



# The effectiveness of skimming and scanning strategies in improving reading comprehension among EFL learners

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## ABSTRACT

**Background:** As a developing country with a vast and diverse archipelago, Indonesia requires a greater number of high-quality human resources capable of competing both nationally and internationally. One such strategy is the expanded development of English language education to strengthen human resources. **Methods:** The research utilized a Classroom Action Research (CAR) design, implemented over two cycles. Each cycle consisted of four phases: planning, implementation, observation, and reflection. Data were gathered through tests, observation sheets, and documentation. **Findings:** Foreign a significant challenge in the learning process is the limited availability of both formal and informal platforms for students to practice the language, which hampers their progress. For EFL learners, reading is essential for acquiring the language, expanding vocabulary, and gaining broader knowledge and experiences. In today's world, reading is essential for gaining knowledge, helping individuals progress from having limited understanding to a well-rounded awareness. The research was carried out with 25 second-year students from class XI Science 1 at MA Darul Muhajirin Praya. **Conclusion:** The findings indicated a significant improvement in students' reading comprehension, marked by an average score increase of 8.97% from the pre-test to the second post-test. During the pre-test, only 1 student (4%) met the minimum passing standard/*Kriteria Ketuntasan Minimal* (KKM), with an average score of 54.6. In the first post-test, 9 students (29.45%) achieved the passing score, with the average rising to 70.88. By the second post-test, 19 students (76%) had passed, with the average score reaching 77.24. **Novelty/Originality of this article:** This study concludes that applying skimming and scanning techniques greatly enhances students' reading comprehension. Incorporating these strategies into classroom English instruction effectively improves students' understanding of narrative texts, as evidenced by the findings of the action research.

**KEYWORDS:** reading comprehension; scanning; skimming

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## 1. Introduction

As a developing nation with a vast and diverse territory, Indonesia requires a highly skilled and competitive workforce, both domestically and globally. One such effort is the expanded promotion of English language learning, aimed at strengthening the country's human capital (Anas, 2008). Taught (EFL) and one major challenges in this area is the limited availability of formal and informal support systems often referred to as “shelves” that allow students to engage with the language outside the classroom (Alfi, 2014). This lack of support poses a significant obstacle to effective English teaching and learning. Since classified national education argues learners in Indonesia are likely to encounter difficulties in acquiring the language (Ananda & An, 2016). For EFL learners, reading plays a crucial role in language development it expands vocabulary, enhances language skills, and broadens knowledge and experience (Andi, 2015). The regulation also emphasizes that English language competence includes aspects of attitude, understanding, and practical skills (Anita, 2012).

Reading plays a crucial role in acquiring knowledge in today's world (Ahsan, 2014). It can take individuals from a state of ignorance to being well-informed. Beyond being a source of information, reading is also an enjoyable activity that helps strengthen and expand one's language abilities (Baiq, 2019). In societies that value literacy, reading is a skill that is nurtured because it enhances comprehension and enriches vocabulary. It is one of the most important activities we can engage in to gain knowledge from English texts such as books, articles, and magazines (Bambang, 2022). Therefore, students need to develop strong reading skills to support their academic success. For English language learners, reading is an essential skill to master (Bona, 2020). To improve comprehension, students must work on enhancing their reading abilities, especially since they often try to understand texts by focusing on each individual word.

For some students, reading remains a challenging skill, primarily due to a lack of motivation. Many students struggle with reading comprehension. When tasked with reading and understanding English texts, they often have difficulty fully grasping the meaning (Chindy, 2018). According to the preliminary study, students' learning outcomes in reading are relatively low. This issue stems from two main factors: students and teachers. On the students' side, the problem lies in their limited vocabulary, which makes it difficult for them to comprehend reading materials (David, 2008). From the teachers' perspective, the problem lies in their persistent reliance on traditional teaching methods, even though there are numerous other effective approaches for teaching reading (Didik, 2009).

Skimming and scanning are among the commonly used strategies for studying and processing information (Dina, 2016). While both techniques are commonly applied, they are particularly effective for specific purposes. Skimming and scanning are speed-reading methods frequently used by readers in various situations (Farida, 2008). These techniques are especially useful in everyday tasks. By practicing skimming and scanning, students can enhance both their reading speed and comprehension. They are considered effective methods for developing students' reading skills. In contrast, rapidly find reading passage (Fitry, 2019). These techniques assist students in understanding the overall content, locating detailed information, and completing various (Hilda, 2013). Both commonly applied to help students achieve the learning objectives outlined in the Senior High School curriculum (Harvey & Susan, 2010). For learners of English as a Foreign Language (EFL), mastering effective reading strategies is crucial for enhancing reading proficiency (Hery, 2018). Among the many strategies available, skimming and scanning remain the most favored by students (Imro'atul, 2010).

Before conducting this research, the researcher spent one month teaching and also interviewed the English teacher (Intan, 2018). It was found that developmental stage, influenced by both internal and external factors (Iwan, 2018). One of the main reasons English lessons are less engaging is that many students lack a strong foundation (Jeremy, 1989). Their fundamental knowledge is still limited. Moreover, there is an overall lack of motivation to learn English (John & Jean, 1979). This is largely because English is considered

a foreign language, while students are more accustomed to using their mother tongue and Indonesian in their daily lives (John & Marha, 1964). As a result, English is mainly learned and practiced in school, but rarely used outside the classroom (Kuratul, 2019). Moreover, the English teaching methods used in grades X and XI at MA Darul Muhajirin are not well-suited to students' needs, which contributes to their disinterest in learning the language more deeply. Another important factor is students' prior belief that English is a challenging and complex subject, which results in low enthusiasm and motivation during English classes. While skills such as writing, speaking, and reading are included in the curriculum, they are not given as much emphasis as they are at the university level. It is essential to use suitable methods and strategies in teaching English. The researcher has decided techniques assist students in improving their comprehension of English learning materials. Based on this context, the study aims to examine how effective skimming and scanning techniques are in improving the reading comprehension skills of EFL students.

## 2. Methods

### 2.1 Research setting, object & design of research

The study was conducted at MA Darul Muhajirin Praya, where teaching and learning sessions took place twice a week, each lasting for sixty minutes. MA Darul Muhajirin Praya was chosen as the research site because studies on reading techniques particularly the use of skimming and scanning are still limited at this institution. This research focuses on applying using skimming and scanning techniques to enhance the reading comprehension of students studying English as a foreign language (EFL) (Jo & Christopher, 2003).

Utilized as its research design, aiming to overcome the difficulties faced (Muhammad & Muljono, 2014). CAR was chosen because it focuses on practical problem-solving within the classroom context. Action Research (AR) is known for its systematic inquiry, which follows specific principles, procedures, and guidelines to meet defined criteria. One of the key aspects of action research is its focus on generating practical knowledge aimed at creating meaningful improvements in real-world situations. Classroom Action Research is fundamentally participatory and collaborative, involving the researcher actively in the process and often working together with colleagues to observe and analyze the results. According to Kemmis, as referenced by Wina, process within contexts like educational settings, aimed at improving their own practices. This approach allows for a deeper and more comprehensive understanding of the teaching and learning activities being examined (Nurhadi, 1999).

Action research utilizes both qualitative and quantitative methods of data collection, making it quite similar to mixed-method research. However, it is always directed at addressing specific, practical issues with the intention of finding effective solutions. Therefore, action research is focused on collecting data to improve how education is delivered both in terms of student learning and instructional methods. According to experts, particularly Kemmis and McTaggart, the action research process typically follows a cyclical model consisting of four main stages. This cycle creates a recurring researcher chooses end the process. Based on this understanding, the researcher concludes that action research differs slightly from other types of research in that its primary objective is to improve practice before generating new knowledge (Nurul, 2019). It emphasizes the enhancement of social practices and the educational environment. This cyclical process is guided by systematic inquiry, where the practitioner identifies and addresses existing problems.

The Classroom Action Research (CAR) model proposed by Kemmis and McTaggart involves four main stages. The observations are recorded and assessed to measure the effectiveness of the techniques and the level of student engagement and learning outcomes. Reflecting stage: in the final phase, the researcher examines and interprets the data collected during observation and testing. This reflection helps to identify any weaknesses or areas for improvement in the teaching process (Pamela et al., 2004). The insights gained are then used to refine the approach in the next cycle of the research.

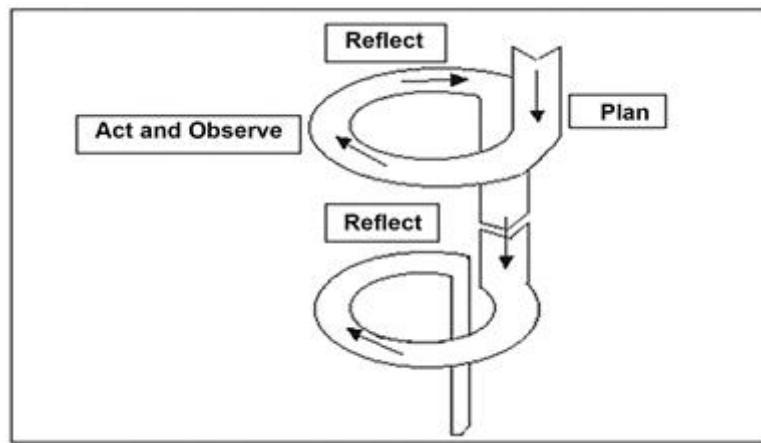


Fig. 1. The model proposed is cyclical process aimed at improving teaching and learning practices

## 2.2 Planning and taking action

Initial any thorough planning. Improve students' reading comprehension, this planning is grounded in an analysis of problems identified through preliminary observations. During phase researcher undertakes several tasks, including: conducting initial classroom observations and interviews with the eleventh-grade English teacher were conducted to assess the current conditions; organizing the research into four meeting cycles; preparing lesson plans; creating reading comprehension materials; administering a pre-test to evaluate students' initial reading comprehension abilities; giving a test at the end of each cycle session; and preparing data collection tools such as observation sheets, tests, and documentation (Rochiati, 2007).

In this phase, the researcher conducts several activities, including the opening, main, and closing sessions. During the introduction acting explains lesson's. Greets the students with a salute, takes attendance, and motivates. Main the teacher provides a text and explains how to apply skimming and scanning techniques for reading. The teacher then demonstrates reading comprehension using these techniques. Students are asked to memorize the example, and the teacher guides methods. Afterwards, practice these independently. Final phase is closing activity, where the teacher gives feedback to all the students and wraps up the lesson (Soedarso, 2010).

## 2.3 Observing and reflecting

Observation serves as a tool for gathering data on the researcher's activities within the classroom environment (Sudjana, 2022). Its main objective is to track students' behaviors, attitudes, and participation throughout the teaching and learning process. To verify that both the teacher and students are actively involved in the same activities, the observer uses a checklist. Once the students finish their tasks, the researcher who also functions as the instructor and the English teacher acting as the observer assess the students' performance by assigning scores based on the observation checklist. At the end of the lesson, the observer provides a summary of the observation. During the implementation, the researcher records the teaching and learning activities using an observation sheet to reflect the classroom atmosphere. At the end of each instructional cycle, an observation session is conducted to conclude the process.

After observation phase, it is essential to move into the reflection stage. Researcher reviews how the conversation journal was utilized as an instructional approach. This includes analyzing the collected data, such as test results obtained during the observation and reflection stages. This reflective process allows the researcher to determine whether the learning problem has been addressed and to identify any strengths or weaknesses in the process. Based on this evaluation, the researcher can decide whether to proceed with

the next research cycle or conclude the study. The outcomes of the reflection then provide guidance and motivation for improving future lesson plans.

## 2.4 Instruments of research

An instrument is a general term used by researchers to describe a measurement tool. It is a device or method designed to collect data and is essential for gather information (Syaiful & Aswan, 2006). Employed of instruments for collection, one of which was an observation checklist. Observations were conducted during English language learning activities in the classroom, where the researcher documented events as they unfolded. The collected data was then organized and compiled. Stated involved prolonged between the researcher and the participants within their natural environment. Throughout this period, data was systematically recorded in the form of field notes. The main objective of the observation was to gather information about the teaching and learning processes as they occurred in the classroom. The researcher focused on various behaviors and actions of both teachers and students during these sessions. This observation used a checklist that covered behaviors and activities of both teachers and students.

Table 1. Observation form

| No             | Activities                                                                                                           |
|----------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Teacher</b> |                                                                                                                      |
| 1.             | The teacher started the class.                                                                                       |
| 2.             | The teacher took the attendance.                                                                                     |
| 3.             | The teacher encouraged the students and outlined the learning objectives.                                            |
| 4.             | The teacher went over the previous lesson.                                                                           |
| 5.             | The teacher shared the instructional goals.                                                                          |
| 6.             | The teacher demonstrated how to apply skimming and scanning techniques in reading.                                   |
| 7.             | The teacher explained the strategies of skimming and scanning.                                                       |
| 8.             | The teacher asked the students if they had any questions about the material.                                         |
| 9.             | The teacher assisted the students in practicing reading with skimming and scanning methods.                          |
| 10.            | The teacher provided feedback to each student.                                                                       |
| 11.            | The teacher informed the students about the next topics to be covered.                                               |
| 12.            | The The teacher wrapped up the session.                                                                              |
| <b>Student</b> |                                                                                                                      |
| 1.             | Students responded to the greeting politely and together.                                                            |
| 2.             | Students showed enthusiasm in participating in the learning activities.                                              |
| 3.             | Students listened attentively and answered questions related to content connected to real-life situations.           |
| 4.             | The students listened attentively and grasped the learning objectives as well as the stages of the learning process. |
| 5.             | They focused while the teacher explained the functions of skimming and scanning as reading techniques.               |
| 6.             | The students asked questions whenever they were unsure about the skimming and scanning methods.                      |
| 7.             | They sought clarification on unfamiliar Indonesian vocabulary.                                                       |
| 8.             | The students expressed their own ideas on the given topic according to the teacher's directions.                     |
| 9.             | They quickly skimmed through each paragraph or sub-section they came across.                                         |
| 10.            | Students reread the text to better understand the information they were searching for.                               |
| 11.            | Students asked questions about parts of the material they found confusing.                                           |
| 12.            | Students focused when the teacher provided feedback.                                                                 |

A test is a structured method or procedure used to determine how well a specific skill or ability is performed. In this research, the test is employed to measure students' comprehension of reading texts. The main aim is to collect data from the participants that will help the researcher evaluate their reading comprehension and improvement in using skimming and scanning strategies.

Table 2. Category items

| Category       | Score  |
|----------------|--------|
| <b>Teacher</b> |        |
| Very Good      | 88-100 |
| Good           | 75-87  |
| Fair           | 62-74  |
| Low            | 49-61  |
| Very Low       | 0-48   |
| <b>Student</b> |        |
| Very Good      | 88-100 |
| Good           | 75-87  |
| Fair           | 62-74  |
| Low            | 49-61  |
| Very Low       | 0-48   |

The test includes both multiple-choice and essay questions. Each correct answer in the multiple-choice part is valued at 4 points, with a total of 20 questions amounting to 80 points. The essay section included five questions with a total of 20 points. Each essay question was scored from 4 (highest) down to 1 (lowest), with 0 points given if the student did not answer the question, based on the quality of their responses. The researcher also used documents obtained from the school, such as student enrollment data, student names, lesson plans, and test results. Moreover, information about the learning activities at MA Darul Muhajirin Praya was gathered. This research aims to improve students' reading comprehension through the more effective and thoughtful use of skimming and scanning methods.

The researcher applies this equation to calculate the score and category:

$$\text{Proportion of student activities} = \frac{\text{total score} \times 100}{\text{score max}} \quad (\text{Eq. 1})$$

### 2.5 Data analysis, reflection, and indicator of success

Data analysis is performed after collecting information from all relevant sources (Wina, 2016). This study applies both qualitative and quantitative methods for analysis. The process includes three key stages: data reduction, where the researcher compiles information from primary and secondary sources; and data verification, in which the researcher arranges, filters, and categorizes the data collected to determine which data is relevant to the research problem and which is not. Conclusion, where the researcher interprets, groups, and draws conclusions based on the selected data and relevant theories according to the research needs. This study involves analyzing both qualitative and quantitative data. Qualitative data is gathered through observations of students' actions and engagement during the learning process, whereas quantitative data comes from the results of tests. Researcher then compiles all the data and analyzes the numerical data by calculating the average reading score of students for each action within a cycle. This is done to evaluate the overall reading skill performance of the students, using the following equation2.

$$x = \frac{\sum x}{n} \quad (\text{Eq. 2})$$

To analyze the students' reading comprehension achievement, several formulas were used in this study. First, the mean score (denoted as  $\bar{X}$ ) was calculated by dividing the total of individual scores ( $X$ ) by the total number of students ( $N$ ). Secondly, to determine the percentage of students who met the Minimum Mastery Criterion in the English subject—which was set at a score of 75 according to the standard of MA Darul Muhajirin Praya—the following formula was applied:  $P = \left(\frac{F}{N}\right) \times 100\%$ , where

P represents the percentage of students who reached the minimum passing standard/*Kriteria Ketuntasan Minimal* (KKM), F is the number of students who scored 75 or higher, and N is the total number of students. Thirdly, to measure the improvement in reading comprehension from the pre-test to the first and second cycles, the researcher used a gain percentage formula for first cycle, where Y is the pre-test score and Y1 is the post-test score in cycle 1..

$$P = \frac{(Y1-Y)}{Y \times 100\%} \quad (\text{Eq. 3})$$

For the second cycle, Y2 is the post-test score in cycle 2. These calculations helped the researcher determine whether there was a significant improvement in the students' reading performance across the cycles.

$$P = \frac{(Y2-Y)}{Y \times 100\%} \quad (\text{Eq. 4})$$

Considered successful if it achieves or surpasses the set criteria, and unsuccessful if it does not. In this study, the research is regarded as successful when at least 75% of the students demonstrate improvement in their the results from the pre-test to the second post-test in the second cycle indicate improvement and/or meet the minimum mastery standard. The KKM for the reading course at MA Darul Muhajirin Praya is set at 75, as agreed upon by the institution. This success is met Classroom Action Research (CAR) will be concluded. However, if the criterion is not achieved, further action will be taken in the next cycle.

### 3. Result and Discussion

#### 3.1 Research findings

This chapter outlines and analyzes the results of the study, which was carried out in two cycles: Cycle I and Cycle II. Each cycle included four phases: planning, action, observation, and reflection. During the action phase, students' English reading comprehension was observed and evaluated. Throughout the study, qualitative data were collected regarding the teaching methods and students' learning progress. In addition, quantitative data were obtained from pre-tests and post-tests in both cycles. The pre-tests measured students' reading comprehension before the strategies were applied, while the post-tests evaluated their comprehension after using the skimming and scanning techniques. Moreover, post-tests also offered insights into students' engagement and participation throughout the learning process using these strategies.

##### 3.1.1 Pre-Test

The pre-test was administered by the researcher. This test aimed to evaluate the students' reading comprehension abilities before applying the skimming and scanning techniques. It included twenty multiple-choice questions and five essay questions., and was taken by a total of 25 students. The pre-test score results are shown in Table 3.

Table 3. Students' initial test results

| No | Students | Score |
|----|----------|-------|
| 1. | S1       | 47    |
| 2. | S2       | 56    |
| 3. | S3       | 54    |
| 4. | S4       | 68    |
| 5. | S5       | 45    |
| 6. | S6       | 52    |
| 7. | S7       | 56    |
| 8. | S8       | 55    |

|     |             |       |
|-----|-------------|-------|
| 9.  | S9          | 47    |
| 10. | S10         | 46    |
| 11. | S11         | 57    |
| 12. | S12         | 48    |
| 13. | S13         | 56    |
| 14. | S14         | 45    |
| 15. | S15         | 52    |
| 16. | S16         | 55    |
| 17. | S17         | 76*   |
| 18. | S18         | 62    |
| 19. | S19         | 50    |
| 20. | S20         | 65    |
| 21. | S21         | 48    |
| 22. | S22         | 52    |
| 23. | S23         | 62    |
| 24. | S24         | 55    |
| 25. | S25         | 56    |
|     | Total Score | 1,365 |
|     | Average     | 54.6  |
|     | Category    | Low   |

\*Scores of students who met the passing criteria

To determine the percentage of students who met the minimum passing standard/*Kriteria Ketuntasan Minimal* (KKM), which was set at a score of 75, the researcher used a simple formula:  $P = \left(\frac{F}{N}\right) \times 100\%$ , where P represents the percentage of the class, F stands for the number of students who achieved the criterion, and N is the total number of students in the class. Based on the results of the pre-test, it was found that only one student out of 25 obtained a score that met or exceeded the KKM. By applying the formula,  $P = \left(\frac{1}{25}\right) \times 100\%$ , the resulting class percentage was 4%, indicating that the overall performance at the pre-test stage was still very low and required significant improvement in the following learning cycles.

Average pre-test score was determined using the following formula.

$$x = \frac{\sum x}{n}$$

$$x = \frac{1365}{25} = 54.6 \quad (\text{Eq. 5})$$

The researcher used the following formula to determine the percentage of students who met the minimum mastery standard

$$P = \frac{F \times 100}{N} \quad (\text{Eq. 6})$$

Observed outcomes the reading comprehension skills (Laila, 2018). The pre-test results revealed a low average score, with only 4% of the 25 students reaching the passing mark. Just one student was categorized as having a low score. At MA Darul Muhajirin Praya, the minimum mastery criterion is set at 75, and the data showed that only a small number of students were able to meet this benchmark. From the pre-test findings, the researcher identified several factors contributing to the students' low reading comprehension. One major issue was the students' lack of interest in learning English, which was largely due to their limited vocabulary (Latania, 2022). During the pre-test, many students frequently asked the researcher for translations into Bahasa Indonesia, especially for the essay questions, as they struggled to understand the meaning of some of the words (Mayang, 2021).



### 3.1.2 Cycle 1

The planning stage marked the beginning of the Classroom Action Research process. During this phase, the researcher developed an action plan tailored to address the students' challenges in reading comprehension (Md, 2021). Planning phase was developed after conducting a preliminary study. Texts were selected primary material, specifically emphasizing their schematic structures (Muhammad, 2021). Several stories were used to practice the application of skimming and scanning strategies. This planning stage included designing the lesson plans, establishing both research. Two lesson plans were created for this cycle. The teaching materials were sourced relevant resources. Additionally, the researcher prepared tools such as observation sheets to track the activities of both students and the teacher throughout the learning process, ensuring alignment with the lesson plan (Muhsinin et al., 2022). A post-test was also prepared to collect data and measure any improvements in students'.

After checking attendance where all students were present the lesson commenced. Since it was the researcher's first time teaching the class instead of their regular English teacher, some students were a bit noisy and found it hard to stay focused at first. Once the classroom environment settled, the teacher introduced the lesson material, which centered on narrative text, along with a brief introduction to the skimming and scanning techniques. The teacher engaged the students by asking them what they already knew about narrative texts. As this topic had been previously introduced in junior high school, most students were able to respond with appropriate answers based on their understanding. Then from given to explain key elements texts, including their structure and language features. The session concluded with the teacher discussing characteristics of following meeting, the students would be asked to identify the main ideas, supporting details, and basic plot structure of a given narrative (Najamuddin, 2019).

Presented material texts to help students gain a clearer understanding. Some students asked questions about the lesson, and the teacher responded by providing further explanations and answers. To create a more engaging classroom atmosphere, the teacher also posed questions to the students, encouraging interactive feedback. Support lesson, showed three pictures depicting well-known Indonesian legends and asked the students to classify each image according to the corresponding story. Students were then encouraged pictures prior. Next, guided them to compare and contrast three legends using their own experiences and understanding. Following this activity, the teacher displayed a map of Indonesia and asked students to locate the regions where each legend originated. The teacher also provided background information on how such legends have developed and circulated in everyday life. To further stimulate student creativity, they remembered from helping them generate ideas and build their storytelling abilities. As the lesson neared its conclusion, students were asked to discuss with their seatmates the reasons why legends continue to exist and develop in society. After the discussion, the teacher summarized the key points and explained the social function of legends. Finally, teacher gave a brief overview of the material that would be covered in the next session (Stefan et al., 2014).

Were absent, some due to illness and others with permission. After the attendance check officially together, said a prayer to start the lesson. The teacher then offered some motivational words to help students feel comfortable and encouraged. Moving on new material, briefly reviewed the previous lesson and asked the students questions, the teacher asked, "What was the main idea of the previous lesson on narrative texts?" and then led the students in a discussion about narrative texts. Then, selected handed each of a card with a different color and a text snippet. The selected students were asked to read the sentences on their cards aloud in sequence. The teacher ensured that all students listened carefully to what their peers were reading. Afterward, the class was invited to discuss and share their thoughts based on the information they had just heard. Following the discussion, arrange story parts correct order help them fully understand the text. Next, the teacher guided the discussion toward identifying the chronology and tone within the structure of the legend. During this process displayed. Students were to read legend of Lake Toba and engage in a

discussion about its narrative structure. Together with the teacher, the students analyzed the components of the legend. After reading, the teacher asked open-ended and thought-provoking (HOTS) questions to encourage deeper reflection. These questions included: what events in the story could have actually happened? Which character in the story reminds you of yourself? Why? you know and happen in a different place? If yes, where and why? Is there another legend from a different region with a similar storyline to "The Legend of Lake Toba"? Before ending seatmates why legends are important in society. After the discussion, the teacher summarized the students' ideas and concluded the lesson by highlighting the social function of legends. Session teacher day's with the students a brief overview materials to be covered in the next meeting (Sudarmin, 2014).

Table 4. Instructor evaluation checklist

| No             | Activities                                                                                                              | Score  |
|----------------|-------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Teacher</b> |                                                                                                                         |        |
| 1.             | The teacher begins the lesson.                                                                                          | 4      |
| 2.             | The teacher takes attendance of the students.                                                                           | 4      |
| 3.             | The teacher offers encouragement and outlines the learning objectives.                                                  | 3      |
| 4.             | The teacher goes over the previous lesson.                                                                              | 2      |
| 5.             | The teacher introduces the learning goals for the session.                                                              | 2      |
| 6.             | The teacher demonstrates the skimming and scanning reading techniques.                                                  | 3      |
| 7.             | The teacher clarifies any parts of the material that students do not understand.                                        | 2      |
| 8.             | The teacher asks students if there are any parts they find difficult to understand.                                     | 3      |
| 9.             | The teacher guides students in practicing skimming and scanning techniques.                                             | 2      |
| 10.            | The teacher provides feedback to every student.                                                                         | 3      |
| 11.            | The teacher shares information about the topic for the upcoming lesson.                                                 | 2      |
| 12.            | The teacher wraps up the class.                                                                                         | 4      |
|                | Total Score                                                                                                             | 31     |
|                | Maximum Score                                                                                                           | 48     |
|                | Percentage of Activities                                                                                                | 64.58% |
|                | Category                                                                                                                | Fair   |
| <b>Student</b> |                                                                                                                         |        |
| 1.             | Students respond to the greeting well and in unison.                                                                    | 4      |
| 2.             | Students show enthusiasm in participating in the learning activities.                                                   | 3      |
| 3.             | Students listen carefully and answer the teacher's questions related to material that connects to real-life situations. | 3      |
| 4.             | Students pay attention and grasp the learning objectives as well as the steps in the learning process.                  | 3      |
| 5.             | Students concentrate while the teacher explains the roles of skimming and scanning as reading strategies.               | 3      |
| 6.             | Students ask questions if they do not fully understand the skimming and scanning techniques.                            | 3      |
| 7.             | Students inquire about unfamiliar vocabulary in Bahasa.                                                                 | 3      |
| 8.             | Students write their own ideas about the given topic following the teacher's instructions.                              | 2      |
| 9.             | Students quickly scan each paragraph or section while reading.                                                          | 2      |
| 10.            | Students reread the text to better understand the information being sought.                                             | 2      |
| 11.            | Students ask questions about parts of the material they find unclear.                                                   | 3      |
| 12.            | Students focus when the teacher gives feedback.                                                                         | 3      |
| 13.            | Students can draw appropriate conclusions based on the theory.                                                          | 3      |
| 14.            | Students listen to the goals and content that will be discussed in the upcoming lesson.                                 | 3      |
|                | Total Score                                                                                                             | 36     |
|                | Maximum Score                                                                                                           | 56     |
|                | Percentage of Activities                                                                                                | 64.28% |
|                | Category                                                                                                                | Fair   |

Following the opening, the teacher reviewed the previous lesson to ensure students understood the material. The teacher then informed the students that a Cycle 1 test would be administered and instructed them to answer the prepared questions on narrative texts

(legends). During the test, the teacher closely monitored the students, reminding them to stay calm and not rush, emphasizing the importance of carefully reading each question and answering as accurately as possible, even for the multiple-choice section. Once all students had finished the Cycle 1 test, the teacher inquired if they encountered any difficulties during the exam. Following this, the teacher distributed the narrative text about the Legend of Lake Toba for the students to study at home to further develop their reading comprehension. Simply marked the checklist with a (✓) based on what was actually observed in the classroom.

$$\begin{aligned}\text{Activity percentage} &= \frac{\text{total score}}{\text{score max}} \times 100\% \\ \text{Activity percentage} &= \frac{31}{48} \times 100\% = 64.58\%\end{aligned}\quad (\text{Eq. 7})$$

From the previous observation of the teacher's activities, the teacher earned a score of 64.58%, which suggests a fairly satisfactory performance. This evaluation was drawn from the students' observation checklist.

Table 5. Classification points

| Category  | Score  |
|-----------|--------|
| Very Good | 88-100 |
| Good      | 75-87  |
| Fair      | 62-74  |
| Low       | 49-61  |
| Very Low  | 0-48   |

$$\begin{aligned}\text{Student engagement rate} &= \frac{\text{total score}}{\text{score max}} \times 100\% \\ &= \frac{36}{56} \times 100\% = 64.28\%\end{aligned}\quad (\text{Eq. 8})$$

According to the observation results described above fell into, reflecting a moderate level of student engagement during classroom learning. These findings indicate that students find learning English through skimming and scanning techniques enjoyable. However, there is still a need to improve their focus on explanations overall. Additionally, students need to expand their vocabulary to become more creative in expressing their own ideas, which will lead to more varied and imaginative sentences. The test for cycle 1 was conducted during the third meeting and consisted of the test consisted of 25 questions. A total of participated, and their results are shown in the table below.

Table 9. Scores obtained by students during the first cycle

| No  | Students | Score |
|-----|----------|-------|
| 1.  | S1       | 75*   |
| 2.  | S2       | 72    |
| 3.  | S3       | 67    |
| 4.  | S4       | 82*   |
| 5.  | S5       | 60    |
| 6.  | S6       | 72    |
| 7.  | S7       | 63    |
| 8.  | S8       | 65    |
| 9.  | S9       | 75*   |
| 10. | S10      | 65    |
| 11. | S11      | 70    |
| 12. | S12      | 77*   |
| 13. | S13      | 68    |
| 14. | S14      | 76*   |
| 15. | S15      | 68    |
| 16. | S16      | 75*   |
| 17. | S17      | 84*   |

|             |     |       |
|-------------|-----|-------|
| 18.         | S18 | 73    |
| 19.         | S19 | 65    |
| 20.         | S20 | 76*   |
| 21.         | S21 | 66    |
| 22.         | S22 | 65    |
| 23.         | S23 | 76*   |
| 24.         | S24 | 70    |
| 25.         | S25 | 67    |
| Total Score |     | 1,772 |
| Average     |     | 70.88 |
| Percentage  |     | 36%   |
| Category    |     | Fair  |

\*Scores of students who achieved the Minimum Mastery Criteria

A combined total of 1,772 points was obtained by the 25 students. To determine the mean score of the first post-test, the researcher used the following formula:

$$X = \frac{\sum X}{N} = \frac{1,772}{25} = 70.8 \quad (\text{Eq. 9})$$

An average score of 70.88 was obtained by dividing the total score of 1,772 by the number of students, which was 25. To find out the percentage of students who reached the Minimum Mastery Criteria, the researcher applied the following formula:

$$P = \frac{F}{N} = \frac{9}{25} \times 100\% = 36\% \quad (\text{Eq. 10})$$

The test results from cycle 1 indicated an improvement in students' scores. Specifically, 36% (9 students) achieved the minimum passing standard/*Kriteria Ketuntasan Minimal* (KKM) in English, while 64% did not reach the KKM. The average score was 70.88, calculated by dividing. However, results from cycle sufficient to significantly improve students' reading comprehension. The success criteria required a minimum score of 75, with at least 75% of students meeting this standard. Therefore, needed revise from proceed with cycle. Reflection (Positive aspects): There was noticeable progress in students' reading comprehension, with the average score increasing from 54.6-70.88. Students were more engaged and took their tasks seriously during English lessons. Weaknesses: Along with noted several ongoing challenges during the implementation of skimming and scanning strategies. According to the teacher and student observation checklists, many students still ignored were reluctant their understanding material. Sometimes focused even when some tasks were incomplete or not done perfectly.

### 3.1.3 Cycle II

Researcher employed procedure in implemented promoting increased student participation in the classroom to engage them more actively in the learning process. Ensure an improvement students' reading comprehension, the researcher planned to continue with cycle 2 to further enhance their skills. Cycle 2 was planned by integrating the necessary revisions and resolving the issues identified in Cycle 1. The researcher devised an enhanced lesson plan, revised the observation checklists for both teacher and student activities, and arranged the assessment for Cycle 2. The initial session was conducted on Friday, October 7, 2022. Greeted students took attendance. Learning session began with a group prayer to start the class. Before the main activities, the researcher explained the results from cycle 1, highlighting that many students still had not met the minimum passing criteria, which was one of the success indicators (Yanti, 2015). Additionally, the researcher gave motivational

remarks to encourage students to be about to help those who felt shy when asking questions, reassuring them to build their confidence (Zaynep, 2020).

Started reviewed previous lesson, which covered narrative texts, specifically legend texts. During this session, work pairs discuss and quietly read the text so they could both concentrate on understanding its content. Working in pairs, their thoughts and ideas based on had. Encouraged them develop interpretations of posing questions such as: What events occurred in the story? Do any of the characters remind you of yourself? Do any characters resemble someone you know in real life? Could this story have happened in a different setting? Similar to the previous session, the researcher ended the class by reflecting on the learning experience, giving feedback to all students, and introducing the material for the upcoming lesson.

The second meeting was conducted on Tuesday, October 11th, 2022. As session began by greeting taking attendance. Then provided some motivation and briefly covered. In the previous session, students had worked in pairs ideas a were. In this session, invited to the present the results of their discussions to their peers. Encouraged present their outcomes while the rest of the class listened attentively. This gave the researcher an opportunity to observe whether the students truly understood the content and meaning. During appeared composed presenting their opinions. The other students paid close attention, and some asked questions when they did not fully understand. After most students had presented, the researcher reviewed the material, clarified any remaining doubts, and explained the topic for the next meeting. The session ended with a group prayer.

The third meeting was held on Friday, October 14th, 2022. As sessions began by greeting taking attendance. Afterward, the researcher led the class in a prayer before beginning the lesson. During this session, the researcher conducted the Cycle 2 test. Appeared confident and calm while answering, as the researcher had observed an improvement in their vocabulary and understanding of the material during the previous meeting. The test was conducted over a duration of fifty minutes, with all students taking part. Once all students had finished, the researcher concluded the class by expressing gratitude for their participation in the research. The researcher also motivated and encouraged them to continue learning English anywhere and anytime. Observer an English teacher at MA Darul Muhajirin monitored all classroom activities throughout. Checklist provided by the researcher, observer assessed both researcher's and the students' activities during Cycle 2. Items on the checklist were marked (√) based on the actual events that occurred during the lesson. The results of the Cycle 2 observation checklist are presented below, starting with the teacher's observation checklist.

Table 10. Cycle 2 teacher activity observation checklist

| No  | Activities                                                                      | Score     |
|-----|---------------------------------------------------------------------------------|-----------|
| 1.  | The teacher started the lesson.                                                 | 4         |
| 2.  | The teacher marked the attendance.                                              | 4         |
| 3.  | The teacher boosted student morale and presented the learning targets.          | 4         |
| 4.  | The teacher revisited the previous topic.                                       | 4         |
| 5.  | The teacher communicated the lesson objectives to the students.                 | 3         |
| 6.  | The teacher taught how to use reading techniques like scanning and skimming.    | 4         |
| 7.  | The teacher helped the students understand the challenging parts of the lesson. | 3         |
| 8.  | The teacher asked the class if anything in the material was confusing.          | 3         |
| 9.  | The teacher facilitated student practice of skimming and scanning methods.      | 4         |
| 10. | The teacher delivered evaluations to each student.                              | 4         |
| 11. | The teacher informed the students about the topic for the next class.           | 3         |
| 12. | The teacher brought the lesson to a close.                                      | 4         |
|     | Total Score                                                                     | 44        |
|     | Maximum Score                                                                   | 48        |
|     | Percentage of Activities                                                        | 91.6%     |
|     | Category                                                                        | Very good |

To calculate the teacher's activity score applied:

$$\begin{aligned}\text{Activity Percentage} &= \frac{\text{Total Score}}{\text{Max Score}} \times 100\%. \\ \text{Activity Percentage} &= \frac{44}{48} \times 100\% = 91.6\%\end{aligned}\quad (\text{Eq. 11})$$

According to the observations of the teacher's activities described above, the teacher achieved a score of 91.6%, placing them in the excellent category. This implies that the teacher taught very effectively, greatly enhanced the learning process, and adhered to the lesson plan as confirmed.

Table 11. Cycle II checklist for overseeing student activities

| No  | Activities                                                                                           | Score     |
|-----|------------------------------------------------------------------------------------------------------|-----------|
| 1.  | The students replied to the greeting eagerly and in unison.                                          | 4         |
| 2.  | They actively participated with a lot of enthusiasm in the lesson.                                   | 4         |
| 3.  | The students listened carefully and replied to the teacher's questions concerning daily experiences. | 4         |
| 4.  | They carefully absorbed the objectives and the sequence of the learning activities.                  | 4         |
| 5.  | The students concentrated as the teacher discussed the purposes of skimming and scanning strategies. | 4         |
| 6.  | They inquired whenever they were unclear about the skimming and scanning techniques.                 | 3         |
| 7.  | The students sought explanations for words they didn't understand in Bahasa.                         | 3         |
| 8.  | They wrote their own responses to the topic following the teacher's instructions.                    | 3         |
| 9.  | The students reviewed each paragraph or sub-chapter at a fast pace.                                  | 3         |
| 10. | They practiced rereading to enhance their understanding of the specific information in the text.     | 4         |
| 11. | The students inquired about any parts of the material they found confusing.                          | 4         |
| 12. | They focused attentively during the teacher's feedback.                                              | 4         |
| 13. | The students managed to conclude ideas related to the theory.                                        | 3         |
| 14. | They heard the learning targets and subjects that would be discussed in the following class.         | 3         |
|     | Total Score                                                                                          | 50        |
|     | Maximum Score                                                                                        | 56        |
|     | Percentage of Activities                                                                             | 89.28%    |
|     | Category                                                                                             | Very good |

To determine the students' activity score, the researcher applied the following formula:

$$\begin{aligned}\text{Activity Percentage} &= \frac{\text{Total Score}}{\text{Max Score}} \times 100\% \\ \text{Activity Percentage} &= \frac{50}{56} \times 100\% = 89.28\%\end{aligned}\quad (\text{Eq. 12})$$

Mentioned revealed their activity score was classified as very good. This means most showed improvement in their preparation. They were able to find appropriate vocabulary and construct sentences to express their own ideas as requested by the researcher. Test in cycle 2: The cycle 2 test was conducted during the third meeting and involved answering 25 questions. Similar to previous, were given fifty minutes to complete it. All 25 students were involved below.

Table 12. Test outcomes of students in the second cycle

| No | Students | Score |
|----|----------|-------|
| 1. | S1       | 81*   |
| 2. | S2       | 73    |
| 3. | S3       | 65    |
| 4. | S4       | 83*   |

|     |             |       |
|-----|-------------|-------|
| 5.  | S5          | 62    |
| 6.  | S6          | 75*   |
| 7.  | S7          | 80*   |
| 8.  | S8          | 79*   |
| 9.  | S9          | 73    |
| 10. | S10         | 78*   |
| 11. | S11         | 85*   |
| 12. | S12         | 86*   |
| 13. | S13         | 78*   |
| 14. | S14         | 75*   |
| 15. | S15         | 79*   |
| 16. | S16         | 76*   |
| 17. | S17         | 82*   |
| 18. | S18         | 83*   |
| 19. | S19         | 76*   |
| 20. | S20         | 84*   |
| 21. | S21         | 73    |
| 22. | S22         | 70    |
| 23. | S23         | 78*   |
| 24. | S24         | 78*   |
| 25. | S25         | 82*   |
|     | Total Score | 1,931 |
|     | Average     | 77.24 |
|     | Percentage  | 76%   |
|     | Category    | Good  |

\*students' scores meeting the minimum passing criteria

The average score for the second post-test:

$$X = \frac{1,931}{25} = 77.24 \quad (\text{Eq. 13})$$

To find the percentage of students who satisfied the Minimum Mastery Criteria (KKM), the researcher used the following formula:

$$P = \frac{F}{N} \times 100\% \\ P = \frac{19}{25} \times 100\% = 76\% \quad (\text{Eq. 14})$$

Based on the Cycle 2 test results, students' scores improved compared to Cycle 1. A total of 76% (19 students) met the minimum passing standard/*Kriteria Ketuntasan Minimal* (KKM), while 24% (6 students) fell below the required standard. The average score was 77.24 calculated. indicates a significant improvement, with 19 out of 25 students passing the English proficiency benchmark. Even though some students scored below the KKM, the results indicate that practicing skimming and scanning techniques successfully improved their reading comprehension. The Cycle 2 results met the success criteria, with over 75% of students achieving the minimum passing score.

### 3.2 Discussion

The table presents the pre-test, post-test 1, and post-test 2 scores of 17 students, showing a general improvement in performance after instructional intervention. Most students demonstrated a notable increase from the pre-test to both post-tests, indicating positive learning outcomes. However, some variations between post-test 1 and post-test 2 scores suggest differences in retention or other influencing factors.

Table 12. the results of Post-Test 1 and Post-Test 2

| Students' | Pre-Test | Post-Test 1 | Post-Test 1 |
|-----------|----------|-------------|-------------|
| S1        | 47       | 75          | 81          |
| S2        | 56       | 75          | 73          |
| S3        | 54       | 72          | 65          |
| S4        | 68       | 67          | 83          |
| S5        | 45       | 82          | 62          |
| S6        | 52       | 60          | 75          |
| S7        | 56       | 72          | 80          |
| S8        | 55       | 63          | 79          |
| S9        | 47       | 65          | 73          |
| S10       | 46       | 75          | 78          |
| S11       | 57       | 65          | 85          |
| S12       | 48       | 70          | 86          |
| S13       | 56       | 77          | 78          |
| S14       | 45       | 68          | 75          |
| S15       | 52       | 76          | 79          |
| S16       | 55       | 68          | 76          |
| S17       | 76       | 75          | 82          |
| S18       | 62       | 84          | 83          |
| S19       | 50       | 73          | 76          |
| S20       | 65       | 65          | 84          |
| S21       | 48       | 76          | 73          |
| S22       | 52       | 66          | 70          |
| S23       | 62       | 65          | 78          |
| S24       | 55       | 70          | 82          |
| S25       | 56       | 67          | 75          |
| Σx        | 1,365    | 1,767       | 1,931       |
| MEAN      | 54.6     | 70.68       | 77.24       |

For Fig. 1, the bar chart illustrates individual students' scores before the intervention, after the first intervention, and after the second intervention. The data show a consistent upward trend, with most learners achieving higher scores in post-test 1 and further improvement in post-test 2. This suggests that the interventions had a positive cumulative effect on students' performance.

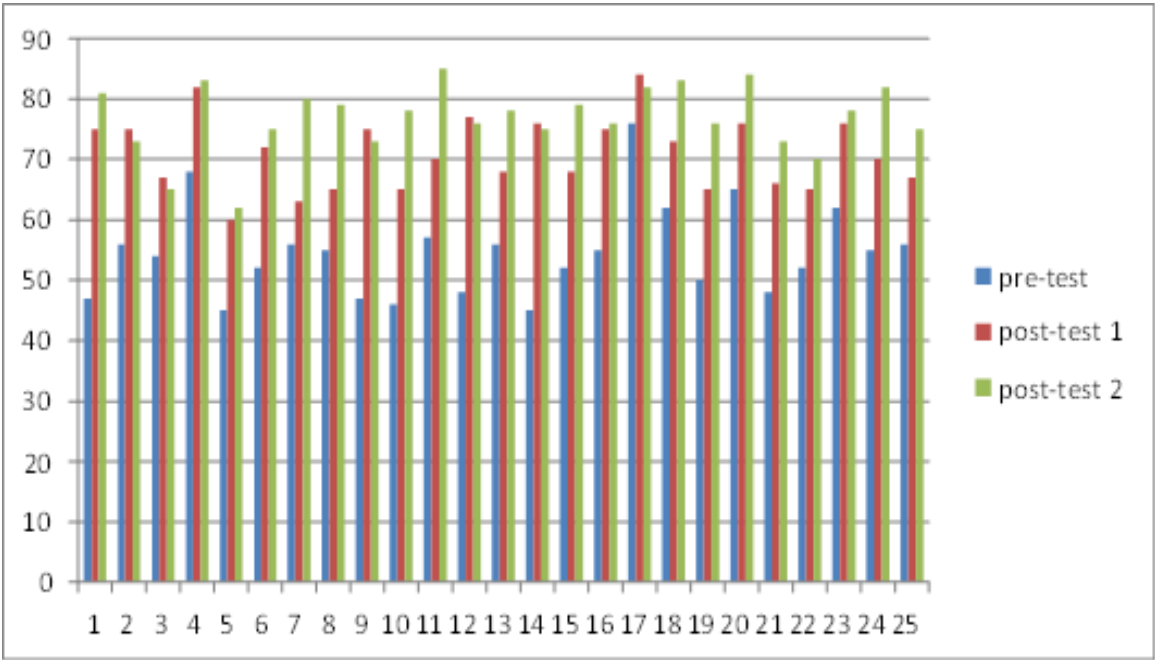


Fig 1. Students' scores before the intervention, post first intervention, post second intervention



For Fig. 2, the bar chart compares average scores from the pre-action stage, post-action 1, and post-action 2, clearly showing progressive improvement. The mean scores increased significantly from the pre-action stage to post-action 1 and continued to rise in post-action 2. This reflects substantial gains in learners' reading comprehension skills over the course of the interventions.

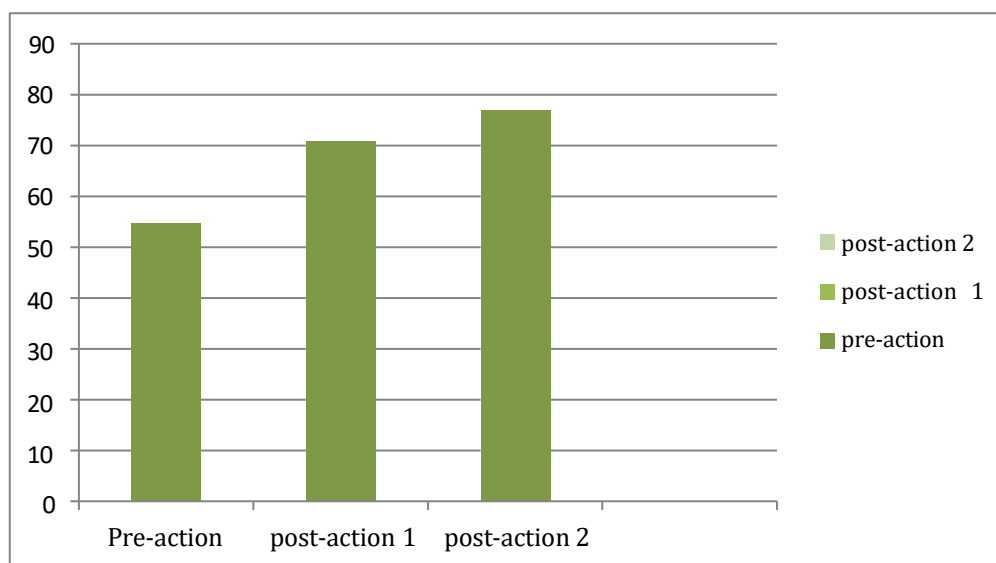


Fig 2. Improvement of learners' reading comprehension skills

To analyze the differences between the pre-test and post-test results in each cycle, the researcher carried out several procedures. These involved computing the average scores of the students, determining the overall class percentage, and measuring the percentage increase from the pre-test to Post-Test 1 and Post-Test 2. The average score from the pre-test, administered before applying the skimming and scanning strategies, was previously noted as 54.6. The subsequent step was to determine the mean score for Post-Test 1 using the same method as that used for the pre-test.

$$X = \frac{\sum x}{n} \quad (\text{Eq. 15})$$

$$X = \frac{1,767}{25} = 70.68$$

After calculating the average score of the students' pre-test, the next step was to determine the proportion of students who met the minimum passing criteria in Cycle 1. According to the data, 9 students attained the required score of 75. The researcher used the following formula to calculate the percentage:

$$P = \frac{F}{N}$$

$$P = \frac{1}{25} \times 100\% = 4\% \quad (\text{Eq. 16})$$

Only one student equivalent to 4% of the class achieved the minimum required score. Nevertheless, a significant improvement in student performance was observed, as the average score increased from 54.6 on the pre-test to 70.68 on Post-Test 1. This represents an improvement of 16.08 points, or roughly 36%. The subsequent step is to calculate the percentage of score improvement from the pre-test to Post-Test 1, using the following formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{70.68 - 54.6}{54.6} \times 100\% = 29.45\% \quad (\text{Eq. 17})$$

Calculation of the average score and student improvement percentage in Post-Test 1, the researcher then applied the same method to compute the average score for Post-Test 2.

$$X = \frac{\sum x}{n}$$

$$X = \frac{1,931}{25} = 77.24 \quad (\text{Eq. 18})$$

Subsequently, the researcher calculated the percentage of students who attained the minimum passing score. Nineteen students successfully met the required standard, using the same formula as previously applied.

$$P = \frac{F}{N}$$

$$P = \frac{19}{25} \times 100\% = 76\% \quad (\text{Eq. 19})$$

Compared to Post-Test 1, the score increased by 6.36 points (77.24–70.88). The next step was to calculate the percentage improvement from Post-Test 1 to Post-Test 2 using the same formula previously applied.

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{77.24 - 70.88}{70.88} \times 100\% = 8.97\% \quad (\text{Eq. 20})$$

Mean score for Post-Test 1 in Cycle 1 was 70.68, indicating an improvement compared to the pre-test score. The score increased by 16.08 points (70.68–54.6), which amounts to a 29.45% improvement. In Post-Test 1, 36% of the students, or nine students, passed the minimum passing standard/*Kriteria Ketuntasan Minimal* (KKM), while sixteen students scored below the standard. However, this result did not meet the Classroom Action Research (CAR) success criterion, which requires at least 75% of the class (16 students) to pass. Researcher and teacher proceeded to the second cycle. The average score in Post-Test 2 of Cycle 2 increased to 77.24, showing a gain of 6.36 points (77.24–70.68), or 8.97%, compared to Post-Test 1. The proportion of students meeting the KKM rose to 76%, with nineteen students passing and six still below the minimum score. This indicates significant progress from the pre-test (4%) and Post-Test 1 (36%). Since the passing rate in Post-Test 2 exceeded the Classroom Action Research (CAR) success benchmark of 75%, the research was deemed successful and the cycles were concluded.

#### 4. Conclusion

Techniques English effectively enhanced students' reading comprehension, as shown by the results of the Action Research (AR). This progress was evident in the students' scores, with the average pre-test score being 54.6 before the strategies were introduced. By the end of cycle 2, the average score had increased by 77.24%. The findings reveal that employing significantly enhances, while also boosting confidence and active involvement in English learning, especially during reading activities. This research confirms that integrating these strategies into reading instruction effectively improves students' comprehension abilities. Therefore, it is recommended that teachers incorporate these strategies into their reading lessons. Students are also encouraged to read more frequently to deepen their understanding and broaden their knowledge.

Teachers should not only prepare lesson plans and carefully select appropriate narrative texts but also be well-equipped to apply the skimming and scanning techniques effectively. Additionally, students are encouraged to be more innovative in creating learning materials and organizing classroom activities. They are expected to participate more actively in the learning process. To fully understand the material, students must pay close

attention during lessons. Engaged participation supports a more effective teaching and learning process, helping students achieve their learning objectives and independently apply skimming and scanning strategies across different situations. Furthermore, students should be motivated to pursue English learning on their own and regularly practice reading to enhance their comprehension skills. This research focused on using skimming and scanning techniques to improve the reading comprehension of eleventh-grade high school students. Researcher hopes that future researchers will consider applying this technique to different educational levels as well.

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