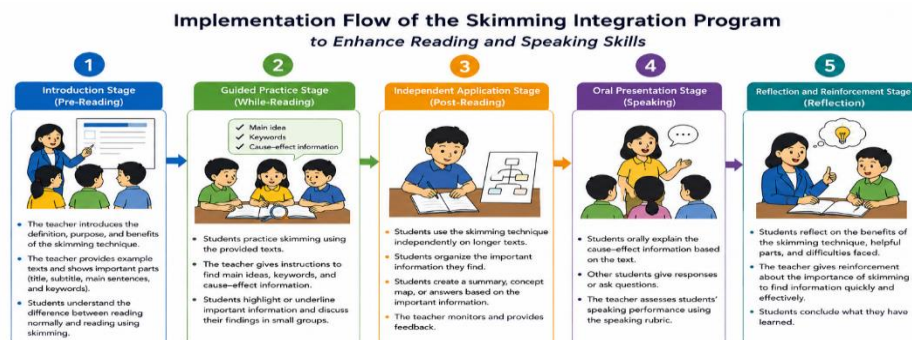


Fig. 1. Flow of the Implementation Stages of the Skimming Integration Program to Enhance Reading and Speaking Skills

1. Introduction Level (Pre-Reading)

In the initial stage, the teacher explains what skimming is, its purpose, and when it is used. This helps students understand the technique and its advantages, which can help them learn. Students are given short reading samples to demonstrate the differences between regular reading and skimming. The teacher points out key points commonly sought when skimming.

2. Guided Training Level (While-Reading)

At this stage, students are asked to read a short text using skimming techniques under teacher guidance. The teacher provides specific instructions, for example: "Find the main idea of the paragraph" or "Find keywords that indicate the main topic." Students highlight important parts of the text and discuss them with a partner or group.

3. Independent Implementation Stage

Students are given longer texts to practice independently using skimming techniques. Students work on tasks such as writing short summaries, answering main idea questions, or creating concept maps based on the information they discover through skimming. The teacher monitors and provides feedback on students' skimming results.

4. Reflection and Reinforcement Stage

The teacher encourages students to reflect on the process: what they learned, which parts were most helpful, and what obstacles they encountered. The teacher reinforces the benefits of skimming for fast and efficient reading. The closing activity consists of a quiz to test their comprehension of the text they have read.

Activity Materials and Media

The main materials for the activity are: Indonesian text containing cause and effect information. Texts are used as a source of reading practice with techniques skimming, identifying main ideas, finding keywords, and conveying information orally. Supporting materials include assignment sheets used to highlight important information, create summaries, create concept maps, and answer questions based on the reading content. Learning media are tailored to the needs of reading and speaking activities. Using text as the primary material allows students to practice directly finding information, while the results of the information processing are used as material for oral communication.

Evaluation Instruments and Techniques

Activity evaluation is conducted through student performance assessments. Reading skills are assessed using a four-aspect rubric, while speaking skills are assessed using a five-aspect rubric. These rubrics are used to generate more targeted assessments of student performance during the activities. Assessment data is then categorized according to the predicates "very good," "good," "sufficient," and "needs guidance."

Overall, the activity method is designed to link the processes understand information through reading, process the information obtained, convey information verbally, and reflect on the learning process. This series forms the basis for implementing community service activities to strengthen the productive skills of elementary school students.

III. RESULT AND DISCUSSION

1. Skimming Technique as an Effective Reading Strategy

The skimming technique is a reading method designed to obtain the main idea of a text, where readers tend to skip parts of the reading that are considered less important. This technique is implemented systematically to achieve efficient results, with the aim of gathering as much information as possible, recognizing the topic of the reading, understanding other people's views, highlighting the important parts needed, knowing the order in which information is delivered, and reflecting back on what has been read. (Raffi Fadliansyah, Zakiah, 2024) a reading technique that is very helpful in filtering important information quickly without having to read the entire text in detail. In practice, readers are directed to immediately focus on key parts such as titles, subtitles, main sentences, and striking words. This makes the reading process more efficient, especially when time is limited or when having to understand a lot of material at once.

According to (Daffa, Sazkia, Handini, Siregar, & Puspitasari, 2023) the Skimming technique has the following advantages: (1) Allows browsing a number of book pages in a relatively short time. (2) Facilitates fast and effective information searches. (3) Able to identify the main idea of a text in a short time. (4) Can help in selecting reading materials that are relevant to a particular topic.

2. Integration of Skimming in Reading and Speaking Activities

Based on the context of speaking activities, techniques *skimming* Skimming plays a significant role as a first step in building understanding before information is delivered orally. When students use skimming techniques when reading text, they are better able to grasp main ideas, which can then be explained in a structured and logical manner in presentations, discussions, or other speaking activities. Integrating these techniques supports the development of students' productive skills, particularly in actively conveying information. Therefore, combining reading and speaking activities with a skimming approach is a strategic method for improving students' comprehension and communication skills.

The application of skimming techniques in the learning process should be gradual and systematic, beginning with an introduction to text structure and continuing with practice in distinguishing between main and supporting information. Teachers are expected to develop various learning activities, such as speed reading to find main ideas, creating mind maps, and presenting summaries of reading passages. This approach not only strengthens reading comprehension but also encourages students to confidently convey information orally with a high level of confidence. Therefore, integrating skimming techniques into reading and speaking activities has the potential to be a learning innovation that simultaneously supports the development of students' literacy and communication skills.

3. Analysis of Implementation Results

After implementing the skimming technique in Indonesian language learning, particularly on cause-and-effect relationships, analysis of learning outcomes showed a significant increase in students' productive skills at SD IT Tazkia Insani. This can be seen in the following diagram:

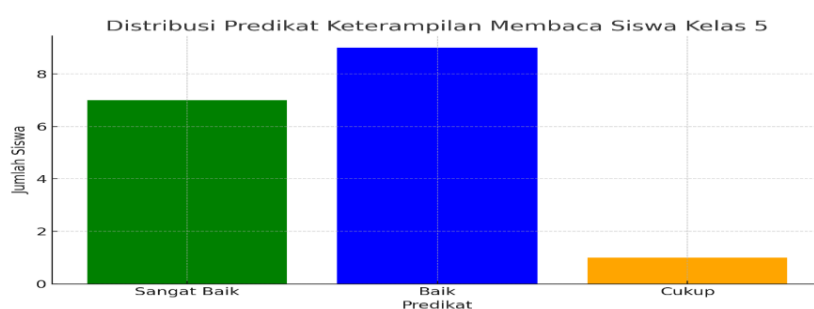


Fig. 2. Predicate Diagram of Reading Skills of Grade 5 Students

The bar chart shown illustrates the distribution of reading skill scores of 5th-grade students at SD IT Tazkia Insani based on the assessment results of 17 students. Nine students, or approximately 52.9%, received a Good score, indicating that more than half of the students have mastered the basic skimming skills quite well. This includes the ability to pronounce fluently, use vocabulary relevant to the reading context, and convey cause-and-effect information logically. This achievement is a positive indicator that the learning process has been able to equip most students with the functional reading skills needed to understand the content of the text.



Fig. 3. Implementation of Reading Skills of Grade 5 Students

On the other hand, 7 students, or approximately 41.2%, achieved the Very Good predicate, indicating higher competency in pronunciation, sentence structure, vocabulary use, and cause-and-effect reasoning. Meanwhile, only 1 student, or approximately 5.9%, remained in the Fair category, indicating the need for special attention and guidance. Overall, these data indicate that the implementation of the skimming reading strategy has been effective, but reinforcement and remedial programs are still needed to ensure all students receive interventions appropriate to their needs. An approach based on learning differentiation and the provision of structured feedback can be a solution to optimize the achievement of all students equally.

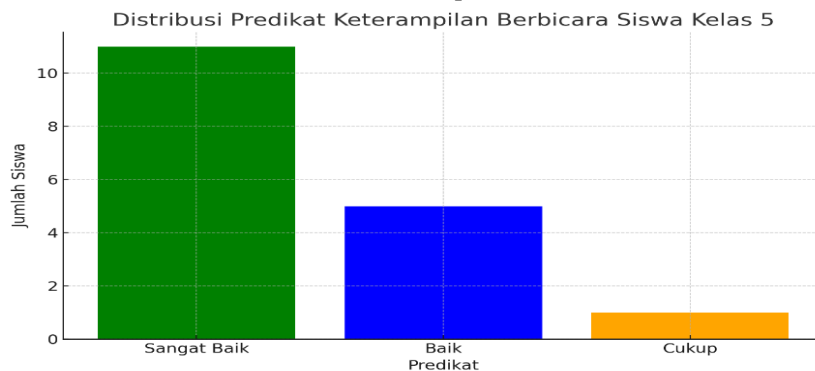


Fig. 4. Diagram of the Predicate of 5th Grade Students' Speaking Skills

Based on the results of the analysis of the speaking skills of fifth grade students of SD IT Tazkia Insani, it was found that out of 17 students assessed, 11 students (64.7%) received a Very Good predicate, 5 students (29.4%) received a Good predicate, and only 1 student (5.9%) was in the Sufficient category. This assessment covers five important aspects of speaking skills, namely understanding the content of the reading, identifying main ideas, the ability to draw conclusions, linking to context, and oral expression including intonation, articulation, and gestures. This achievement shows that most students have good speaking skills, especially in conveying text-based information coherently and logically. This also indicates that the techniques in learning used are quite effective in stimulating students' cognitive and affective aspects in speaking skills.



Fig. 5. Implementation of Speaking Skills of Grade 5 Students

However, the presence of students who received the "Sufficient" category indicates that there are still challenges in achieving equitable learning outcomes in the classroom. Possible causes include a lack of self-confidence, limited opportunities for active speaking in class, or suboptimal individual guidance for students with average abilities. Therefore, solutions that can be developed include implementing a differentiated learning approach, particularly in small group discussions that provide more space for each student to express their opinions. Furthermore, teachers can integrate audio-visual media to improve students' understanding and articulation skills, and provide constructive and ongoing feedback to improve motivation and overall speaking skills.

Implementing the skimming technique is not without its challenges. One of the main obstacles that arises is students' lack of confidence in speaking and presenting their skimming findings orally [15]–[17]. Many students feel awkward or afraid of making mistakes when having to explain their understanding in front of the class. To overcome this, teachers need to create a supportive and stress-free learning environment, such as by providing opportunities to practice speaking in small groups before presenting in front of the class. Furthermore, appreciating students' efforts, not just their results, can help build their confidence gradually. With the right approach, this challenge can actually become a valuable learning moment in developing students' communication skills.

IV. CONCLUSION

The results of the study indicate that the integration of skimming techniques in Indonesian language learning at SD IT Tazkia Insani is effective in improving students' productive skills, both in reading and speaking. As many as 52.9% of students received a Good rating and 41.2% Very Good in reading skills, while 64.7% of students were classified as Very Good in speaking. This technique helps students understand reading content quickly and convey information coherently, logically, and expressively. The gradual implementation of skimming through introduction, guided practice, independent application, and reflection can build students' self-confidence and critical thinking skills. However, a differentiated approach and continuous guidance are needed for students with low achievement to create equitable learning outcomes. The skimming technique has proven to be a relevant and adaptive learning strategy in addressing 21st-century literacy needs

V. ACKNOWLEDGMENTS

The author expresses his gratitude to the SD IT Tazkia Insani Majalengka, especially the fifth-grade teachers and students, who provided support and participation in the implementation of the program. Appreciation is also expressed to all parties who assisted in the planning, implementation, observation, and evaluation of the program, ensuring its successful implementation

REFERENCES

- [1] S. Cancelliere, S. Ramsaroop, and N. Petersen, "Infusing 21st-century competencies into scripted foundation phase literacy lessons," *South African J. Child. Educ.*, vol. 13, no. 1, p. 1288, 2023.
- [2] R. Ata and M. M. Alpaslan, "The role of digital literacy, epistemological belief and reading motivation and

- engagement in teaching 21st century skills,” *Int. J. Inf. Learn. Technol.*, vol. 41, no. 3, pp. 304–317, 2024.
- [3] L. I. González-pérez and M. S. Ramírez-montoya, “Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review,” *Sustain.*, vol. 14, no. 3, p. 1493, 2022.
- [4] B.-O. Niculescu and I.-A. Dragomir, “Critical Reading - A Fundamental Skill for Building 21 st Century Literacy ,” in International conference KNOWLEDGE-BASED ORGANIZATION, 2023, vol. 29, no. 2, pp. 215–220.
- [5] M. C. Martínez-Bravo, C. S. Chalezquer, and J. Serrano-Puche, “Dimensions of Digital Literacy in the 21st Century Competency Frameworks,” *Sustain.*, vol. 14, no. 3, p. 1867, 2022.
- [6] H. Shafiee Rad, “Reinforcing L2 reading comprehension through artificial intelligence intervention: refining engagement to foster self-regulated learning,” *Smart Learn. Environ.*, vol. 12, no. 1, p. 23, 2025.
- [7] P. Haryono et al., *Reading Skills*. PT. Sonpedia Publishing Indonesia, 2025.
- [8] C. E. Agustin and A. Setyawan, “Peningkatan kemampuan membaca melalui pendekatan whole language pada siswa kelas 1 SDN Tanjung Jati 2,” *PANDU J. Pendidik. Anak dan Pendidik. Umum*, vol. 1, no. 2, pp. 52–57, 2023.
- [9] D. Hutahaean and M. V. R. Munthe, “The Effect Of Using Skimming And Scanning Technique In Reading Comprehension,” *J. Ilmu Sos. dan Hum.*, vol. 4, no. 2, pp. 406–415, 2026.
- [10] A. Wandira, M. Candra, and D. Murni, “Skimming and scanning techniques for reading comprehension,” *J. Lang. Lit. English Teach.*, vol. 4, no. 2, pp. 77–85, 2023.
- [11] P. V. V Mokalu, E. Z. Oroh, and I. J. C. Tuerah, “Improving Students Reading Comprehension Through Skimming and Scanning Techniques at the Tenth Grade of SMA,” *Kompetensi J. Bhs. dan Seni*, 2022.
- [12] F. N. Amalia, “Peningkatan keterampilan membaca cepat dengan teknik skimming,” *J. Ilm. Bina Edukasi*, vol. 12, no. 1, pp. 31–41, 2019.
- [13] M. R. Fadliansyah, Zakiyah, and S. Alamat, “Penerapan metode skimming dalam peningkatan kemampuan membaca dalam hati pada remaja,” *J. Pendidik. dan Anak Usia Dini*, vol. 5, no. 1, pp. 61–72, 2024.
- [14] M. Raffi Fadliansyah, S. Zakiyah UIN Syarif Hidayatullah Jakarta Alamat, J. H. Ir Djuanda, and K. Tangerang Selatan, “Penerapan Metode Skimming Dalam Peningkatan Kemampuan Membaca Dalam Hati Pada Remaja,” *J. Pendidik. dan Anak Usia Dini*, vol. 5, no. 1, pp. 61–72, 2024.
- [15] H. Safitri, L. Maylinda, and R. I. Erviana, “Pengenalan Metode Skimming, Scanning, dan Visualising untuk Membantu Pemahaman Membaca Siswa,” *J. Pengabd. Masy. Madani*, vol. 3, no. 2, pp. 123–128, 2023.
- [16] W. W. Kusuma, Inkha Aulia Jannyfer Nursyahputri, Adhelia Safirah, Rahma Evelyn Hardiana Putri, Laily Zakiyaturrahmah, and Trinil Dwi Turistiani, “Improving Fast and Effective Reading Skills Through Skimming and Scanning Strategies,” *TOFEDU Futur. Educ. J.*, vol. 5, no. 2, pp. 2378–2385, 2026.
- [17] B. N. A. Lubis, D. Syahputri, and K. R. Rambe, “Pelatihan Teknik Membaca Cepat: Skimming and Scanning Bagi Siswa Kelas XI Jurusan Teknik Komputer dan Jaringan SMK Swasta Yapim Biru-Biru,” *J. Pustaka Mitra* (Pusat Akses Kaji. Mengabdi Terhadap Masyarakat), vol. 2, no. 1, pp. 30–33, 2022.