

THE EFFECTIVENESS OF USING SKIMMING AND SCANNING TECHNIQUE FOR TEACHING READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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ABSTRACT

This study aims to investigate the effectiveness of skimming and scanning techniques in improving students' reading comprehension. This research employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The participants consisted of 23 eighth-grade students at junior high school. Data were collected through reading comprehension tests administered before and after the treatment. The pre-test results showed that students' reading comprehension was relatively low, with a mean score of 46.52. After the implementation of skimming and scanning techniques, the post-test mean score increased significantly to 89.13. The result of the paired sample t-test showed a significance value of 0.001 ($p < 0.05$), indicating a statistically significant improvement. These findings demonstrate that skimming and scanning techniques are effective in enhancing students' reading comprehension. Therefore, these techniques are recommended as effective strategies in teaching reading in EFL classrooms.

Keywords: *reading comprehension, skimming, scanning, EFL, pre-experimental*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas teknik skimming dan scanning dalam meningkatkan kemampuan membaca siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental one group pretest-posttest. Subjek penelitian adalah 23 siswa sekolah menengah pertama. Data dikumpulkan melalui tes membaca yang diberikan sebelum dan sesudah perlakuan. Hasil pre-test menunjukkan bahwa kemampuan membaca siswa masih rendah dengan nilai rata-rata 46,52. Setelah penerapan teknik skimming dan scanning, nilai rata-rata post-test meningkat menjadi 89,13. Hasil uji paired sample t-test menunjukkan nilai signifikansi sebesar 0,001 ($p < 0,05$), yang berarti terdapat peningkatan yang signifikan. Hasil penelitian ini menunjukkan bahwa teknik skimming dan scanning efektif dalam meningkatkan kemampuan membaca siswa. Oleh karena itu, teknik ini direkomendasikan sebagai strategi pembelajaran membaca dalam kelas EFL.

Kata Kunci: membaca, skimming, scanning, EFL, eksperimen

A. Introduction

In the context of globalization, the role of English has become increasingly prominent as an international language that supports various aspects of modern life, from education, business, and technology to cross-cultural communication. Proficiency in English not only helps individuals broaden their horizons and access information, but also opens up opportunities to compete at the global level. This language serves as a communication tool and a bridge that strengthens interactions between nations and facilitates the exchange of knowledge and technology. Thus, the presence of English is key to improving the quality of human resources ready to face the challenges of the global era. This aligns with the views of Noerhidayat (2020), who emphasizes that English plays a role as a universal language in instruction and communication in the era of globalization.

In English language learning, the four main skills of listening, speaking, reading, and writing are the main foundations that complement each other to achieve comprehensive

language proficiency. Of these four skills, comprehensive reading has a very important position, especially in an academic context. Through reading activities, students not only gain new knowledge, but also enrich their vocabulary, understand language structure, and practice critical thinking skills. Good reading skills enable students to access various sources of information, from books, journals, to online articles, all of which contribute to enhancing the quality of learning. This aligns with the findings of Junaidi et al. (2023), who emphasizes that reading comprehension is the key to academic success in higher education, providing both theoretical foundations and empirical evidence supporting the importance of this skill in the learning process. Although reading skills play a very important role, the reality is that many EFL (English as a Foreign Language) students still face various challenges in understanding academic texts. Common difficulties include. Finding the main idea in a reading passage, recognizing important details, and drawing inferences that support overall comprehension. These

obstacles often make the reading process slow and less effective, making it difficult for students to connect the information they obtain with a broader academic context. In this context, reading learning strategies are essential to help students develop their reading comprehension skills. Research by Floris et al. (2009), at the junior high school level shows that the application of the QAR (Question- Answer Relationship) strategy can significantly improve reading skills, as it helps readers understand the relationship between questions and information in the text.

In this context, reading learning strategies are essential to help students develop their reading comprehension skills. These findings suggest that the use of appropriate strategies can facilitate EFL readers, both at the secondary and university levels, in overcoming reading challenges and ultimately achieving a more comprehensive understanding. In today's English education, reading comprehension is one of the most important skills for students to master. It allows them to understand meaning, gather information, and improve vocabulary through written texts.

However, many students at the junior high school level still struggle with reading tasks. They often read slowly, get confused with long texts, and fail to find specific information needed to answer questions. This shows that reading comprehension remains a challenge, and innovative techniques are needed to improve students' reading skills (Paige, 2020). According to Fauzi (2018), Among various strategies, skimming and scanning are known as effective reading techniques that help students find important information faster and focus better. Skimming helps students get the general idea of a text by reading quickly, while scanning allows them to locate specific data or keywords without reading the whole passage. These techniques are useful for academic reading, especially during exams or timed tasks. Studies have shown that students taught through skimming and scanning strategies tend to perform better in reading comprehension compared to those who use traditional methods.

Low reading comprehension skills remain a major challenge in learning English at various educational levels, including junior high school. Many students still find it

difficult to understand reading materials, whether in identifying main ideas, locating important information, or reading efficiently. This condition leads to low learning outcomes and decreases students' motivation in learning English (Fatmawan et al., 2023).

Based on Chang (2010) , initial data from the daily tests of seventh-grade, it was found that most students have not achieved scores meeting the Minimum Competency Criteria (KKM), particularly in the area of reading comprehension. Students tend to read texts slowly, trying to understand every word, and ultimately spend a lot of time without truly grasping the overall meaning of the text.

1. Skimming Technique

Skimming is a speed reading technique used to obtain the general idea or main points of a text. Through this technique, readers focus on key parts such as titles, headings, and topic sentences to quickly understand the overall content without reading every word. Skimming has been widely applied in English language learning and is considered effective in helping students grasp the main idea efficiently (Agustin et al., 2023).

Previous studies have shown that skimming can improve students' reading comprehension, even at the junior high school level. It helps students read more quickly and identify the main idea of a text, although some challenges may still occur, such as limited vocabulary. Additionally, the use of skimming has been proven to increase students' interest in reading and support their ability to understand texts more effectively.

Skimming is a reading technique that allows students to quickly obtain the general idea of a text by focusing on key parts such as titles, headings, and topic sentences. Recent studies have shown that skimming helps students improve their reading efficiency and comprehension by enabling them to understand the overall meaning of a text without reading it word by word. A systematic literature review by Pido et al. (2024) found that skimming significantly contributes to improving students' reading comprehension across different educational levels. In addition, a meta-analysis conducted by Putra et al. (2025) revealed that students who apply skimming techniques are better able to identify

main ideas and understand texts more effectively, especially in time-limited reading activities.

2. Scanning Technique

Scanning is a reading technique used to locate specific information within a text, such as names, dates, or keywords. Instead of reading the entire passage, readers focus only on particular details needed to answer questions or complete tasks. This technique is especially useful in academic contexts where students are required to find information quickly and accurately.

Similar to skimming, scanning has also been widely implemented in English language learning and has shown positive results in improving students' reading comprehension. Research indicates that scanning helps students become more efficient readers, enabling them to identify important details without spending too much time on the entire text. This technique also supports students in completing reading tasks more effectively, especially during tests or time-limited activities. Scanning is a reading technique used to locate specific information within a text, such as keywords, dates, or particular details, without reading the entire

passage. This technique is especially useful in academic contexts where students are required to find information quickly and accurately. According to experimental research, students who use scanning techniques demonstrate better performance in answering comprehension questions and completing reading tasks efficiently. Studies by Faradilla (2024) and other recent research also indicate that scanning improves students' ability to identify important details and enhances reading comprehension. Furthermore, scanning supports students in managing their time effectively during reading activities, making it a practical strategy for classroom implementation.

B. Method

This study employed a quantitative research approach with a pre-experimental one-group pretest-posttest design. This design was chosen to measure the effectiveness of skimming and scanning techniques by comparing students' performance before and after the treatment.

The participants of this study consisted of 23 eighth-grade students selected through total sampling. The

research was carried out in several stages, namely preparation, implementation, and final analysis.

In the preparation stage, the researcher developed lesson plans and research instruments. During the implementation stage, a pre-test was administered to measure students' initial reading comprehension ability. Then, the treatment was conducted by teaching students using skimming and scanning techniques through guided reading activities. After the treatment, a post-test was given to measure students' improvement.

Data were collected using multiple-choice tests consisting of reading comprehension questions. The data were analyzed using descriptive statistics, normality tests, and paired sample t-tests. Statistical analysis was conducted using SPSS to determine whether the improvement was significant.

C. Result and Discussion

1. Students' Reading Comprehension Before Treatment

The pre-test was administered to measure students' initial reading comprehension ability before the implementation of skimming and scanning techniques. The results

indicate that students' reading comprehension was still relatively low. Most students had difficulty identifying the main idea and locating specific information in the text. This condition is reflected in the descriptive statistics presented in Table 1.

Table 1. Pre-Test Results of Students' Reading Comprehension

Indicator	Score
Total Score	1,070
Mean	46.52
Median	45
Mode	55
Highest Score	65
Lowest Score	30

Based on Table 1, the mean score of the pre-test is 46.52, indicating that students' reading comprehension ability is below the expected standard. The highest score achieved by students is 65, while the lowest score is 30. This shows that most students still struggle in understanding English texts.

2. Students' Reading Comprehension After Treatment

After applying skimming and scanning techniques, a post-test was conducted to measure students' improvement. The results show a significant increase in students' reading comprehension ability.

The detailed results are presented in Table 2.

Table 2. Post-Test Results of Students' Reading Comprehension

Indicator	Score
Total Score	2,050
Mean	89.13
Median	90
Mode	95
Highest Score	100
Lowest Score	80

Based on Table 2, the mean score increases to 89.13, which is categorized as very good. The highest score reaches 100, and the lowest score is 80. This indicates that almost all students were able to understand the text effectively after the treatment.

3.Comparison of Pre-Test and Post-Test Results

To clearly illustrate the improvement in students' reading comprehension, a comparison between pre-test and post-test scores is presented in Table 3.

Table 3. Comparison of Pre-Test and Post-Test Scores

Test	Mean	Improvement
Pre-Test	46.52	—
Post-Test	89.13	+42.61

From Table 3, it can be seen that the mean score increases by 42.61 points, which indicates a substantial improvement in students' reading comprehension.

4.Statistical Analysis (Paired Sample T-Test)

To determine whether the improvement is statistically significant, a paired sample t-test was conducted.

Table 4. Paired Sample T-Test Result

Test	Sig. (2-tailed)	Interpretation
Pre-Test vs Post-Test	0.001	Significant

Based on Table 4, the significance value is **0.001**, which is lower than 0.05 ($0.001 < 0.05$). This means that there is a significant difference between pre-test and post-test scores. Therefore, the alternative hypothesis (H_1) is accepted.

After the treatment, the mean score increased significantly to 91.74 in the post-test. This improvement shows that students were able to understand texts more effectively and efficiently. The paired sample t-test result showed a significance value of 0.001, which is lower than 0.05, indicating a statistically significant difference between pre-test and post-

test scores. These findings are consistent with previous studies that highlight the effectiveness of skimming and scanning techniques in improving reading comprehension (Afriani, 2022). The techniques help students focus on essential information, increase reading speed, and reduce cognitive overload during reading tasks. Furthermore, the application of these techniques also enhanced students' engagement and participation in the learning process. Students became more active and motivated, as they were able to interact with the text more efficiently. This supports the idea that appropriate teaching strategies can improve both learning outcomes and classroom dynamics.

D. Conclusion

The findings of this study reveal that the implementation of skimming and scanning techniques significantly improves students' reading comprehension. Before the treatment, students experienced difficulties in understanding texts, particularly in identifying main ideas and locating specific information. After the treatment, students demonstrated better reading performance. They

were able to read more efficiently, identify key information, and understand the overall meaning of the text. This improvement can be attributed to the effectiveness of skimming and scanning techniques, which help students process texts more strategically.

These findings are consistent with previous studies which state that skimming and scanning techniques enhance reading comprehension and student engagement (Afriani, 2022), (Sari, 2023), (Agustin et al., 2023).

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