



Improving Students' Reading Skills through Speed Reading Assisted by Audio-Visual Media

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Abstract: This study aimed to improve the reading skills of third-grade students at SD Negeri Sonosewu through the application of the Speed-Reading method assisted by audio-visual media. The research was conducted during the first semester of the 2025/2026 academic year using Classroom Action Research (CAR) implemented in two cycles, each consisting of planning, action, observation, and reflection stages, with 27 students as participants. Data were collected through reading skill tests and classroom observations and analyzed using descriptive quantitative and qualitative techniques. The results showed that students' reading skills were initially low, with a pre-cycle average score of 52. After the implementation of the Speed-Reading method in Cycle I, the average score increased to 69, indicating sufficient improvement, although some students still experienced difficulties in understanding texts efficiently. Further improvements were applied in Cycle II, resulting in a significant increase in the average score to 85, which was categorized as very good and exceeded the success indicator of 75%. These findings indicate that the Speed Reading method assisted by audio-visual media is effective in improving the reading skills of third-grade students at SD Negeri Sonosewu.

Keywords: Audio-Visual Media; Reading skills; Speed reading

Introduction

Reading is a receptive written language skill because it allows a person to acquire new information, experiences, and knowledge, which play a vital role in strengthening thinking skills and broadening horizons (Purba et al., 2023). Reading skills acquired early in life serve as the primary foundation for later reading development, thus playing a crucial role in lifelong learning.

Beyond being an academic skill, reading also plays a vital social role as a means of communication, information gathering, and expanding human insight and experience across various historical and cultural contexts (Hartati & Fathurrahman, 2025). Therefore, reading skills are viewed not only as an educational necessity but also as a meaningful activity that supports students' intellectual and social development.

Reading skills encompass the ability to understand, interpret, and evaluate information conveyed through written text. The reading process involves complex cognitive activities, such as understanding meaning, drawing conclusions, and connecting information to prior knowledge and experiences (Haryanti & ZA, 2021; Prastyaningrum et al., 2024). Therefore, reading is not simply about recognizing letters and words but is central to the educational process and the development of students' thinking (Sintia & Ramadhan, 2023).

In the context of primary education, reading skills are the primary foundation for successful learning at subsequent levels. However, in reality, the reading ability of elementary school students remains relatively low and requires serious attention (Setiawan, 2023). Frequent reading problems include slow reading, poor reading comprehension, and a tendency to read mechanically without engaging in in-depth thinking. This situation is exacerbated by the selection of

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inappropriate learning methods (Suryanti et al., 2021) and the low reading achievement of Indonesian students on the PISA test.

Reading test results for third-grade students at Sonosewu State Elementary School showed that some students had not yet achieved the Minimum Competency (KKM), particularly in determining main ideas and drawing conclusions. Despite their relatively improved ability to answer questions, interviews and observations revealed that students still experienced difficulties in letter recognition, pronunciation, and reading comprehension, and tended to read without connecting ideas, which resulted in low self-confidence and reading motivation.

Learning observations indicate that the reading strategies used by teachers are still conventional and do not direct students toward clear reading goals. As a result, students read only through recitation of text without fully understanding the content. Although schools have adequate supporting facilities, the use of learning media, particularly audio-visual media, has not been optimally utilized in reading instruction.

One relevant alternative solution to address these issues is the application of the Speed-Reading method. Speed Reading is a reading technique that aims to increase reading speed without compromising comprehension by reducing subvocalization, enhancing visual focus, and utilizing peripheral vision (Sari & Kaihatu, 2023). This method is considered capable of increasing students' reading efficiency in absorbing information in a limited time and strengthening their concentration and ability to sort out important information (Anggraeni et al., 2025; Fauzan et al., 2022).

The implementation of the Speed Reading method supported by audio-visual media further strengthens the effectiveness of reading instruction (Andi et al., 2025; Angelina et al., 2025; Suharsiwi et al., 2022). Audio-visual media play a crucial role in increasing students' attention, motivation, and comprehension of reading (Fitriyani et al., 2023; Halim & Atoh, 2025; Kartika et al., 2023; Pasaribu et al., 2025). Numerous studies have shown that the use of the Speed Reading method and audio-visual media has a positive and significant impact on improving elementary school students' reading skills (Fadillah et al., 2021; Istiqomah, 2021).

However, previous research still has limitations, particularly in examining the application of the Speed-Reading method assisted by audio-visual media to third-grade students at Sonosewu State Elementary School. These limitations indicate a research gap that needs further study. Therefore, this research was conducted as an innovative effort to improve the reading skills of third-grade students at Sonosewu State

Elementary School through the Speed Reading method with audio-visual media.

Method

This research was conducted at Sonosewu Public Elementary School, located in Sonosewu, Bangunjiwo, Kasihan District, Bantul Regency, Yogyakarta Special Region, in December of the 2025/2026 academic year. The subjects were 27 third-grade students at Sonosewu Public Elementary School, while the object of the research was students' reading skills. This research used a Classroom Action Research (CAR) approach.

Data collection was conducted through tests and observations to obtain data relevant to the research objectives. The instruments used included written test sheets to measure reading skills and observation sheets to assess teacher activities in implementing the *Speed-Reading method* with the aid of audio-visual media. The data obtained were analyzed using quantitative and qualitative analysis techniques.

Quantitative data were obtained from the results of students' reading skills tests calculated in the form of percentages and class averages, then classified into very good, good, sufficient, and poor categories to see the improvement in learning outcomes at each meeting and cycle (Javorčíková et al., 2021; Sugiyono, 2016), which were then presented visually in a bar chart. Qualitative data were obtained from observation sheets of teacher activities in implementing the *Speed-Reading method* and student responses during learning, which were analyzed through the stages of data reduction, narrative data presentation, and drawing conclusions.

The indicator of research success was determined by the improvement of students' reading comprehension skills, with the provision that at least 75% of students experience an increase in learning outcomes and achieve the Learning Objective Achievement Criteria (KKTP) of at least 75.

Results and Discussion

Pre-Cycle

As shown in Table 1, the total score was 1,395 with a class average of 52, which included the predicate D (Poor). Of the 27 students, only 1 student obtained the predicate Good (B), 10 students were in the predicate Sufficient (C), and the majority, namely 16 students, were still in the predicate Poor (D). These results indicate that the overall reading comprehension ability of students is still low, especially in understanding the content of the reading and capturing important information from the text, which is also supported by the findings of initial observations in the form of lack of

focus, slow reading tempo, and less than optimal reading comprehension. Therefore, the research continued to Cycle I by implementing the Speed-Reading method assisted by audio-visual media as an effort to improve students' reading abilities.

Table 1 Pre-Cycle Indonesian Language Test Scores

Name	Mark	Predicate
ASA	66	C
YOU	66	C
APM	43	D
PRINCIPLE	47	D
AB	43	D
APZ	62	C
CSAG	43	D
BYE	33	D
DAM	47	D
ERP	47	D
FAM	66	C
KBA	81	B
KNA	52	D
KPAS	57	D
MFBA	66	C
CHILD	57	D
NGP	33	D
NA	47	D
RBA	62	C
SPN	47	D
SM	47	D
SV	47	D
TDA	62	C
VNHA	47	D
XFN	62	C
DKF	66	C
RDS	62	C
Total Mark	1395	-
Average	52	D

Cycle I

Cycle I of this research was carried out in two meetings, namely on December 11 and 12, 2025, which took place in class III of Sonosewu State Elementary School with a total of 27 students. The implementation of cycle I was carried out in two meetings.

The first meeting of Cycle I was held on Thursday, December 11, 2025, with the researcher acting as the teacher and the class teacher as the observer. Learning was carried out according to the teaching module that had been prepared and adjusted to the characteristics of the students, with the Indonesian Language material Chapter 3 *Pengobar Semangat* which focused on understanding the main ideas and supporting ideas in the reading text through the application of the Speed-Reading method assisted by audio-visual media.

The second meeting of Cycle I was held on Friday, December 12, 2025, with the researcher as the teacher and the class teacher as the observer. Learning was

carried out according to the teaching module that had been prepared and adapted to the characteristics of the students, with the Indonesian Language material Chapter 3 *Pengobar Semangat* which focused on understanding the story and the ability to express opinions through the application of the Speed-Reading method assisted by audio-visual media.

Based on the results of observations of teacher activities in Cycle I, which were carried out in two meetings, most of the learning steps had been implemented according to plan and showed improvement in the second meeting. In the first meeting, the teacher had carried out the opening and core activities quite well, including the use of the Speed-Reading method and group discussions, but there were still shortcomings such as lack of learning motivation, uneven guidance, no presentation of discussion results, and less than optimal reflection and appreciation.

In the second meeting, teacher activity improved with a more comprehensive opening, a more optimal implementation of the Speed-Reading method, and a presentation of discussion results, although guidance and appreciation for all students were still uneven and learning reflections were still short. Overall, teacher activity in Cycle I was quite good, but it still needs improvement in the aspects of guidance, reflection, and giving appreciation so that learning in the next cycle is more optimal.

Table 2 Results of the Analysis of the Pre-Cycle and Cycle I Reading Skills Tests

Name	Pre Cycle	Cycle I	Improvement %
ASA	66	67	1
YOU	66	76	10
APM	43	60	17
PRINCIPLE	47	57	10
AB	43	76	33
APZ	62	81	19
CSAG	43	67	24
BYE	33	67	34
DAM	47	69	22
ERP	47	76	29
FAM	66	76	10
KBA	81	76	-5
KNA	52	67	15
KPAS	57	71	14
MFBA	66	76	10
CHILD	57	60	3
NGP	33	60	27
NA	47	69	22
RBA	62	57	-5
SPN	47	76	29
SM	47	71	24
SV	47	69	22
TDA	62	62	0
VNHA	47	69	22
XFN	62	67	5

Name	Pre Cycle	Cycle I	Improvement %
DKF	66	62	-4
RDS	62	67	5
Total Mark	1693	52 (D)	69 (C)

Based on Table 2, the average class score in the pre-cycle was 52 with a grade of D, indicating that students' reading ability was still low. After the implementation of the Speed Reading method in Cycle I, the average score increased to 69 with a grade of C, or an increase of 17%, indicating a positive impact on students' ability to understand the main ideas and important information in the reading. Individually, most students experienced varying improvements, with the highest increase reaching 34%, although some students experienced a decline or stagnation in their scores. Classically, these results indicate an increase in reading skills, but because the class average is still in the sufficient category, improvements and strengthening of learning are needed in the next cycle so that improvements can be more optimal and even.

Reflection shows that cycle I was been implemented according to plan with the application of the *Speed Reading method* assisted by audio-visual media and shows an increase in students' reading skills compared to the pre-cycle, but several obstacles were still found, such as lack of focus among some students, difficulty in applying speed reading techniques, limitations in determining main ideas and filtering important information, uneven teacher guidance, and short learning reflections. Therefore, in Cycle II, improvements were planned in the form of optimizing the use of audio-visual media, more structured explanations of methods, providing more intensive and directed reading exercises, setting clear reading times accompanied by examples and discussions, equalizing teacher guidance, especially for students who experienced difficulties, and implementing more active and in-depth learning reflections.

Cycle 2

The implementation of Cycle II was arranged based on the results of the evaluation and reflection of Cycle I to correct learning weaknesses and improve students' reading comprehension skills. Cycle II was carried out in two meetings, namely on December 17 and 18, 2025 in grade III of Sonosewu Elementary School. The first meeting discussed the material "Chart for Writing Story Sequences" in Indonesian Chapter III *Pengobar Semangat* to train understanding of the storyline in a coherent manner through speed reading, while the second meeting discussed the material "Character Problems in the Story" to strengthen students' abilities in understanding the contents of the reading and identifying character problems.

Based on observations in Cycle II, learning implementation showed improvements compared to Cycle I across all stages of the activity. The initial activities in the second meeting were more optimal with clear delivery of learning objectives and motivation, thus increasing student readiness and enthusiasm. In the core activities, the implementation of the Speed Reading method became more focused with clear reading time arrangements, more even teacher guidance, active group discussions, and the implementation of presentations and appreciation for students. The closing activities also experienced improvements through more focused reflection and learning conclusions. Overall, the implementation of the Speed Reading method in Cycle II was more consistent and effective, thus supporting improvements in the quality of the learning process and student reading skills.

Table 3 Reading Skills Test Results Pre-Cycle, Cycle I, Cycle II

Name	Pre Cycle	Cycle I	Cycle II	Improvement %
ASA	66	67	81	14
YOU	66	76	81	5
APM	43	60	80	20
PRINCIPLE	47	57	81	24
AB	43	76	81	5
APZ	62	81	83	2
CSAG	43	67	81	14
BYE	33	67	88	21
DAM	47	69	81	12
ERP	47	76	81	5
FAM	66	76	81	5
KBA	81	76	84	8
KNA	52	67	81	14
KPAS	57	71	88	17
MFBA	66	76	81	5
CHILD	57	60	81	21
NGP	33	60	86	26
NA	47	69	90	21
RBA	62	57	81	24
SPN	47	76	86	10
SM	47	71	81	10
SV	47	69	81	12
TDA	62	62	81	19
VNHA	47	69	86	17
XFN	62	67	89	22
DKF	66	62	90	28
RDS	62	67	81	14
Average	52 (D)	69 (C)	81 (B)	12

Based on Table 3, there was a gradual and consistent improvement in students' reading skills. In the Pre-Cycle, the average class score was 52 with a grade of D, indicating that students still had difficulty understanding reading material, determining main ideas, and finding important information. After the

implementation of the actions in Cycle I, the average score increased to 69 with a grade of C, indicating a positive impact even though it had not yet reached the success indicator. Learning improvements in Cycle II resulted in a more significant increase with an average class score reaching 81 and a grade of B, thus meeting the research success indicator. Almost all students experienced an increase in scores, both those previously in the poor and sufficient categories, and showed positive changes in the learning process such as increased activity, concentration, and learning motivation. Thus, the application of the Speed Reading method assisted by audio-visual media proved effective in improving students' reading skills, and the research was declared successful without the need to continue to the next cycle.

Based on the implementation and learning outcomes in Cycle II, reflection shows that the implementation of the Speed Reading method was more focused with clear reading time management and adjusted to students' abilities, thus improving reading comprehension, activeness, self-confidence, and the results of individual and class reading skill tests until all students achieve learning completion. Teachers were also more optimal in providing guidance evenly with the support of audio-visual media and structured LKPD, although there were still some students who needed adaptation to reading speed, strengthening the role of individuals in group discussions, and improving learning time management. With the achievement of successful indicators in Cycle II, learning actions were stopped. The Speed Reading method was recommended as a reading comprehension learning strategy in Grade III, and follow-up is needed in the form of directed reading exercises and light assistance so that students' reading skills are maintained and developed.

The Speed Reading Method Contributes to Improving Students' Reading Skills

The application of the Speed Reading method has been proven to significantly contribute to improving students' reading skills, because it encourages focus, concentration, and the ability to understand reading thoroughly in a limited time. The results of the study showed an increase in the average value of reading skills from 52 (grade D) in the pre-cycle to 69 (grade C) in Cycle I, and an increase again to 81 (grade B) in Cycle II, so that all students achieved learning completeness ≥ 75 . This finding indicates that reading problems are not only influenced by individual abilities but also by the learning strategies used by teachers.

The results of this study align with those of Arifin & Musliani (2025); Ririhena et al. (2025), who stated that the Speed Reading method effectively improves the

reading speed and comprehension of elementary school students. This finding is further supported by Özkara et al. (2025), who stated that this method is effective in integrative thematic learning. Therefore, the Speed Reading method is a relevant and effective learning strategy for improving elementary school students' reading skills.

The Speed Reading Method Helps Students Understand Main Ideas and Important Information in Reading

The results of the study showed that the application of the Speed Reading method had a positive impact on students' ability to understand the main ideas and important information in the reading text, which was previously still low because students tended to read without grasping the essence of the text. After the gradual and repeated application of the Speed-Reading method, students became more focused, accustomed to reading quickly, and were able to filter main ideas and support information more precisely. The data showed an increase in learning completeness from 11% in the pre-cycle to 56% in Cycle I, and reached 100% in Cycle II with an average class score of 81, especially for students who were previously in the low category.

This finding is in line with research by Damastuti et al. (2023); Ririhena et al. (2025); Yuda & Mustadi (2025) which stated that the Speed Reading method is effective in improving the ability to understand main ideas, text structure, and the meaning of reading more quickly and deeply, thus strengthening the argument that this method helps develop more meaningful reading comprehension skills.

The Use of Audio-Visual Media Strengthens the Effectiveness of the Speed Reading Method in Reading Learning

The success of the Speed Reading method in this study was supported by using audio-visual media that made reading learning more interesting, interactive, and easy to understand. Audio-visual media helped students understand the context and content of the reading, increasing focus, motivation, and learning engagement, especially for students with low reading abilities. Observation results showed an increase in teacher activity from 68% in Cycle I to 86% in Cycle II, and student activity from 65% to 88%, followed by 100% learning completion in Cycle II.

This finding aligns with research by Azazia et al. (2025); Fadillah et al. (2021); Rosida & Ritonga (2023), which found that the combination of the Speed Reading method and audio-visual media effectively increased students' interest, engagement, and reading comprehension.

Conclusion

Based on the results of classroom action research in Indonesian Language subjects in Grade III of Sonosewu Elementary School, the application of the Speed Reading method assisted by audio-visual media has been proven effective in improving students' reading comprehension skills. Improvements are seen in the ability to understand the content of the reading, determine the main idea, identify the sequence of the story, and identify important information and character problems. The average class score increased from 52 (predicate D) in the Pre-Cycle to 69 (predicate C) in Cycle I and reached 85 (predicate Very Good) in Cycle II, with a total increase of 33 points. These results indicate that learning implemented in stages through Pre-Cycle, Cycle I, and Cycle II was able to significantly and sustainably improve students' reading skills.

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Author contributions

E. R. P compiled the entire article, while R. N guided Author E. R. P in the process of compiling the article, providing direction, input, and supervision so that the article could be compiled systematically and in accordance with scientific principles.

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Conflict of interest

The author declares that he has no conflict of interest with any party related to this research.

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