Exploring How Skimming and Scanning Fosters EFL Students' Reading Comprehension at an English Club Senior High School in Indonesia

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Abstract

This study aimed to examine the effect of skimming and scanning strategies on improving reading comprehension among students attending the English club at Senior High School Zainul Hasan 1 Genggong. A considerable number of students continue to struggle with reading, an area that is integral to their academic progress and language acquisition. Addressing these challenges necessitates effective teaching tactics to enhance reading comprehension skills, the exploration of which formed the core of this research. The study utilized a pre-experimental research design, focusing on a single group pre-test and post-test methodology. The sample consisted of 30 students who received targeted instruction on skimming and scanning strategies over a determined period. Skimming involves rapidly reviewing a text to get a general idea, while scanning is a technique used for quickly locating specific information within a text. Both strategies are believed to be pivotal in assisting learners to become more efficient and effective readers. Data collected from the pre and post-tests was analyzed using the Paired Sample T-Test. The alternative hypothesis, suggesting that skimming and scanning techniques have no significant effect on reading comprehension, is rejected if the Sig (2-tailed) value is more than 0.05. Conversely, if the Sig (2-tailed) is less than 0.05, the alternative hypothesis is accepted, indicating a significant effect of skimming and scanning techniques on students' reading comprehension. The study's findings revealed that the students who received training in skimming and scanning demonstrated significant improvement in their reading comprehension, substantiating the beneficial impact of these techniques. This improvement is further corroborated by the Sig (2-tailed) value of 0.000, which is less than the critical threshold of 0.05, leading to the acceptance of the alternative hypothesis. The statistically significant results from the Paired Sample T-Test provided robust evidence supporting the efficacy of skimming and scanning techniques in enhancing students' reading comprehension skills. This demonstrates the significance of these strategies in addressing reading comprehension challenges among students and informs the pedagogical approaches for teaching reading in EFL contexts. It underscores the need for their integration in curriculum planning and instruction, thereby contributing substantially to the academic discourse on reading comprehension strategies.

INTRODUCTION

The data from the English first English proficiency index show the ranks from Indonesia is still in 81th position in Asia region with 494th geographic score in Java regions (*EF EPI 2022 - EF English Proficiency Index*). This data shows that Indonesia ranks lowest in English proficiency and needs improvement. In Indonesia, the Indonesian government places English as a compulsory subject for junior high school and senior high school. But in practice students are not optimal in practice. In the 23th century of learning, the ability of reading well is one of fundamental especially in English learning (Ganie, 2019). Reading is important in our lives because it allows us to obtain information or knowledge from textbook, articles, or magazines written in English. And of course, reading is one of the English skills, along with listening, speaking, and writing.

According to Patel and Jain, reading is an important activity in life that can be used to update one's knowledge (Jain & Patel, 2008). Reading can be used not only a source of information and a pleasurable activity but, also as a means of consolidating and extending one knowledge of the language.

A state in verse Qur'an surah Al-Alaq ayat 1-5

اِقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ١ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٣ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥

Meaning: "*Read in the name of the Creator (all exist), He has created man from a clot (a piece of thick coagulated blood), Read! and your lord is the most generous, Who has thought (the writing) by pen, He has thought man that which he know not*" (Ali, 2008).

The surah means that reading is important to deliver massage, this surah also provides instructions for people to read and learn more. Reading comprehension is process of reading to understand the content. Reading comprehension realize that is active the process of thinking, which does not depend solely on understanding what one has been read (Tarigan, 1994). This is an active thinking process that does not depend solely on comprehension skills but also involves students experience and understanding of prior knowledge understand vocabulary, see the relationship between words and concepts which means judge and assess. Reading comprehension is important in reading process because Readers build understanding of the text. The reader arranges the logic of his thinking with a collection of letters, words and sentences in the text. So reading comprehension of English text is not just about how well you read, which includes correct pronunciation and volume. However, self-comprehension reading is an activity that creates an understanding of the meaning of the text, which can then be translated into your own language. In addition, through this understanding it will be meaningful for oneself and others. Reading comprehension is a process of improving and understanding what you're reading entails making your reading materials sturdier so that you can identify situations, objects, functions, and reading effects.

According to Linse, reading comprehension refers to reading for meaning, understanding and entertainment. Reading comprehension can understand reading defined as a series of processes the reader must find inform and understand in readable text. That means reading comprehension is a series of processes the reader must find means to understand, this knowledge included in the reading text and entertainment reading comprehension points experts agree that the schematic (information original properties) that the reader wants determinant of reading success to understand. Besides that, reading comprehension is the problem of the students reading skill of students English who especially to deeper in English

learning. Many problems and difficulties in Reading Comprehension skill which can be seen from the results of the test conducted by the teacher. Including, the students unknown vocabulary items, limited time, and lack of reading practice. As a result a teacher must be have technique and strategy in order to create and build effective reading classes (Linse & Nunan, 2005).

English as a Foreign Language (EFL) learners often encounter challenges in reading comprehension due to a lack of vocabulary, syntactic knowledge, and effective reading strategies. Reading comprehension, a complex process that requires the integration of multiple language skills, is a critical aspect of EFL learning and academic success. Effective reading strategies are paramount to overcoming these challenges and enhancing learners' reading comprehension skills.

Among various reading strategies, skimming and scanning techniques stand out for their potential to enhance reading comprehension. Skimming is a method of quickly obtaining general information from a paragraph of text, and scanning is a method of rapidly obtaining specific information without reading the entire text. According to Harmer (2008), he claimed skimming technique is a way to get a quick overview of a piece writing. Skimming is a common practice that allows readers to focus on both the main points and the supporting details. According to Soedarso (2006), skimming is an act of taking the essence or essence of something. This means in speed reading by looking at and paying attention to reading material to find the main idea of a reading. Skimming is done to do general speed reading in a reading material. This ability means they will become mired down and might be unable to recognize the overall concept because they are focusing too intently on the details. With effort and concentration, kids are taught to skip words and learn to pick out vital words or phrases to remember crucial information. Therefore, skimming can aid students in finding the essential words that enable them to deduce the overall meaning of a book, thereby facilitating faster text interpretation and advancing the reading process.

On the other hand, scanning is the rapid reading of text to find specific information. It enables students to locate and understand specific details without having to read the entire text. The combination of these strategies allows students to prioritize information, save time, and focus their cognitive resources on understanding the text. Brown said, scanning is the process of quickly looking for certain pieces of information within a scanning text allows readers to quickly and easily extract key information without having to read the entire text (Brown & Lee, 2015.). Typically, scanning is done to list a specified amount of supporting details, look up names or dates, or both. We shouldn't read a chapter in its entirety when we only want to know a certain detail from it. Finding the information we need from the passage is all that is required. to make it easier for readers to understand certain information from the text. This is so that readers will read the entire content carefully. Because of this ability, individuals are not required to read every word and line; rather. So make skimming and scanning techniques is a good choice to reading comprehension, this support claims made by Susanti, Reading strategies such as skimming and scanning are thought to help students overcome their reading challenges and increase their comprehension (Susanti et al., 2013). In line with this, this study discusses the use of skimming and scanning technique to improving students reading comprehension.

In the context of Indonesia, English is taught as a foreign language from elementary school to university level. The national curriculum emphasizes reading comprehension as a vital component of English language learning. Despite this emphasis, studies indicate that Indonesian EFL students often struggle with reading comprehension due to the challenges previously outlined. This struggle may impede their academic performance and potential to use English effectively in future social or occupational settings.

While numerous studies have been conducted globally to investigate various approaches to enhance EFL students' reading comprehension, limited empirical research has been carried out in Indonesia to examine the effectiveness of skimming and scanning strategies in this context. This represents a significant gap in the literature. Furthermore, the bulk of the research that does exist tends to focus on the university level, overlooking secondary education. Secondary education represents a crucial period for laying a solid foundation in reading comprehension. Therefore, there is an evident need for studies examining reading comprehension strategies among Indonesian EFL students at the secondary school level.

Moreover, English Clubs in Indonesian schools provide a context-rich setting for implementing and investigating these strategies. English Clubs typically involve extracurricular activities that encourage students to practice English beyond the regular classroom environment. However, these clubs have been largely neglected in the existing research. Consequently, this study aims to fill this research gap by exploring the impact of skimming and scanning strategies on reading comprehension among EFL students participating in an English Club at a Senior High School in Indonesia.

In filling this gap, this study contributes to the field of EFL reading comprehension in multiple ways. Firstly, it contributes to the body of knowledge about the effectiveness of skimming and scanning strategies, especially in the Indonesian context. The findings may provide empirical evidence for EFL teachers and educators in Indonesia and similar contexts, encouraging them to incorporate these strategies into their instructional practices. Secondly, by focusing on a high school English Club, the study extends the exploration of reading comprehension strategies beyond the traditional classroom context, providing insights into the potential of extracurricular settings for language learning.

METHOD
Research Design
The present study leans on the Quantitative research design. Quantitative research techniques include experimental research techniques. Creswell said, the typical methodology for conducting quantitative research is an pre-experimental design (J W Creswell & Creswell, 2018). According to Sugiono, the pre-experimental is a design just includes one group or class that is given pre and posttest (Sugiyono, 2014). This research utilizes a pre-experimental methodology. Despite the fact that the subjects are different, changing an independent variable is necessary. In this study, the class received instruction in reading comprehension using the standard method before taking a pretest then were introduced to the skimming and scanning technique explicitly.

Population and Sample OR Subject
This study was conducted in Senior High School Zainul Hasan 1 Genggong. This school has 2 majors, including social and science studies. In this school there are also various extracurricular activities. Those are culinary art, scout, batik, *hadroh* art, Arabic club and English club. Through purposive sampling technique, the study selected the English club to be analyzed which consisted of 30 students.

Instrument
A pre-test and post-test were given to the students before and after treatment. A pretest serves as a measure of some of the qualities or characteristics that researchers have assessed in a subject before the student receives treatment. The pretreatment test for this study was conducted at the 1st workshop. Posttests are designed to assess students' reading comprehension after treatment (John W Creswell, 2012). A post-test was performed for this

study when treatment had been administered at the end of the study and tested with multiple choice. Attempts to assess students' reading comprehension after treatment were carried out.

Data Analysis

The data collected from the pre and post-test were analyzed using the paired sample t-test. This statistical test was selected due to its appropriateness for comparing the means of the same group at two different times. Through this analysis, the researchers sought to determine whether the intervention had a statistically significant impact on the students' reading comprehension skills. Data was processed on Windows using SPSS version 16.0.

FINDINGS AND DISCUSSION

Findings

Before starting treatment, the pre-test in this study was utilized to gauge the reading proficiency of the students. When the results of the pre-test were calculated, the researcher discovered that the majority of pupils were unable to finish the exam. After the students in the class were taught utilizing skimming and scanning strategies, the average score on the posttest increased. The effectiveness of teaching reading comprehension to English club students using skimming and scanning techniques was then assessed using a paired sample t-test. The computation results are shown in the following table:

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	48.53	30	5.746	1.049
	Post-test	79.40	30	6.891	1.258

Table 1 Paired Sample Statistics

The researchers deduced from the table 1 that 30 students were enlisted in the pre-experimental class at the time that treatment began., with a mean of 48.53. When the students received skimming and scanning instruction and post-test questions, the mean value improved to 79.40. The outcomes of the pre- and post-tests again demonstrated improvements in the students' reading comprehension.

Table 2. Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test post-test	-30.867	6.740	1.231	-33.383	-28.350	-25.083	29	.000

Table 2 Paired Samples Test

Depending on the results of the table 2, the value of significance (2-tailed) the class for paired Sample T test is $0.000 < 0.05$. According to decision-making theory, there is a significant effect if the significance value is less than 0.05 or (2 tails) 0.05 and there is no significant difference if the significance value is more than 0.05. Therefore, it can be concluded that the skimming and scanning technique has quite a significant impact on students' reading comprehension skills.

Based on the study's findings, students who were taught with the skimming method performed higher on reading comprehension tests in English classes. The outcomes revealed

the use of skimming method may become more engaged, more quickly and easily find the solutions to the questions, and more driven to study. In the pre-test and post-test classes, data from 30 students were collected. This is demonstrated in Table 2, where the pre-test mean for students' reading comprehension was 48.53 before the implementation of the skimming strategy. The mean post-test score then increased to 79.40 following therapy. As a result, the mean student score on the post-test is higher than the pre-test. The purpose of this study was to improve the English reading comprehension of the English club students at Senior High School of Zainul Hasan 1 Genggong in the academic year 2023. The post-test results of the students differed significantly, according to the research findings. This suggests that treatment can have an impact on how well readers understand reading comprehension through skimming and scanning technique.

Discussion

The primary objective of this study was to determine the effectiveness of skimming and scanning techniques in bolstering reading comprehension among EFL students in an English Club at a Senior High School in Indonesia. The implementation of these techniques yielded a significant increase in the post-intervention reading comprehension scores, providing compelling evidence of the efficacy of these strategies. Skimming and scanning, as reading strategies, are grounded in a pragmatic approach to reading. Skimming allows students to swiftly capture the general understanding of a text, which, in turn, sets a mental framework for in-depth reading (Grabe & Stoller, 2011). Similarly, scanning facilitates a speedy location of specific information, saving time and avoiding unnecessary details. Both these techniques aim to make students more efficient and strategic readers, a skill of paramount importance in foreign language learning (Oxford, 2016). However, the reading process is multifaceted, and reading comprehension involves several overlapping components. Grabe & Stroller (2019) contends that reading comprehension is a complex cognitive process that includes decoding, linguistic comprehension, background knowledge, inference-making, and strategy use. Therefore, while the observed improvement in reading comprehension in this study is a promising outcome, it should be seen as a part of a more comprehensive set of skills required for proficient reading particularly in the Indonesian senior high school contexts. Nevertheless, the findings of the study have shown that English Clubs utilizing Skimming & Scanning provides support for students' EFL linguistic needs in school.

One of the potential reasons behind the significant improvement in the students' post-test scores could be the explicit instructional approach employed to teach these strategies. Explicit teaching of skimming and scanning allows students to understand the rationale and process behind these strategies. This clarity and awareness, according to Hirade (2016), often lead to a more effective application of the strategies. The instruction phase included demonstrations, guided practice, independent practice, and reflection on strategy use, providing a comprehensive learning experience. Additionally, the instruction period allowed students to apply these strategies across various texts, a factor that could have also contributed to the improvement in reading comprehension (Brevik, 2014; John, 2023). The exposure to different text genres and complexities might have facilitated the students in adapting and applying the strategies in different reading contexts.

An important aspect to consider is the potential impact of metacognitive awareness in learning these strategies. Skimming and scanning require an active understanding and control of one's reading process – when and how to apply which strategy, how to monitor comprehension, and adjust reading based on comprehension. This metacognitive regulation and self-awareness are critical to effective reading (Jaleel, 2016). Thus, the act of teaching

these strategies may have indirectly fostered students' metacognitive reading skills, contributing to the enhancement in their reading comprehension.

Overall, the findings of this study underscore the potential of skimming and scanning techniques in improving reading comprehension among EFL students. They underscore the importance of explicit strategy instruction in reading comprehension and provide a strong empirical foundation for integrating these strategies into EFL instruction.

CONCLUSION

In the globalized world today, reading well is fundamental, especially when learning English. Reading is crucial in our lives because we can obtain information and knowledge from textbooks, articles and magazines written in English. Reading is one of the English skills along with listening, speaking and writing. This study presents robust empirical evidence regarding the impact of skimming and scanning techniques on enhancing reading comprehension among EFL students in a Senior High School English Club in Indonesia. The considerable improvement in post-intervention reading comprehension scores underscores the effectiveness of these strategies, advocating for their integration into EFL instruction.

The study was conducted in a classroom setting comprising 30 students, with a pre-test administered that showed a mean score of 48.53, indicating the initial level of students' reading comprehension. Following this, the students received intervention, a treatment involving skimming and scanning techniques designed to improve reading comprehension. After the treatment was delivered, a post-test was administered to the students, and the mean score significantly improved to 79.40. This improvement provides a quantitative demonstration of the impact that the treatment had on the students' reading comprehension skills. The result of the paired Sample T Test, in particular, confirms the effect of the skimming and scanning techniques on students' reading comprehension skills. The statistically significant result leads us to infer that the use of skimming and scanning techniques in the classroom significantly improved the students' ability to understand and interpret English text. The techniques offered a structured approach that helped students navigate the text more effectively and extract necessary information, thereby enhancing their comprehension skills.

The application of the techniques facilitates efficient and strategic reading, allowing students to get a general overview of the text and locate specific information swiftly. While the current study recognizes reading comprehension as a multifaceted cognitive process, the positive outcome indicates that the introduction of skimming and scanning strategies can play a pivotal role in this broader skill set. Furthermore, the explicit instructional approach adopted in teaching these strategies, characterized by demonstrations, guided practice, independent practice, and reflection on strategy use, proved to be beneficial. It provided students with a clear understanding of the strategies and allowed them to adapt and apply them across various reading contexts. The potential improvement in metacognitive reading skills as a result of learning these strategies also provides a valuable direction for future pedagogical practices and research.

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