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Skimming and Scanning Techniques in Teaching Students' Reading Comprehension

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Abstract. This study aims to examine the effectiveness of using skimming and scanning techniques in teaching students' reading comprehension of descriptive texts. The study employed a quantitative method through a pre-experimental design involving a one-group pre-test and post-test. A total of 31 students from the eleventh grade of the *Teknik Sepeda Motor* department at SMK Ma'arif NU 1 Bener. This data collection was carried out using a reading comprehension test. The results from the pre-test revealed a mean score of 50.32, while the post-test showed a mean score of 69.03. The data analysis involved descriptive statistics, a normality test, and hypothesis testing using SPSS version 25. The analytical findings demonstrated the effectiveness of skimming and scanning strategies in teaching students to comprehend what they read. Following these techniques, there were significant variations between the pre-test and post-test scores, as indicated by the paired sample t-test's significance value of 0.000 (<0.05). Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

Keywords: Skimming, Technique, Reading comprehension

1. INTRODUCTION

Reading is a primary means of acquiring global information, enabling individuals to transform ignorance into meaningful understanding. This activity is considered a repository of knowledge, as the more one reads, the broader their knowledge and experiences become [1]. Therefore, reading should be a fundamental need rather than a mere obligation, as it allows individuals and groups to access the information they require [2]. In education, reading plays an essential role as a driver of rational thinking, academic achievement, and personal development [3]. The reading process involves not only mechanical aspects but also psychological ones, as it requires both physical and mental engagement to achieve a comprehensive understanding [4], [5], [6]. To interpret meaning in a text, readers need a range of skills crucial for academic success and access to global knowledge [7]. Thus, reading becomes the core of education and significantly influences students' intellectual and academic development, especially in societies with a strong literacy culture [8].

In the learning environment, reading plays a key role, particularly as a tool for analyzing texts and understanding grammar. This confirms that reading is not merely a passive activity but an active one that promotes deeper comprehension of learning materials. Students' academic success is closely related to their reading skills [9], [10], [11]. Reading activities also stimulate brain function, enhance creativity, and enrich vocabulary, supporting students' intellectual development [12]. Good reading skills are marked by speed and the ability to comprehend the content simultaneously [13]. Therefore, practical reading skills are a foundational element for comprehensive academic achievement.

Despite its important role in education, many students struggle to understand texts. One of the main challenges is weak reading comprehension due to limited vocabulary [14]. Often, students do not have accurate translations for words in the target language, compounded by differences in linguistic structures between languages [15]. Vocabulary mastery is essential for overall language development, including understanding reading texts [16].

To address various difficulties in reading, it is essential to apply suitable teaching methods and effective reading strategies that assist students in comprehending texts more effectively and engaging actively in learning activities. Reading comprehension is a multifaceted process beyond recognizing words; it involves deriving meaning from the entire text content [17]. The primary objective of reading is to grasp the whole message of the text rather than focusing solely on individual words [18]. Hence,

appropriate reading strategies are vital in promoting students' academic achievement. Among these strategies, skimming and scanning have proven effective in improving reading comprehension. These techniques fall under speed reading methods that utilize rapid eye movement and keyword identification to navigate through text [19]. Skimming provides students with a broad understanding of the text [20], whereas scanning aims to find specific details [21]. Both techniques enable quick evaluation of a text's relevance, helping readers determine if a more in-depth reading is necessary [22]. However, classified as speed reading strategies, skimming and scanning perform distinct but complementary roles. Skimming enables readers to quickly identify the main ideas and the overall framework of the text [23]. It allows readers to pinpoint the central concept without reading every detail [24], which is especially helpful when dealing with complex materials, as it facilitates a preliminary comprehension before more thorough reading [25].

On the other hand, scanning is a technique used to find particular information in a text, such as dates, names, locations, or other factual details. The purpose of scanning is to locate the specific information quickly without the need to read the entire passage [26]. This method is highly efficient for swiftly pinpointing targeted data [27]. Readers apply scanning to detect important elements like character names, events, or places within a text [28]. In academic settings, scanning is especially advantageous when students need to answer questions or retrieve specific information promptly [29]. The mastery vocabulary has possitive to scaffold the student to solve the puzzles during the process of writing, speaking, listening or reading. The most important is how the student can absorb step by step based on their level [30], [31]

Additionally, both skimming and scanning expose learners to diverse vocabulary and expressions while simultaneously developing their critical thinking abilities [32]. Critical thinking plays a crucial role in fostering higher-order thinking skills [33]. Using these two strategies offers benefits beyond language acquisition by enhancing students' cognitive functions [34]. The effectiveness of these approaches increases when they are employed according to the reading purpose and context, such as gaining an overview, locating specific facts, or quickly reviewing material before detailed reading [35]. Consequently, it is important for teachers and students alike to understand that skimming and scanning are valuable tools in reading [36]. These methods not only contribute to academic achievement but also encourage habits of independent and efficient learning. Skimming and scanning into regular reading practice can significantly enhance students' comprehension and information retention.

Although skimming and scanning have been extensively researched across different settings, their particular use with descriptive texts and among eleventh-grade students in vocational schools has not been thoroughly examined. Hence, this study seeks to fill that gap and offer insights to improve reading instruction methods at the vocational high school level. This research aims to assess how effective skimming and scanning techniques are in teaching eleventh-grade students to comprehend descriptive texts. The research question is formulated as follows:

1. Is the use of skimming and scanning techniques effective in teaching students' reading comprehension of descriptive texts?

2. METHOD

Participants

This study employed a quantitative approach. The researcher administered a pre-test and a post-test to the participants to assess the effectiveness of the scanning and skimming techniques in teaching reading comprehension of descriptive texts. Thirty-one male and female students from class XI TSM B comprised the sample. From March 17 to March 20, 2025, the study was conducted at SMK Ma'arif NU 1 Bener. As part of the data collection method, pre-testing, treatment administration, and post-testing were conducted offline.

Instrument

Tests were employed to get quantitative information about how well students learned to read descriptive texts by using scanning and skimming strategies. The tests were administered in two phases, the pre-test and the post-test, to evaluate students' understanding of and use of skimming and scanning strategies in descriptive texts. There were 25 multiple-choice questions on various descriptive text-related themes in the pre-test and post-test. The questions measured numerous components of reading comprehension, including getting a summary, recognizing the main idea, identifying specific material, concluding, and drawing inferences from the text's content. All students had to provide thoughtful

answers to the questions to demonstrate their capacity to rapidly and precisely comprehend the text's substance.

Procedures

The research data was collected using a quantitative approach. A pre-test, treatment, and post-test were used in this study to gather data. Twenty-five multiple-choice questions were used in the pre-test and post-test, which were designed to assess students' reading comprehension of descriptive texts, particularly regarding their application of skimming and scanning strategies. Each test had a 60-minute time limit and was administered offline. Before the assessments began, students had to turn in their cell phones to keep their attention and guarantee the test's validity. The researcher conducted two therapy sessions to instruct and rehearse skimming and scanning techniques between the two tests. The success of the techniques was then assessed by comparing the post-test results with the pre-test scores.

Data Analysis

This study used quantitative data analysis to investigate how students' reading comprehension was affected by skimming and scanning techniques. The data was processed using IBM SPSS version 25, allowing for descriptive and inferential statistical analyses. Descriptive statistics like the mean, median, and standard deviation were used to show data patterns. In contrast, normality assessment and hypothesis testing were used to determine the significance of changes between pre-test and post-test results. SPSS was used methodically for all analyses in order to ensure the validity and reliability of the study's findings.

3. FINDINGS

Students' Reading Comprehension Performance as a Result

The test was administered offline using worksheets to thirty-one students. Each student was given twenty-five questions to assess their comprehension of skimming and scanning techniques.

Table 1. Level of Achievement Based on Pre-Test Scores

Category	Score Interval	Frequency	Percent
Very Good	85-100	0	0.00%
Good	75-84	2	6.5%
Fair	65-74	2	6.5%
Poor	55-64	8	25.8%
Very Poor	0-54	19	61.3%
Total		31	100.0%

The findings of the pre-test achievement of the students were compiled by the researcher using the information in Table 2. There is no student (0.00%) classified as very good. There are two(2) students (6.5%) who are classified as good and two(2) students (6.5%) who are classified as fair. Then, eight(8) students (25.8%) are classified as poor. The majority of students, 19 students (61.3%), are classified as very poor.

Table 2. Level of Achievement Based on Post-Test Scores

Category	Score Interval	Frequency	Percent
Very Good	85-100	2	6.5%
Good	75-84	9	29.0%
Fair	65-74	10	32.3%
Poor	55-64	6	19.4%
Very Poor	0-54	4	12.9%
Total		31	100.0%

The findings of the post-test achievement of the students were compiled by the researcher using the information in Table 3. There are two(2) students (6.5%) who are classified as very good. A total of 9 students (29.0%) are classified as good, and 10 students (32.3%) are classified as fair. Then, six(6) students (19.4%) are classified as poor, and another four(4) students (12.9%) are classified as very poor.

A chart comparing the frequency distribution of pre-test and post-test scores is indicated below.

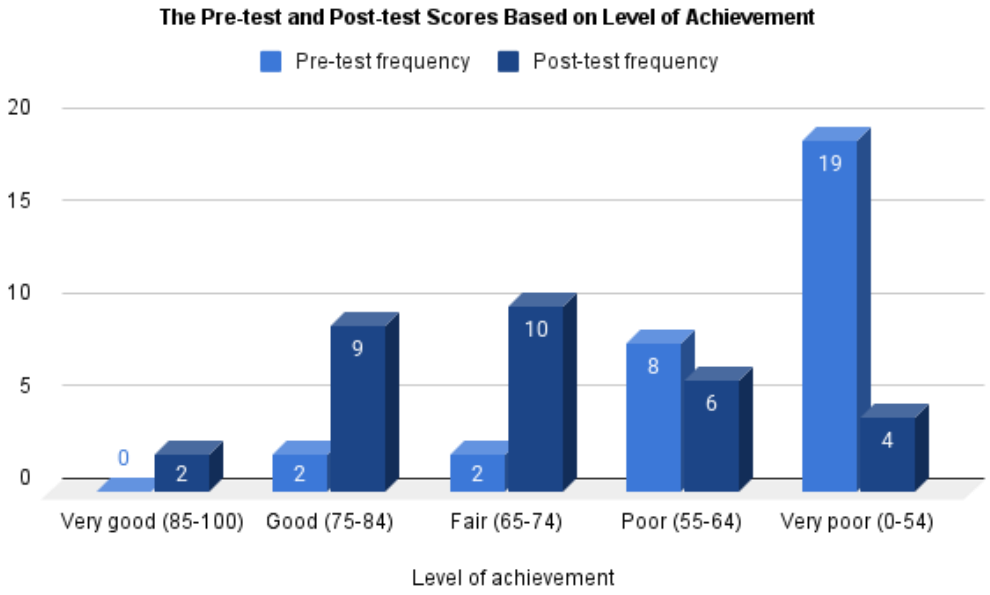

Chart 1. Frequency Distribution of Pre-Test and Post-Test Scores among Students

The Results of the Descriptive and Inferential Statistical Analysis

Descriptive analysis as the result

Using SPSS 25, a descriptive analysis was performed on the test results of the students. The table below displays the findings of the analysis.

Table 3. Descriptive Statistic

Statistics

		Pre-Test	Post-Test
N	Valid	31	31
	Missing	0	0
Mean		50,32	69,0323
Std. Error of Mean		2,549	2,04018
Median		52,00	72,0000
Mode		44	72,00[a]
Std. Deviation		14,190	11,35924
Variance		201,359	129,032
Range		56	48,00
Minimum		24	40,00
Maximum		80	88,00
Sum		1560	2140,00

Based on the findings, all 31 students completed both the pre-test and post-test. There was an improvement in the average score, rising from 50.32 in the pre-test to 69.03 in the post-test, suggesting that the skimming and scanning techniques had a positive effect. The median score also increased from 52.00 to 72.00, while the mode shifted from 44 to 72.00. Furthermore, the range narrowed from 56 to 48.00, the standard deviation dropped from 14.190 to 11.35924, and the variance declined from 201.359 to 129.032, indicating a more uniform performance among the students. The lowest score improved from 24 to 40.00, and the highest score rose from 80 to 88.00, further confirming the effectiveness of the implemented strategies.

Inferential Analysis as the Result

The inferential analysis, which includes the normality test and hypothesis test, is presented as follows:

The Result of the Normality Test

A normality test was performed using SPSS version 25 to examine the data distribution. This step aimed to verify if the data followed a normal distribution, ensuring its appropriateness for subsequent statistical analyses.

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pre-Test	Post-Test
N		31	31
Normal Parameters[a,b]	Mean	50,32	69,0323
	Std. Deviation	14,190	11,35924
Most Extreme Differences	Absolute	,102	,151
	Positive	,086	,109
	Negative	-,102	-,151
Test Statistic		,102	,151
Asymp. Sig. (2-tailed)		,200[c,d]	,068[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

According to the Kolmogorov-Smirnov test, the post-test revealed 0.068, while the pre-test had a significance value of 0.200. The results from both tests are normally distributed since both values are higher than the 0.05 limit. As a result, the premise of normalcy is satisfied, enabling additional investigation using parametric statistical approaches.

The Result of the Hypothesis Test

A hypothesis test was employed to ascertain whether the students' pre-test and post-test results differed significantly.

Table 5. Hypothesis Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test - Post-Test	-18,70968	16,27717	2,92347	-24,68019	-12,73916	-6,400	30	,000

The Paired Samples Test results indicate a significant difference between the pre-test and post-test scores, with a mean increase of 18.70 points and a significance value of 0.000, below the 0.05 limit. Students' performance on the post-test has significantly improved, as evidenced by this. It was decided that the alternative hypothesis (Ha) should be accepted, and the null hypothesis (Ho) should be rejected because the significance value is less than 0.05. Therefore, it is clear that teaching eleventh-grade students at SMK Ma'arif NU 1 Bener to read descriptive texts through scanning and skimming strategies is a successful way to teach reading comprehension in the academic year 2024/2025.

4. DISCUSSION

The data gathered from the pre-test and post-test outcomes are analyzed in this section. The pre-test findings revealed that students' reading comprehension skills were generally weak before the treatment. Most students (61.3%) fell into the "very poor" category, with scores ranging between 0 and 54. Additionally, 25.8% of students were rated as "poor," while only a small number achieved "fair" (6.5%) and "good" (6.5%) levels. No student attained the "very good" category. Measures of central tendency further supported this low performance, with a mean score of 50.32, a median of 52.00, and a mode of 44. These statistics suggest that many students struggled with reading comprehension due to insufficient exposure to effective reading strategies and limited background knowledge of descriptive texts.

After applying skimming and scanning techniques, post-test outcomes showed marked improvement in students' reading comprehension. Only 12.9% of the students remained in the "very poor" category, indicating a significant reduction compared to the pre-test. Furthermore, 19.4% were categorized as "poor," 32.3% as "fair," 29.0% as "good," and 6.5% reached the "very good" category. Central tendency measures also rose noticeably, with the mean increasing to 69.03, the median to 72.00, and the mode shifting to 72.00. These improvements highlight better comprehension of the material and enhanced ability to efficiently locate information within the text.

The normality test revealed that the post-test data had a value of 0.068, while the pre-test data had a significance value of 0.200. The data may be normally distributed since both values are above the 0.05 cutoff. Additionally, the hypothesis test produced a significant value (Sig. 2-tailed) of 0.000, less than the conventional significance threshold of 0.05. This proves that the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. When the pre-test and post-test scores differ in a statistically significant way, the treatment was successful [37].

The study's findings align with other research that has shown the value of skimming and scanning techniques as teaching tools to help students comprehend reading materials, particularly when it comes to identifying important concepts and rapidly finding particular information [38]. Prior research has also highlighted the significance of using these techniques systematically when teaching reading [39]. The application of these strategies has significantly improved students reading comprehension abilities, despite issues such low vocabulary [40].Thus, a crucial element in assisting students in improving their reading comprehension skills is the regular use of scanning and skimming strategies in the reading instruction process [41].

5. CONCLUSION

The study's findings demonstrate that teaching reading comprehension of descriptive texts can be effectively accomplished through scanning and skimming strategies. After learning these strategies, students' pre-test and post-test scores showed a significant difference, as indicated by the paired sample t-test's p-value of 0.000 (< 0.05). Skimming and scanning techniques are recommended as valuable and efficient teaching strategies for this material. These results demonstrate how effectively strategy-based instruction assists students in developing their reading comprehension. They also suggest that more meaningful and lasting learning can be achieved by adapting teaching methods to students' cognitive abilities. Lastly, the researcher acknowledges that the results have certain limits, but she anticipates that her study will be a useful guide for further research.

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