

**THE EFFECT OF SKIMMING – SCANNING TEACHING
TECHNIQUES ON STUDENTS' READING
COMPREHENSION AT SMA NEGERI 7 KEDIRI ACADEMIC
YEAR 2023/2024**

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to Obtain the Sarjana Degree
of English Language Education Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri



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MOTTO AND DEDICATION

MOTTO:

Today must be better than yesterday and tomorrow is hope.

After your failure there is a sign of your success

“LET SAY Alhamdulillahirobbilallamin”

DEDICATION:

This skripsi is dedicated to:

Allah SWT who always gives his mercies and blessings during writing this

Skripsi.

My grandfather (Saridi) and my grandmother (Salbiyah), beloved mother (Rina) and my father (Ratno) who always love, support, and pray for me so I can finish it on time.

The great advisors (Dr. Khoiriyah M.Pd. and Dr. Sulistyani M.Pd.) who always advice me in conducting this skripsi

Blackpink whose songs always accompany during writing this thesis and my cats (Cio and Cia) always make me happy when writing this skripsi even though they often bother me

For all people who always make me happy thanks for your kindness

ABSTRACT

Ratna Lutfia Faradilla: The Effect of Skimming-Scanning Teaching Techniques on Student's Reading Comprehension at SMA Negeri 7 Kediri Academic Year 2023/2024, Skripsi, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2023.

Keywords:

Skimming-Scanning, Reading Comprehension, Teaching Technique

Reading comprehension is a competency that must be developed from elementary school to high school level. The ability to read is the result of practice which is supported by certain innate factors. However, reading ability is the result of practice and habituation so that a high level of effectiveness is achieved. Reading comprehension is an important component in language acquisition that is involved in a challenging process to get better results. Apart from that, there are a number of other problems that need attention. The first problem is students' disinterest in reading and understanding the substance of the text. Finding important information, such as main ideas and implicit and explicit information, may be a challenge for students. The aim of this research is to find out how the skimming-scanning method influences the reading comprehension of students at SMA Negeri 7 Kediri in class XI2.

This research uses a quantitative methodology with a pre-experimental design. Three data collection methods were used: pre-test, treatment, and post-test. The population and research sample amounted to 35 students. The data analysis method used to calculate the T test uses SPSS version 23. The average pre-test score is 62.14, while the post-test score is 81.28, based on the data. With an average pre-test score of 62.14 and an average post-test score of 81.28, the post-test produces a higher score than the pre-test. With a significance value (2-tailed) of less than 0.05 (<0.05), the pre-test standard deviation is 14.717, while the post-test standard deviation is 7.983. Therefore, it can be concluded that the reading comprehension of class XI2 students at SMA Negeri 7 Kediri is significantly influenced by the Skimming-Scanning technique. Based on the research results, the researcher suggests that the skimming-scanning technique can be applied by teachers to other English language skills.

Many concepts are produced by researchers as discussion material. Students who use this technique will read English correctly and have better reading comprehension. English teachers can use skimming-scanning to help students in reading comprehension because this method works well in overcoming difficulties in mastering their language reading comprehension. Researchers recommend applying the skimming-scanning method to all aspects of English language proficiency, not just advanced research. As a result, future researchers can improve their research by incorporating new techniques and designs.

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Praise and gratitude, we pray to the presence of Allah SWT who has given blessings and mercies so that the researcher is able to finish this thesis as a partial fulfilment of requirements for the Bachelor Degree well.

By the title of this skripsi "The Effect of Skimming-Scanning Teaching Techniques on Student's Reading Comprehension at SMA Negeri 7 Kediri Academic Year 2023/2024". The researcher realized that this thesis still has many shortcomings, so criticism and suggestions from various parties are highly expected.

On this occasion, the researcher would like to express her sincere gratitude and appreciation to:

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Finally, the researcher realizes that this “Skripsi” is far from being perfect. Therefore, the researcher expects any suggestions and criticism in order to improve this “Skripsi” is going to be useful not only for the researcher but also for the readers.

Kediri, July 03th, 2024

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TABLE OF CONTENTS

SKRIPSI.....	1
APPROVAL PAGE	2
APPROVAL SHEET	3
THE STATEMENT OF WRITING ORIGINALITY	4
MOTTO AND DEDICATION	5
ABSTRACT	6
ACKNOWLEDGMENT	7
TABLE OF CONTENTS.....	9
CHAPTER I INTRODUCTION.....	14
A. Background of the Research	14
B. Identification of the Research	18
C. Limitation of the Research.....	19
D. Formulation of the Problem.....	19
E. Objective of the Research	20
F. Significance of the Research	20
G. Definition of Key Terms	21
CHAPTER II THEORITICAL REVIEW AND HYPOTHESES.....	Error!
Bookmark not defined.	
A. Theoretical Review	Error! Bookmark not defined.
B. Review of Previous Research	Error! Bookmark not defined.
C. Rational.....	Error! Bookmark not defined.
D. Hypothesis	Error! Bookmark not defined.
CHAPTER III RESEARCH METHOD	Error! Bookmark not defined.
A. Research Variables	Error! Bookmark not defined.
B. Research Approaches and Techniques	Error! Bookmark not defined.
C. Place and Time of Research.....	Error! Bookmark not defined.
D. Population and Sample	Error! Bookmark not defined.
E. Research Instrument.	Error! Bookmark not defined.
F. Data Collection Techniques	Error! Bookmark not defined.

G. Technique of Data Analysis**Error! Bookmark not defined.**

CHAPTER IV RESEARCH FINDING AND DISCUSSION ..**Error! Bookmark not defined.**

A. Variable Data Description.....**Error! Bookmark not defined.**

B. The Data Analysis.....**Error! Bookmark not defined.**

C. Interpretation of the Data Analysis **Error! Bookmark not defined.**

D. Hypothesis Testing.....**Error! Bookmark not defined.**

E. Discussion.....**Error! Bookmark not defined.**

CHAPTER V CONCLUSSION, IMPLICATION, AND SUGGESTION **Error! Bookmark not defined.**

A. Conclusion**Error! Bookmark not defined.**

B. Implication.....**Error! Bookmark not defined.**

C. Suggestion.....**Error! Bookmark not defined.**

BIBLIOGRAPHY**23**

APPENDIX**Error! Bookmark not defined.**

LIST OF TABLES

3.1 : Time of the research	36
3.2 : Assessment Indicator Pre-test	38
3.3 : Assessment Rubric Pre-test.....	39
3.4 : Assessment Indicator Post-test.....	40
3.5 : Assessment Rubric Post-test.....	40
3.6 : Score Range and Category.....	42
4.1 : The frequency score of pre-test.....	45
4.2 : The frequency score of post-test.....	47
4.3 : Paired samples statistics.....	51
4.4 : Paired samples test.....	52

LIST OF DIAGRAMS

4.1 :Diagram frequency of pre-test	45
4.2 : Diagram frequency of post-test.....	48
4.3 :Diagram different score of pre and post-test.....	49

LIST OF APPENDICES

Appendix 1 Lesson plan.....	64
Appendix 2 Question of pre-test.....	77
Appendix 3 Worksheet 1.....	85
Appendix 4 Worksheet 2.....	89
Appendix 5 Question of post-test.....	96
Appendix 6 Sample of student pre-test.....	104
Appendix 7 Sample of student post-test.....	111
Appendix 8 Student's name and score.....	117
Appendix 9 Research permission later.....	118
Appendix 10 Official later of research.....	119
Appendix 11 Documentation.....	120
Appendix 12 The Card of Skripsi Guidance	122
Appendix 13 Skripsi Examination Approval Sheet.....	124

CHAPTER I

INTRODUCTION

This chapter presents background of the research, identification of the problem, limitation of the research, problem formulation, objective of the research, significance of the research, and the definition of the key terms.

A. Background of the Research

Reading is one of the four skills that is very important to learn, even though it is difficult to understand. When we read, we as readers must be able to understand the content of the text as a whole. Students of today struggle to comprehend the content of an English text. Students often struggle with confusion and laziness when reading, making it challenging to locate relevant information and avoid obtaining inaccurate data. To be able to understand the contents of a text, student's need a technique that can help to find the information contained in the text.

One very useful technique is skimming and scanning. The skimming technique allows readers to read quickly to get a general idea or key information from the text, while the scanning technique helps in finding the specific information needed. These two techniques not only save time but also improve comprehension by allowing readers to focus on relevant details and overall context.

Statement of Shehu (2015) asserts that comprehension of reading is the most crucial aspect of the language learning process, and it can be challenging to achieve better results. This is significant because through reading, students can demonstrate

their understanding of a text or written book. Reading is also a valuable tool that provides a global perspective, enabling readers to understand the current trends and developments in various fields, even if they are not physically present in the same place or country.

The definition of reading according to Siahhan and Yulita (2021) reads means understanding the meaning of a word contained in the reading, reading ability really determines the success of students' learning at school. Reading comprehension is taught to understand more deeply the variety of written English texts presented. In general, students need reading comprehension in learning English to know what instructions and problems are contained in the text. Apart from this, students' reading comprehension can also be used during daily activities such as reading newspapers, reading articles, reading emails, reading any instructions, etc. that are presented in English. The course in this activity forces students to be able to understand what is in the content of the text, so that students are able to continue their activities smoothly.

By having the ability to understand this, they must be able to provide the highest level of responsibility for the final result. Students will not be blind if they are able to increase their knowledge in understanding written texts in English. They will be able to balance their communication in the international community. Meanwhile, reading is defined as "thinking" by McWhorter (2004). Finding important ideas, comparing, assessing, and implementing them is an ongoing process. Along with speaking, writing, and listening, pupils also need to learn how to read. For students to learn anything from English-language textbooks, articles,

and periodicals, they need to be proficient readers. Reading is not enough; it is an interactive activity that aims to create a relationship between the reader and the text. "An active process of understanding printed text and graphics" by Souhila (2014) describes reading. People who have an interest in literature benefit from reading comprehension exercises since they increase vocabulary and understanding.

Based on the results of observations at SMAN 7 Kediri, there were problems that occurred. The main problem that occurs is the academic problems currently faced by many students who have difficulty understanding reading texts. This low reading comprehension can be caused by several factors, including a lack of interest in reading, ineffective teaching techniques, and a lack of reading strategies applied in the learning process. This course has a negative impact on student learning outcomes, especially in understanding textual materials. One solution that can be sought to improve students' reading comprehension is to integrate effective reading strategies in the learning process. Good reading strategies can help students to be more focused, efficient and effective in understanding reading texts. Some techniques that can be applied include skimming and scanning. This strategy not only helps students understand the text as a whole, but also identify important information and understand specific details.

Out of the above cases, it is likely to be due to a low student reading interest while teachers also have monotonous teaching techniques. In this case, teachers must be able to find solutions based on these problems and can try to apply new techniques in the classroom teaching process. If the teacher can solve the problem of the learning process, then it will be comfortable and get the best results from the

teaching. Therefore, the researcher is interested in applying new techniques of reading teaching using skimming and scanning. The skimming technique is reading quickly to get a general view or key information of the text. Meanwhile, scanning techniques involve reading quickly to find specific information in the text. Both techniques can help readers to identify and process important information more efficiently. The statement is also supported by Abdelrahman and Sharah (2014) that readers who know skimming and scanning belong to flexible readers because they can obtain information specifically for the purpose of reading them quickly without wasting time. The researchers think that by combining these techniques in reading understanding, students will get better results than ever before. Students will gain more knowledge. The use of skimming-scanning will allow students to obtain general or specific information and timely effective and efficient.

Research conducted by Gloria and Pangaribuan (2022) used descriptive text as an instrument in their experiment with 60 samples to show the significance of the Skimming-Scanning approach to the reading process. Research by Pritania, Mokal, Elisabeth, and Ignatius (2021) reveals that the Skimming-Scanning technique can improve the reading process. The researchers chose descriptive text in their research, with an average score of 84.48 for the post-test and 68.79 for the pre-test. Research by Mala, Mustofa, Jihad, and Hariyanto (2023) resulted in almost all students in their research getting good results by using Kahoot in language classes to improve Skimming-Scanning skills. Researchers use technology and software in 'Gamification'-based reading processes such as Kahoot. The usefulness of Skimming-Scanning for students was discovered by Mambua, Manurung, and

Aminah (2020) using a real experimental design random sampling pre-test and post-test control group approach. Researchers' study yielded the following results: the experimental class scored 80.27, whereas the control class scored 67.02. The effectiveness indicator produces a score of 83% which shows that the use of the Skimming-Scanning technique is effective in facilitating students' reading practice.

In addition, Anderson et al. (2013) provide evidence for the efficiency of skimming and scanning strategies in enhancing reading comprehension. They found that this technique helped students develop rapid processing skills and identify important information in longer, more complex texts. Research conducted by Chen and Wang (2016) shows that the use of skimming and scanning techniques can help students studying foreign languages to overcome language barriers and improve their understanding of texts addressed in that language. The results of this study will show that the students' reading ability after using the skimming and scanning techniques are significantly better than the reading ability taught by the cooperative learning model. The main aim of this research is to determine the level of reading comprehension of class XI high school students when learning English in class. Although previous research has been conducted related to the use of skimming-scanning techniques in English classes, this research focuses on students' reading skills by using skimming-scanning techniques to look for implicit and explicit information in monologue narrative texts.

B. Identification of the Research

In the process of learning to reading comprehension, student's often face certain problems or difficulties. Some common problems that students may face in learning to read include:

1. Students may experience difficulties in understanding reading because they have not mastered the vocabulary used in the text.
2. Students may have difficulty understanding complex sentence structures or long, dense paragraphs.
3. Students often do not have effective reading skills and strategies. They may not know how to identify key information, relate information, infer meaning from context, or summarize after reading.
4. Some students may read at a slow pace, which makes it difficult for them to follow the text well. They could repeat passages of the text or get caught on a particular word or phrase because they don't grasp it.

C. Limitation of the Research

This research aims to examines how reading comprehension is impacted by the use of skimming-scanning techniques in narrative texts, with a particular emphasis on how these strategies affect reading comprehension. The pre- and post-tests in this research used the identical items. Additionally, the researcher only included pupils from class XI2 of SMAN 7 Kediri during the 2023–2024 academic year in order to limit the scope of limitations.

D. Formulation of the Problem

In this research the writer formulates the research problem as:

1. How were students' reading comprehension of eleventh grade SMA Negeri 7 Kediri in academic year 2023/2024 before they were taught using skimming and scanning techniques?
2. How are students' reading comprehension of eleventh grade SMA Negeri 7 Kediri in academic year 2023/2024 after being taught skimming and scanning techniques?
3. Is there any significant effect of skimming and scanning techniques on student's reading comprehension at eleventh grade SMA Negeri 7 Kediri in academic year 2023/2024?

E. Objective of the Research

In this study the authors formulated the research objectives as follows:

1. To find out the reading comprehension scores of eleventh grade students at SMA Negeri 7 Kediri in academic year 2023/2024 before being taught using skimming and scanning techniques.
2. To find out the reading comprehension scores of eleventh grade students at SMA Negeri 7 Kediri in academic year 2023/2024 after being taught using skimming and scanning techniques.
3. To find out whether the use of skimming and scanning techniques in teaching reading comprehension has a significant effect on eleventh grade students at SMA Negeri 7 Kediri in academic year 2023/2024.

F. Significance of the Research

Researchers hope that this research can be useful for

1. For English teachers

This research is expected to be useful for English teachers as a reference and feedback for effectiveness in improving students' reading abilities.

2. For Students

This research is expected to improve students' knowledge and reading comprehension skills. Students realize that reading comprehension skills are difficult skills, so they can use skimming and scanning techniques to improve their reading comprehension and students will be more active in learning to read in class.

3. For other researchers

It is hoped that this research will be useful and provide information to become reference material for further research that involves students actively in the English language learning process to improve students' reading comprehension.

G. Definition of Key Terms

1. Skimming-Scanning

Skimming is another reading strategy that involves quickly looking over the text to get a general idea of its content. When skimming, individuals read headings, subheadings, topic sentences, and the first and last sentences of paragraphs to grasp the main points. Skimming is useful for previewing texts, determining their relevance, and quickly reviewing a large amount of information. Skimming is a reading technique where readers are required to read a text quickly and be able to get the main idea of the text (Djuharie 2008).

Scanning is a reading technique used to quickly locate specific information within a text. When scanning, individuals move their eyes quickly over the text,

looking for keywords, phrases, or specific information without reading every word. It involves running your eyes over the text to get a general sense of the content and identify relevant information. To obtain information from a text, we can use scanning techniques (Djuwarsih 2006).

2. Reading Comprehension Techniques

From elementary school to high school, reading comprehension has been identified as a competency that has to be developed (Febriyanto & Yanto, 2019). The ability to read is the result of practice which is supported by certain innate factors. However, the ability to read is the result of training and habituation so that a high level of effectiveness is achieved. This strategy entails applying cognitive techniques such as anticipating, linking information, forming inferences, evaluating material, and reflecting on comprehension. Teaching pupils to actively apply these skills while reading may aid in their comprehension and interpretation of texts. Reading comprehension is a crucial component of language learning that is involved in the challenging process of getting better results (Shehu 2015).

3. Teaching Technique

Teaching technique is a method used by each teacher to provide effective teaching strategies in the classroom. Using well-planned and implemented techniques can improve student learning and contribute to the overall success of the class. In teaching techniques, teachers play a full role in providing comprehensive strategies for students that encourage students' abilities and achievements, especially in English reading comprehension.

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