THE IMPROVEMENT OF READING COMPREHENSION THROUGH SKIMMING AND SCANNING TECHNIQUES SKILLS

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Abstract: This study investigates the impact of skimming and scanning techniques on the improvement of reading comprehension. Skimming involves quickly reading a text to get the general idea, while scanning focuses on locating specific information. Both techniques are commonly used to enhance efficiency in reading and to improve understanding, particularly in academic and professional settings. The research explores how these methods help readers to better grasp the main points, identify key details, and boost overall reading speed. The findings indicate that students who apply skimming and scanning strategies show significant improvement in their reading comprehension skills, particularly in terms of accuracy and time management. This paper concludes that incorporating these techniques into reading practices can be an effective way to enhance reading comprehension.

Keywords: Reading Comprehension, Skimming, Scanning

INTRODUCTION

Nowadays, everybody realizes that English lesson is very important. In modernization era, the technologies keep developing. English is an obligatory subject to learn from primary school level up to university level. In English, the learners should study the major skills like listening, speaking, reading and writing. This research focuses on reading skills. Reading is one of the tools to accumulate information of science, technology and others. In the other word, the role of reading is very urgent

in communication between the source and the receiver although both of them.

In second language, reading is usually taught to students who are already literate in the source language.

Reading is one of the four basic skills of English language learning that is important. Students' reading skill have much contribute to improve their English as well as in enriching the student's experiences and their intellectual ability. In teaching reading, the teacher should use many techniques to transfer the material.

The teacher should be able to find out the solutions or to improve the techniques of their teaching.

The teachers are suggested to give several techniques to help students in improving the reading comprehension.

Many techniques can be applied in teaching and learning processes, but this research focuses in skimming and scanning techniques. It is assumed that it could help students to develop their reading comprehension. Since skimming and scanning techniques are

used, it will solve the problems of reading comprehension.

REVIEW OF LITERATURE

Definition of Reading Comprehension

As known that reading is a complex ability. Reading is also a process between reading and the writer. The knowledge of reading is accumulative. A reader may be able to read and comprehend a story but he can not understand the care of physical reading. This indicates that the reading is mostly related with the knowledge and background of the reader. To support the idea of definition of reading comprehension, it is some other ideas.

According to the "Oxford Students' Dictionary of current English, where's the word "Reading" has a various meaning, such as:

1. the action of a person who reads,
2. an amount indicated or registered by a measuring instrument,
3. a way in which something is interpreted or understood,

4. an entertainment at which something is read to an audience, and

5. each of the stages of debate through which a bill must pass before it can become law.

The meaning of "Improvement

The word "Improvement" has a various meaning, such as:

1. the action of process of improving or being improved,

2. a positive change or effect, and

3. An addition or change to something that improves it or adds to its value.

The Technique of skimming and scanning

Reading is developmental process. As a developmental process, a teacher must help the students to develop techniques for inferring the meanings of new word, reading got information and increasing the comprehension of the structural signals. One of the techniques in teaching reading can develop the reader to become familiar with the materials to be read.

There are different styles of reading for different situations. The techniques chosen will depend on the purpose for reading. For example, when we might be reading for enjoyment, information, or to complete a task. If we will explore or review, so might skim a document. If we will search information, so might scan for a particular word to get detailed information.

Skimming Techniques

Skimming technique is quickly reading to find imagine of the book (Listiyanto, 2010: 81). After that, skimming technique is useful when seeking specific information rather than reading for comprehension.

To do the skimming process, firstly read the table of content, acknowledgement, orientation, title and conclusion. From the parts of book, at least the reader can make hypothesis, what the content of book?

This technique is used if one wants to get a general impression of a book, essay, article, and determine whether or not to read it more carefully. Skimming technique is used

to find the mean of words in dictionary or looking up the number in phone book.

Through skimming the readers probably not reading word by word like normal reading. Skimming is done at speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Skimming works well to find dates, names and places.

Scanning Technique

Scanning technique is read a information with jumping over by including the imagination until in reading comprehension, the reader can link another sentence with their words (Listiyanto, 2010:80).

By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. The reader let their eyes wander over the text until they find what we are looking for, whether it is name, a date, or a less specific of information.

The scanning or exploration is a reading technique to be used when someone wants to find specific information quickly in scanning there is a question in the mind and read a passage only to find the answer ignoring unrelated information. Scanning involves a moving the eyes quickly down the page seeking specific words and phrases.

The scanning is an ability that requires that is read quickly in the search of specific information in order to scan a reading text, it must begin in the part superior of the text and soon to move the eyes quickly towards the part inferior generally the scanning is a technique that is useful when looking for an answer a well – known question. This is especially useful at the time of taking a test.

Scanning allows the reader to efficiently gather information which may be scattered throughout a long piece of writing. It encourages the reader to research in a purposeful way and avoids distractions. But scanning can be monotonous and this technique is not suited for long periods of study as it is easy to lose concentration.

Scanning can be done at approximately 1500 words in a minute, or even more.

METHOD

In design of research, the research is done by using the descriptive method. the study belongs to experimental study. It tried to describe the contribution of skimming and scanning in encouraging the students' improvement in reading comprehension. The design is as follow:

Figure 1. Experimental Design

Group	Pre test	Treatment	Post test
Experimental class	√	Skimming and Scanning technique	√

The experimental group will be given skimming and scanning test. After the pre test, the experimental group will be put in the experiment of skimming and scanning techniques.

The population of the research was related to the characteristic that becomes target of research. In this research, the populations were all the improvement of the students' reading comprehension through skimming and scanning techniques. The students were invited as respondents. The populations of this research were selected from students of Sarjana Terapan Pengelolaan Perhotelan Politeknik Negeri Lampung. It was found 80 students here.

So, not all populations were taken as respondents. The sampling technique was used to find the representative of population in Sarjana Terapan Pengelolaan Perhotelan Politeknik Negeri Lampung. It used random sampling technique. The number of sample that was taken out of population was 40 students.

The way of collecting data was a very important role in conducting any kind of research so that the result of study would be valid. In this study the data will be collected by giving multiple choices question and essay test to the students.

The data were needed to answer the research problem to examine the hypothesis which had been performed before. If we talk

about data, we also talk about the instrument used. In this relation, there were many kinds of instruments used for collecting the data.

In this investigation it uses the reading comprehension test by using the multiple choice items and easy test.

The multiple choices consist of 10 items, each item consists of four options. They are A, B, C, D, it provides the possible solution to the problem the alternative includes the correct answer and several possible wrong answer with the time is around 20 minutes and essay test consist of 5 questions with the time to answering will be given around 10 minutes. The score is formulated as following:

$$S = R - \frac{W}{(n-1)}$$

Note : S = Score

W = The wrong answer

R = The right answer

N = The number of the option

It can conclude that, if the students can answer in all the items of the test correctly, the students will get 10 mark, and this is the highest mark for the students.

After the result of the test had been collected, they were tabulated and analyzed into a table. The descriptive technique will be used to analyze in order to find out the students' ability in answering the test. Two methods were given to know the improvement of the students in reading comprehension.

Firstly, the students would not be given the skimming and scanning techniques (pre test).

Secondly, the students would be given the skimming and scanning techniques (post test).

The steps in analyzing data were as follows:

-   scoring the sample's answer,
-   inserting their scores into the score's table, and

identifying the students who are able to answer the test through skimming and scanning techniques and without skimming and scanning techniques.

FINDINGS

TABLE I

The Criteria of Student's Score

Score	Considerable
80 - 100	Excellent
70 – 79	Very Good
60 – 69	Good
50 – 59	Poor
< 49	Very Poor

(Purwanto, 54 : 2010)

After calculating the data, the data were tabulated into the percentage of the students in reading comprehension in table II of pre-test as follows:

TABLE II

PRE TEST

The Students' Percentage in Reading Comprehension

No	Initial	Multiple Choice	Essay Test	Percentage
		Right Answer	Right Answer	
01	AS	6	3	60 %
02	AW	7	1	54 %
03	DP	6	2	54 %
04	HS	6	3	60 %
05	ID	6	4	67 %
06	JS	6	2	54 %
07	MP	6	4	67 %
08	MH	4	3	47 %
09	MS	3	0	20 %
10	NY	7	2	60 %
11	NS	7	5	80 %
12	NB	6	4	67 %
13	PT	7	4	74 %
14	RM	6	0	40 %
1	RW	8	2	67 %

5					7				
16	SM	7	4	74 %	28	IL	1	3	21 %
17	SR	10	4	94 %	29	MD	1	4	34 %
18	SP	6	2	54 %	30	MZ	4	4	54 %
19	TS	6	2	54 %	31	NL	1	3	21 %
20	WE	6	4	67 %	32	NA	5	4	60 %
21	AP	3	2	34 %	33	NH	1	3	21 %
22	BL	1	3	21 %	34	RW	3	3	40 %
23	EN	1	3	21 %	35	SD	10	4	94 %
24	HL	2	1	20 %	36	SN	5	4	60 %
25	HS	3	2	34 %	37	TD	1	3	21 %
26	HP	6	1	47 %	38	WF	10	4	94 %
2	IS	1	3	21 %	3	YL	3	3	40 %

9				
40	ED	2	4	40 %
Total		190	116	-

From the table II, it can be concluded in table III of pre-test that explained the criteria of students' score as follows:

TABLE III

PRE TEST

The Criteria of Students' Score

No	Initial	Score	Considerable
01	AS	60	Good
02	AW	45	Very Poor
03	DP	50	Poor
04	HS	60	Good
05	ID	70	Very Good
06	JS	50	Poor
07	MP	70	Very Good
08	MH	50	Poor
09	MS	15	Very Poor
10	NY	55	Poor
11	NS	85	Excellent
12	NB	70	Very Good
13	PT	75	Very Good
14	RM	30	Very Poor
15	RW	60	Good
16	SM	75	Very Good
17	SR	90	Excellent
18	SP	50	Poor
19	TS	50	Poor
20	WE	70	Very Good
21	AP	35	Very Poor
22	BL	35	Very Poor
23	EN	35	Very Poor
24	HL	20	Very Poor
25	HS	35	Very Poor
26	HP	40	Very Poor
27	IS	35	Very Poor
28	IL	35	Very Poor
29	MD	45	Very Poor
30	MZ	60	Good
31	NL	35	Very Poor
32	NA	65	Good

33	NH	35	Very Poor
34	RW	45	Very Poor
35	SD	90	Excellent
36	SN	65	Good
37	TD	35	Very Poor
38	WF	90	Excellent
39	YL	45	Very Poor
40	ED	50	Poor
Total		2110	-

The next step, the students were given the post-test. the results were tabulated in the table IV of post-test as follows:

TABLE IV

POST TEST

The Students' Percentage in Reading Comprehension

No	Initial	Multiple Choice	Essay Test	Percentage
		Right Answer	Right Answer	
01	AS	10	5	100 %
02	AW	10	3	86 %
03	DP	9	5	94 %
04	HS	7	5	80 %
05	ID	9	5	94 %
06	JS	9	4	86 %
07	MP	8	5	86 %
08	MH	4	5	60 %
09	MS	4	3	47 %
10	NY	7	4	74 %
11	NS	9	5	94 %
1	NB	9	4	86 %

2					2 5	HS	7	1	54 %
1 3	PT	9	4	86 %	2 6	HP	7	4	74 %
1 4	RM	8	4	80 %	2 7	IS	4	2	40 %
1 5	RW	10	5	100 %	2 8	IL	6	1	47 %
1 6	SM	8	3	74 %	2 9	MD	6	1	47 %
1 7	SR	7	5	80 %	3 0	MZ	7	4	74 %
1 8	SP	5	3	54 %	3 1	NL	8	5	86 %
1 9	TS	8	5	86 %	3 2	NA	7	3	67 %
2 0	WE	9	5	94 %	3 3	NH	4	1	34 %
2 1	AP	7	3	67 %	3 4	RW	6	1	47 %
2 2	BL	4	3	47 %	3 5	SD	8	4	80 %
2 3	EN	6	2	54 %	3 6	SN	7	2	60 %
2 4	HL	7	3	67 %	3	TD	7	2	60 %

7				
3 8	WF	5	2	47 %
3 9	YL	6	0	40 %
4 0	ED	6	2	54 %
Total		284	133	-

Like pre-test, the post-test also had the criteria of students' score as follows:

TABLE V

POST TEST

The Criteria of Students' Score

No	Initial	Score	Considerable
01	AS	100	Excellent
02	AW	80	Excellent
03	DP	95	Excellent
04	HS	85	Excellent
05	ID	95	Excellent
06	JS	85	Excellent
07	MP	95	Excellent
08	MH	70	Very Good
09	MS	50	Poor
10	NY	75	Very Good
11	NS	95	Excellent
12	NB	85	Excellent
13	PT	85	Excellent
14	RM	80	Excellent
15	RW	100	Excellent
16	SM	70	Very Good
17	SR	85	Excellent
18	SP	55	Poor
19	TS	90	Excellent
20	WE	95	Excellent
21	AP	65	Good
22	BL	50	Poor
23	EN	50	Poor
24	HL	65	Good
25	HS	45	Very Poor
26	HP	75	Very Good
27	IS	40	Very Poor
28	IL	40	Very Poor
29	MD	40	Very Poor

30	MZ	75	Very Good
31	NL	90	Excellent
32	NA	65	Good
33	NH	30	Very Poor
34	RW	40	Very Poor
35	SD	80	Excellent
36	SN	55	Poor
37	TD	55	Poor
38	WF	45	Very Poor
39	YL	30	Very Poor
40	ED	50	Poor
Total		2695	-

DISCUSSION

From the tables, it was found that some difficulties from the students in answering the questions.

Some difficulties in multiple choice pretest can be seen below:

a. Item number 9, most students failed. Only 25% of the students could answer correctly.

b. Item number 10 and 7, more students failed. Only 32,5% and 35% of the students could answer correctly.

c. Item number 5 and 8, around 42,5% and 47,5% students could answer correctly.

d. Item number 2, 3, and 6, almost half student could answer correctly, only 55%.

e. Item number 1 and 4, most students answered correctly, almost 62,5% and 65%.

Some difficulties in essay test of pretest can be seen below:

a. number 4 in essay test was the difficult question. The students could answer correctly, just 2,5%,

b. number 1 in essay test, the students could answer correctly. Almost half of the student could answered correctly, 57,5% only,

c. for item number 2 in essay test, the test looked very easy. There were 70% the student answered correctly,

d. For the item number 3 and 5, the students answered correctly almost 80% and 87,5%. they were easy questions.

After pretest, the students were given posttest, the students were given

skimming and scanning techniques to improve reading comprehension.

The result in multiple choice of post test can be seen below:

a. Item number 4, only 42,5% of the students difficult in answering the questions.

b. Item number 5, almost half students could answer the questions only 55%.

c. Item number 10 and 9, only 65% and 67,5% of the students could answer correctly.

d. Item number 2, 7, and 1, more students could answer correctly, there are 72,5%, 75% and 77,5%.

e. Item number 6 and 3, most student could answer correctly, any 80% and 82,5%.

f. The last item number 8, it looked an easy question. The students could answer correctly are 92,5%.

The result essay test of post test can be seen below:

a. From item number 4, the students could answer correctly only 42,5%, it was difficult question.

b. From item number 2, the students who could answer correctly were 60%.

c. For the item number 1 and 3, the students answer the question correctly are 75%.

d. For the item number 5, it is easy question, most students can answer correctly, there are 82,5%.

Based on the statement above, reading comprehension through skimming and scanning techniques improve the students' reading comprehension. There were some difficult questions in pretest and in posttest to be answered correctly

The following were discussed the mistakes faced by the students in answering the test items. The discussion of this research were divided into two test items made during the test, namely Multiple Choice and Essay Test.

1. Multiple Choice

Multiple choice tests consisted of 10 test items. Firstly, from the test items in multiple choice in pre-test as follows:

There were many mistakes of the students in the test item number 9. In test item *The advantage of stop smoking are the following, except……* 30 from 40 students were incorrect. The correct answer was **C** because based on the text, the advantage of stop smoking not explain about Ex-smokers could pay lower health insurance premium.

In items number 10 and 7, the total students' mistakes were similar. Firstly, item number 10 *Which of the following statements is true…..* the four options answer were **-** To quit smoking is not easy, that is why most smokers crave the effect to the nicotine in the smoke, **-** U.S. declared nicotine to be an addictive drug less addictive that other addictive substances in its ability to induce dependence, **-** In the U.S. the overall mortality because of tobacco smoking greater than that of the mortality because of cocaine, alcohol, or heroin, **-** In the U.S. the monetary and human costs because of cigarettes are equal to those caused by other addictive substances. 27 from 40 students were incorrect. The correct answer is **A**. why should the answer be option **A**? Because the right answer in

the text *to quit smoking is not easy, that's why most smokers crave the effect to the nicotine in the smoke*. Secondly, item number 7 *Here are some facts about nicotine patches, except…* this item was similar with the item number 9 which used except. Based on the text the answer for item number 7 was **D**. 26 from 40 students were incorrect.

The mistakes also happened in test items number 5 and 8. Firstly, in this item number 5, 23 from 40 students were incorrect. The item *What is the main purpose of the text….* based on the text, the answer was **B**, because from the text. The kind of the text was persuasive, so the function of the text to persuade. Secondly, in the item number 8 *The text concludes that nicotine…* the correct answer was **A** because the text discuss about nicotine is a dangerous as cocaine, alcohol, or heroin. 21 from 40 students were incorrect.

From the test items number 2, 3, and 6, in three items test only 18 from 40 students were incorrect. It showed that almost half of students could answer correctly. Firstly in item number 2 *Why did people under the*

Chinese Empire use jewelry…. The answer is **B.** Secondly in item number 3 *The text concludes that Chinese jewelry were…* The answer is **C.** Thirdly, in item number 6 *What is the main purpose of the text…* The answer is **B.**

The last test items number 1 and 4, in these test items the students' answer on average. Firstly in the item test number 1 *Silver was used in Chinese traditional jewelry more often than gold, however, it…* 15 from 40 students were incorrect. The correct answer is **A** because in the first sentence from the text state Silver and gold were frequently enameled in blue. Secondly, in the item test number 4 *The role of silver in Chinese jewelry differ from gold because…..* 14 from 40 students were incorrect. The correct answer was **B** because from the text silver in Chinese jewelry differ from gold. Silver was used to coat gold.

Secondly**,** from the test items in multiple choices in post test as follows: the students were given the same test items. In posttest was stated as the last result. The data from the pre-test had

been collected and comparison from posttest data, besides that the result in posttest had significant improvement. It looks as follows:

These are the improvement of the students' vocabulary in Multiple Choice tests which can be answered by the students correctly.

Items	Pretest	Post test
1	25 students	31 Students
2	22 students	29 students
3	22 students	33 students
4	26 students	17 students
5	17 students	22 students
6	22 students	32 students
7	14 students	30 students
8	19 students	37 students
9	10 students	27 students
10	13 students	26 students

2. Essay Test

Essay test consists of 5 test items. Firstly**,** from the test items in essay test in pretest as follows.

Many mistakes were made by the students in the test item number 4 *In which months the weather is cold....* 39 from 40 students were incorrect. The correct answer based on the text is December to April.

From the item number 1 *What is the main idea of the text....* 17 from 40 students were incorrect. The correct answer based on the text was the weather in England is quite changeable and rarely predictable.

In the test item number 2 *How many degrees the temperature in England, when spring...* 12 from 40 Students are incorrect. The correct answer based on the text was the temperatures around 10^0 C on average.

Finally, the test items number 3 and 5, in the test item number 3 *Where did the weather quite changeable and predictable....* . 8 from 40 students were incorrect. The correct answer based on the text was the weather quite changeable and predictable in England. For the test item number 5 *When did the trees become green again....* . 5 from 40 students were incorrect. The correct answer based on

the text was when spring comes in April.

Secondly, from the test items in essay test in post test as follows: the students were given in the same test items. In the post test was stated as the last result. The data from the pre-test has collected and comparison from the posttest data, besides the result in post test was significantly improved. It can be seen below.

These are the improvement of the students' results in Essay Test which can be answered by the students correctly.

No. Items	Pretest	Post test
1	23 students	30 students
2	28 students	24 students
3	32 students	30 students
4	1 students	17 students
5	35 students	33 students

The skimming and scanning techniques are the effectively and efficiently techniques to help in reading comprehension.

CONCLUSION

Based on the discussion, the conclusions of this research can be stated as follows: Skimming and scanning techniques improve the students' reading comprehension and the students are able to improve their reading comprehension well through skimming and scanning.

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