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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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2024

APPROVAL PAGE

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KEDIRI ACADEMIC YEAR 2023/202

Approved by the advisors to be proposed to

The English Language Education Department Examination Committee of

University of Nusantara PGRI Kediri

Kediri, July 15 th, 2024

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Approved and accepted by all its qualification

By the Examination Committee of
University of Nusantara PGRI Kediri
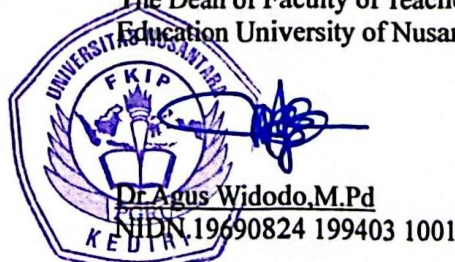
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iii

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iv

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.

ACKNOWLEGMENT

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:

1. Dr. Zainal Afandi, M.Pd. as the Rector of the University of Nusantara PGRI Kediri.

2. Dr. Agus Widodo, M.Pd as Dean of the Faculty of Teacher Training and Education at University of Nusantara PGRI Kediri.

3. Dr. Khoiriyah, M.Pd, as the Head of English Language Education Department at University of Nusantara PGRI Kediri, as well as the second supervisor who has provided direction, advice and correction.

4. Dr. Sulistyani, M.Pd the first supervisor who has given guidance, correction and suggestion.

5. All lecturers of the English Education Department who have given valuable knowledge and her study at University of Nusantara PGRI Kediri.

6. Thanks, are also extended to other parties who cannot be mentioned one by one, who have helped a lot in completing this thesis.

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

Ratna Lutfia Faradilla
NPM 2014050023

TABLE OF CONTENS

LIST OF TABLES

LIST OF DIAGRAMS

LIST OF APPENDICES

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 Siahan 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, Mokalu, 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 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.

CHAPTER II
THEORITICAL REVIEW AND HYPOTHESES

In this chapter, the reseacher want to discuss about the theoritical review, the review of previous research, the thinking framework, and hypothesis.

A. Theoretical Review

1. Scanning

a. Definition of Scanning

One reading strategy that readers especially student's, may use to find specific information is scanning. They generally utilize scanning to answer questions from their assignment or test since it is simpler for them and saves them time from reading the whole material. Brown (2001) defines scanning as "quickly searching for information in a text." Without having to read the whole paragraph, readers must discover a single piece of information in the text and ascertain which line or portion has the information they want. Scanning is often used to locate names and dates. It is connected to Djuwarsih (2006), who claims that scanning is one of the reading techniques often employed to extract information from a book. When students attempt to obtain information from a book, they must scan the text to locate the information they need from the passage. As a result, this strategy may assist them in quickly obtaining specific information from a text.

Grellet (2019) describes scanning as the act of rapidly going through text in search of specific terms or information. Students, for example, scan phone books, catalogues, dictionaries, and any other source where we need

to discover information. Student's search for ideas or keywords. Most of the time, students are focused on finding the answers since they are aware of precisely what they need to find. When students scanning, they quickly move their eyes down the page to look for specific words and phrases. Scanning is also utilized when students discover a material for the first time to decide if it will answer their queries. After scanning the paper, students may go back and skim it. In general, scanning entails a thorough study of an item or data to extract useful information or detect certain traits. Depending on the context and objective, it may be automated using different technologies or done manually by people.

b. The Benefits of Scanning in Improving Reading Comprehension

Harmer (2021) conducted research demonstrating that the use of scanning techniques aids students in concentrating more effectively on locating specific information within a text. Scanning offers various advantages that can enhance students' reading comprehension. Here are some of the primary benefits of scanning techniques in the context of reading comprehension:

1) Finding Specific Information

Scanning enables readers to quickly locate specific information, such as dates, names, numbers, or particular facts, without reading the entire text. Grellet (2019) highlights that this technique is highly effective for identifying keywords or specific details in the text,

allowing readers to focus on parts relevant to their needs. This increase reading efficiency and helps save time.

2) Enhancing Focus

Scanning techniques help readers maintain focus on the specific question or information they seek. Harmer (2021) notes that scanning demands high concentration and meticulous attention to detail, which naturally enhances the reader's ability to focus and select pertinent information. This intense focus prevents distraction by irrelevant information, keeping readers on track to find answers.

3) Increasing Reading Speed

Scanning enables readers to improve their reading speed. This technique trains readers to quickly scan text for the information they need. Brown (2020) points out that increased reading speed allows readers to review more text in less time, which is particularly useful in time-constrained situations.

4) Strengthening Research Skills

Scanning is a valuable skill in research and data collection. Readers accustomed to this technique can more efficiently search for information across various sources, such as books, scientific articles, or other documents. Duke (2020) asserts that students proficient in scanning can gather and organize information more effectively, thereby enhancing the quality of their research.

5) Facilitating Information Processing

Scanning techniques help readers swiftly identify and extract important information from texts, simplifying the information processing and conclusion-making process. Snow (2019) states that the ability to quickly locate and interpret key information can improve overall text comprehension.

These benefits make scanning a highly effective reading strategy for improving reading comprehension skills. This technique not only helps readers swiftly find specific information but also enhances their efficiency, focus, and analytical abilities in understanding texts comprehensively.

c. Scanning Technique

Readers who scan a text are more concerned with the specifics rather than the general meaning, which sets them apart from skimming (Sutz & Weverka, 2009). This technique is used by readers to search for specific details inside a book, including names, dates, and places. Moreover, Brown (2003) characterizes scanning as the quick search inside a text for a particular item or fragment of information. Finding information without having to read the entire document is the aim of scanning. It is mostly meant to be read quickly (Mikulecky & Jeffries, 2007). To do this, quickly scan the paper with eyes, searching for certain words or phrases (Sutz & Weverka, 2009).

To become better at reading, scanning is something that must be done when reading. The following procedure includes a scanning approach (Olson & Ames, 1972; Thamrin, 2014):

1) Recall just the particular details that need to be ascertained.

2) Choose which clues will aid in the discovery of essential information.

3) Take a brief glance and quickly scan the page to find the hints. If the hints are found, read that section to get the relevant details.

It is recommended that readers focus intently on the text they are reading, be able to quickly scan for two or three search phrases that best represent the information they need, and search for words that are italics, bolded, or underlined since they may include special information (Sutz & Weverka, 2009). The reader may find it easier to find the information they need with the use of internal tables and indexes.

2. Skimming

a. Definition of Skimming

Skimming is a reading technique that requires readers to be able to read quickly in order to get the main idea, broad picture, or essence of a piece of writing. Skimming, according to Djuwarsih (2006), is the ability to gain a broad image of a text. That suggests that we only have a short time to read the material. This is due to the fact that a text's main idea is usually contained in a few lines or phrases. Put otherwise, we just need to read passages or paragraphs of material quickly. Djuharie (2008), who pointed out that skimming refers to quickly reading content to get the main idea,

further supports it. It's possible that skimming saves readers from having to read the complete text. They just need to scan the material fast and identify the underlying notion. As a result, people won't spend time reading the material. In order to get the primary idea of the book, skimming entails swiftly scanning specific passages, such as the title, subtitle, first and last paragraphs, and theme phrases (Brown, 2020). When readers need to quickly grasp the major ideas and overall organisation of a text, skimming can be quite helpful. Students that read newspapers may not read them word for word, but rather skim the material. Skimming is done at three to four times the pace of typical reading according to Liao (2011) in Hong (2013). People often skim read when there is a lot of stuff to read in a short amount of time. When students want to determine whether an article is worth researching, they should skim it. When skimming, there are several tactics available.

When skimming, students pay attention to headlines, subheadings, theme sentences, and other textual components that stick out or are highlighted. Students may also skim the opening and final paragraphs of each section or chapter rapidly. As a result, pupils can comprehend the general substance, the primary arguments or topics, and the organization of the information. Students may enhance their reading efficiency, save time, and obtain an initial comprehension of the book by practicing skimming techniques.

b. The Benefits of Scanning in Improving Reading Comprehension

To get the main idea of a book, skimming requires quickly scanning certain sections, such as the title, subtitle, first and last paragraphs, and theme phrases (Brown, 2020). Skimming may be highly useful when readers need to rapidly grasp the major concepts and general structure. This approach has a number of benefits that may assist pupils improve their reading comprehension. The following are some of the primary benefits of the skimming strategy for reading comprehension:

1) Time Effectiveness

By skimming, readers can quickly get a general idea of the material and devote more time to parts that require deeper understanding.

2) Overview of Text Structure

Readers who skim can understand the overall organization of the text and recognize key elements such as the title, subtitle, opening and closing paragraphs, and topic sentences. According to Nuttall (2018), skimming makes it easier for readers to create a framework for understanding because it allows them to quickly see the structure of the text and the main points.

3) Pay more attention to important information

By skimming, readers can concentrate on the content that is most interesting or relevant to them. According to Harmer (2021), skimming helps readers quickly recognize important details and skip less

important details, thereby increasing the efficiency of information gathering.

4) Develop Your Critical Reading Skills

Readers are encouraged to consider what they read critically when skimming. Grellet (2019) asserts that readers who skim must continually assess the content they encounter, consider its applicability, and decide whether it is significant enough to merit additional reading.

5) Improve understanding of context

Readers who skim a text will be better able to understand its broader context. Readers can gain an understanding of the subject, purpose, and tone of the work by focusing on important passages. Harmer (2021) demonstrates how crucial it is to understand this context in order to completely understand the text's content.

The skimming approach is a very effective reading strategy for improving reading comprehension skills because of its many advantages. This method increases readers' efficiency, focus, and critical thinking capacity in understanding the material as a whole and helps them quickly gain a general understanding of the work.

c. Skimming Technique

Liao (2011) claims that skimming is completed three to four times faster than traditional reading. Readers often skimming when they have a lot of content to read in a short amount of time. Nuttall (2018) also states that skimming helps readers identify important parts of the text that require

further attention. Abdelrahman and Bsharah (2014) suggest that in addition to increasing attention, memory, and recall, readers should also reduce tension, procrastination, and interruptions, as well as eliminate subvocalizations, in order to increase reading speed since skimming is linked to speed.

In the process, they introduced two skimming patterns (Abdelrahman & Bsharah, 2014):

1) To read in a formal manner, as is characteristic in most textbooks (length sentences and paragraphs), the reader must follow the three procedures mentioned above.

2) Readers should only use the first two stages when reading in informal style (shorter phrases and paragraphs).

Students may learn to skip words and choose key words or phrases to record important information by paying attention and making an effort. The last point is that students rely more on top-down (Ueta, 2005) processing since the skimming approach is linked to the rapid coverage process of reading a book to get the main idea or gist (Brown, 2003). By doing this, the need to translate certain textual content is avoided. Because here is where the main idea of the text is often communicated, it is a standard paragraph. Read the first and last sentences of each paragraph.

3. Reading Comprehension

a. Definition of Reading Comprehension

Duke (2003) expressed his thoughts about comprehension. A process where the reader must understand the content of the text by interacting directly with the text being read using a combination of previous experience and knowledge, information contained in the text, and the reader's own view of the text, namely "Comprehension". Readers will get ideas, knowledge, or even feelings that the author cannot explain via face expressions. On the other hand, reading comprehension is defined by Cain & Oakhill (2011) as the capacity to derive meaning from text. Reading comprehension, according to the RAND Reading Study Group (2002), is the act of concurrently deriving and creating meaning from written language via interaction and engagement. Apart from that, the researcher also emphasized that readers not only take in the information provided in the text, but also actively build deeper understanding through interaction with the text. As a result, the reader must draw a link between the text's meaning and their own knowledge. Reading comprehension, as defined above, is the ability to grasp written language actively and critically, to gain meaning, to capture messages, and to get all information from text.

Muse and Wagner (2020) The process of concurrently deriving and creating meaning from written information via interaction and participation is known as reading comprehension. The phrase emphasizes that reading comprehension calls for the reader and the text to actively engage so that the

reader not only absorbs information but also actively constructs a deeper knowledge. Furthermore, the introduction of basic ideas is essential since it aids readers in understanding the paragraphs they are reading as well as in future memory retention. In a paragraph, the main idea is not expressed in a single sentence; Rather, each sentence offers details that contribute to the broader idea. The text's material is either too generic or too specific. As a result, readers should specify the information conveyed in the text depending on their reading requirements or objectives. Finding this specific information also aids readers in better comprehending the material. This is among the elements that enhance comprehension while reading. Fuchs & Fuchs (2017) Reading comprehension involves dynamic interactions between readers and texts to construct meaning. They emphasize that reading comprehension is the result of dynamic interactions between readers (with their knowledge, experience, and reading strategies) and the texts they read.

The writers strive not to repeat the terms too much in the sections since it would be awkward and overstated, and so, for the reader, drawing inferences or recognizing the reference words and being able to identify the words they refer to may help them better grasp the reading part. Wordlessness is directly tied to reading ability since it is an essential component of reading comprehension. By understanding the meaning of words, readers can make it easier to understand the information in the text. According to Brown (2010), the larger the reader's vocabulary, the simpler

it is for him to grasp the text; in other words, higher vocabulary size has a demonstrable influence on reading comprehension. Obviously, comprehension entails more than simply reading words. Readers must actively participate in making choices, solving issues, and using prior information to better grasp the content they are reading. As a result, the ability to locate essential concepts, comprehensive information, references, and predict the meaning of words plays a significant influence in establishing the reader's overall grasp of the material being read.

b. Factors and Strategies that Influence Reading Comprehension

The process of comprehending entails interaction between the facts in the text and the meaning the reader has built. Thus, it may be said that comprehension is dependent upon the following abilities:

1) To understand the explanation of a process

2) To recognize the main idea and the data that supports it.

3) To distinguish between cause and effect

4) To categorize and compare

5) Recognize the difference between what is assumed to be fact and what is fact.

Good or bad reading comprehension can be influenced by several comprehension factors. Jane V. Oakhill (1997) states that reading difficulties can arise because certain processes that have the potential to become relatively automatic fail to become so.

To increase English reading comprehension, a number of strategies need to be used. First, teachers must be able to use intrinsically motivating techniques so that students are interested in learning. In this case, it is done to avoid students feeling a loss of motivation if they read a text that looks difficult for them. Brown (2001) revealed several strategies for teachers in teaching reading that involve a teaching technique. Next, use monologue reading techniques in narrative texts to build interactive reading. Analytical exposition will help the process of communicative purpose in a monologue in narrative text persuading the reader that the subject matter is significant by providing arguments that support a main idea. In the narrative text, there are several generic structures, namely orientation, complications, and resolution.

c. The Concept of Reading Comprehension

Understanding is an essential part of life, according to Mikulecky (2004). As they read, students make connections between what they have learned so far and their prior knowledge. There are instances when it appears like the connection just happens. particularly if the content is interesting or relevant to the children. However, it is not always that straightforward. The text may seem to be a jumble of useless information. Then discuss how to make it seem like all the pupils read it and how to remember it. Gebhard (pp. Activities focused on pupils reading for in-depth knowledge, as opposed to skimming and scanning request that kids read attentively. The

objective is for students to understand a reading selection's overall significance.

Ermita (2007) distinguishes four degrees of comprehension:

1) Literal comprehension

In a literal sense, it entails the usage of two sorts of tasks. Students must identify Trees in reading selections or activities that leverage the lexical content of reading in identification problems. Instead, the task of remembering requires the student to take a certain statement sentence from memory.

2) Inferential comprehension

The second level is sometimes referred to as inferential understanding.to deduce what is suggested or expressed by the writers directly in their works. Although the text contains all the information needed for comprehension, the reader must read the implicit in order to understand the author's true meaning or to consider the content. The inferential question invites readers to "think and look for" the author's opinions and to search the text for the information they need.

3) Evaluation of comprehension

The third level, a comprehensive viewpoint on the material read is also necessary for evaluative knowledge. In addition to internal variables like their own past understanding of the subject, readers assess what they read using external criteria like their own prior knowledge of the topic.

4) Appreciative comprehension

"On My Own" is included in the last level, appreciative understanding. The task at hand is to read oneself." When readers determine if they like what they have in terms of character, background, and movement ahead, they train to be receptive of understanding. Listeners or young narrative readers who feel upset with the characters in a tale or weep because of a tragic plot change have shown appreciative comprehension.

d. Reading Comprehension Techniques

Reading comprehension methods are approaches and procedures that may aid in the comprehension and retention of written content. Here are some successful reading comprehension strategies:

1) Before you begin reading the book, take time to go over the content. View a sample of titles, subtitles, and text that has been printed thickly or tilted. Examine visual aids like photos, graphs, or charts. It provides an overview of the essential concepts and aids in the activation of prior knowledge.

2) Active reading entails actively engaging with the text while reading. Important topics, foreign terms, or details should be highlighted or underlined. Make notes on the side of the page or in a separate notebook to capture summaries, queries, or links to other ideas. It aids in the concentration and storage of information.

3) Ask yourself before and after reading. Take time for the things to learn and don't hesitate to ask while reading to get more information or understand the material better.

4) Summary: Capture the key ideas or ideas of each section or paragraph. It helps strengthen knowledge and makes it easier to remember information in the future. Try filtering larger text into summaries.

5) Connect: Align the content of the book with previous knowledge, or other readings that have been done. Find trends, equations, and differences. Build relationships that foster deep understanding and long-term memory.

6) Visualize: Imagine an idea or picture while reading its contents. By helping visualize the subject or event covered in the text, this technique improves reading understanding. Visualizing the relationship between ideas can also be helped through diagrams or concept maps.

7) Read it again: Don't be afraid to repeat a part again if it feels challenging or confusing. It can help in fully understanding the matter and show the intricacies that were first missed. Re-reading also helps confirm knowledge and eliminates ambiguity.

8) Monitoring Understanding: Monitoring comprehension as you read. To enhance reading comprehension, read more quickly, go back and review earlier passages, or read the text aloud.

4. **Skimming-Scanning Techniques in Reading Comprehension**

Reading comprehension is a crucial skill essential in both educational and professional settings. It involves not just literal comprehension of text but also the efficient identification of important information and extraction of meaning. Techniques for scanning-skimming text are essential for improving reading comprehension. According to Duke (2020), reading comprehension in pupils is much improved when skimming and scanning strategies are included in the reading curriculum. This research also indicates that students trained in these techniques demonstrate improved time management and perform better on standardized reading assessments.

Reading comprehension enables individuals not only to grasp information presented in texts but also to foster analytical, critical, and interpretive skills. By delving deeply into the text, individuals can draw appropriate inferences, connect information to existing knowledge, and evaluate the presented arguments or information.

Skimming allows readers to swiftly grasp the text's structure and main ideas. Nuttall (2018) discusses skimming as a method to quickly understand a text's overall structure and key points, facilitating the identification of crucial information and saving time during reading. On the other hand, scanning techniques enable readers to rapidly locate specific details within the text. According to Grellet (2019), scanning is effective for pinpointing specific information in texts, supporting efficiency in data retrieval without needing to read every word. Snow (2019) emphasizes the significance of scanning in

research and data collection, underscoring its role in swiftly accessing pertinent information.

In his investigation of the use of skimming-scanning in language learning settings, Harmer (2021) emphasized that although scanning speeds up material retrieval, skimming helps develop a strong understanding framework. This study aims to explore effective methods of teaching and applying skimming and scanning techniques in educational settings. The findings are expected to provide valuable insights into leveraging these techniques to enhance reading comprehension skills, offering practical guidance for educators in developing more effective curricula and teaching strategies.

B. **Review of Previous Research**

There have been several previous studies the usage of skimming-scanning techniques throughout the learning process. Iwan Fauzi (2018) conducted research on the effectiveness of scanning and skimming techniques in raising reading comprehension and speed rates for English study program students. The study's findings indicate that using skimming and scanning learning strategies improves students' understanding of reading assignments. Based on his results, the researcher further hypothesizes that pupils would comprehend reading assignments better if they read more quickly.

Research conducted by Yanti, Konder, Aminah (2020) investigated The Effectiveness of Skimming and Scanning Techniques in Improving Students' Reading Comprehension of Grade Eleventh Students in SMA Negeri 1 Tana Toraja. Researchers concluded that the application of skimming and scanning techniques

significantly improved the reading comprehension abilities of eleventh grade students from SMA Negeri 1 Tana Toraja. In this study, researchers collected data from effectiveness indicators which showed that skimming and scanning techniques were effective in improving students' reading comprehension, and obtained results that there was a significant difference between students' reading comprehension before and after being taught skimming and scanning techniques.

Desta Gloria Siahaan and Marnala Pangaribuan's research (2022) investigated the ability in Reading Comprehension in SMA Nommensen Permatangsiantar Campus. The results of this study are that skimming and scanning have a significant effect on students' reading comprehension in SMA Nommensen Pematangsiantar Campus. In other words, it can be said that Skimming and Scanning have a significant effect on the reading comprehension of SMA Campus Nommensen Pematangsiar.

Research by Intan Rani Aritonang1, Sandi Lasmana2, Deti Kurnia (2018) investigated The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension. This research found several results from this research, namely: Several conclusions were drawn from the results of this study, as follows: First, data from observations and interviews show that English teachers use skimming and scanning in teaching English in the reading portion. Finally, the results regarding the method of applying skimming and scanning, it was found significant that respondents used variations during observation, students still had difficulty defining concepts. key and substance of the text, after skimming and scanning. When the teacher asks students, "What is the main idea of the text?" They

may respond by using teaching methods. And they answered, the "Borobudur" temple is one of the most exciting tourist attractions in Indonesia." And that's the correct answer, because the text tells about the Borobudur temple, and they also know the content of the text when the teacher asks them , the researchers demonstrated that skimming and scanning is an alternative way to teach reading comprehension, and according to student interviews , they love skimming techniques and scanning in teaching reading comprehension because it will help them to easily answer the test in the form of a double choice , they will answer the question quickly.

Research by Eka Andriyani (2018) investigated Improving Eleventh Grade Students' Ability in Comprehending Report Text Through Skimming and Scanning Technique at SMAN 2 Tebo. Based on their findings, the researcher stated that students' reading comprehension improved through skimming and scanning techniques. Apart from that, the researcher concluded that skimming and scanning techniques in class XI IPA 1 students' comprehension could be implemented effectively. The results of the research showed that students looked more active in participating in the learning process in class and more enthusiastic about mastering their reading skills in implementing these skimming and scanning techniques.

From the research above it is known that the skimming and scanning technique is very influential on students' reading learning, can improve students' reading skills and can have a positive impact on students. So, the researchers conducted a study using skimming and scanning techniques with the title "The Effect of Using Skimming - Scanning Learning Techniques in Improving Reading

Ability in Class XI Students of SMA Negeri 7 Kediri Academic Year 2023/2024".
This research focuses on learning to read using skimming and scanning techniques
whose existence does have an influence on motivation and learning outcomes that
are applied to English education subjects.

C. **Rational**

Reading is a complex process involving word recognition, text
comprehension, and interpretation of information. Effective reading requires the
ability to process and understand text quickly and accurately. In the academic world,
reading ability is very important because students are often faced with a lot of texts
that must be read in a short time. Therefore, efficient reading techniques such as
skimming and scanning become very relevant.

A teacher needs to know how to make learning to read easier and more
enjoyable so that students don't get bored with monotonous learning activities. Of
course, the learning objectives are also expected to use good learning techniques.
Therefore, modifications need to be made to the learning process by implementing
learning to read narrative texts using skimming and skimming learning techniques.
Learning using skimming-skimming techniques can have a positive effect on
students in improving their reading skills and can attract students to continue to
actively participate in the learning process. Through understanding and applying
these techniques, students can make optimal use of their time. This research will
explore the influence and benefits of this technique in an academic context, with
the hope of making a real contribution to the development of reading learning
strategies. So, researchers assume that students will be able to more easily

understand the content of narrative text material with a series of activities in this technique.

D. Hypothesis

Based on the problem, there are two types of hypotheses:

1. Null Hypothesis (H^O)

There is no significant effect in scores in students' reading comprehension between being taught without using the skimming-scanning technique in the eleventh grade of SMAN 7 Kediri in the 2023/2024 academic year.

2. Alternative Hypothesis (H^a)

There is a significant effect in scores in students' reading comprehension among those taught using the skimming-scanning technique in the eleventh grade of SMAN 7 Kediri in the 2023/2024 academic year

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