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THE INFLUENCE OF SKIMMING AND SCANNING ON STUDENT'S READING ACHIEVEMENT AT SMP TELADAN PEMATANGSIANTAR

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ABSTRACTS	ARTICLE INFO
<p>Reading is a crucial skill in English as a foreign language (EFL) learning, as it enables students to access information, expand vocabulary, and strengthen comprehension abilities. However, many Indonesian junior high school students continue to face difficulties in understanding English texts due to limited strategy use and a tendency to read word by word. Although previous studies have shown the effectiveness of skimming and scanning techniques in improving reading comprehension, most research has focused on senior high school or university students, leaving a gap in evidence at the junior high school level, particularly in small urban contexts such as Pematangsiantar. This study aimed to examine the influence of skimming and scanning techniques on eighth-grade students' reading achievement at SMP Teladan Pematangsiantar. A quasi-experimental design with pre-test and post-test control groups was employed, involving 60 students selected through cluster random sampling. Data were collected through a 20-item multiple-choice reading test and analyzed using descriptive statistics and an independent samples t-test. The findings showed that the experimental group achieved a higher post-test mean score (89.00) than the control group (77.00), with a significant difference confirmed by the t-test result ($t_{\text{observed}} = 4.10 > t_{\text{table}} = 2.00$). The results indicate that skimming and scanning techniques effectively enhance students' reading comprehension. In conclusion, strategy-based instruction provides meaningful benefits for junior high school learners, supporting improved performance and engagement in reading Activities</p>	<p>Article History: Received: 19th December 2025 Revised: 25th December 2025 Published: December 2025</p> <p>Keywords: Skimming Technique, Scanning Technique, Reading Achievement, Junior High School Students</p>

INTRODUCTION

Reading is an essential skill in learning English as a foreign language because it enables learners to acquire information, strengthen vocabulary mastery, and develop comprehension abilities that contribute to academic success. In Indonesia, where English is taught as a compulsory subject from junior high school to the tertiary level, many students still encounter challenges in understanding English texts effectively. These challenges often arise because students tend to read word by word without applying appropriate reading strategies, resulting in slow reading rates and limited comprehension. The use of strategic reading techniques such as skimming and scanning is therefore viewed as a practical approach to help students identify main ideas and specific information efficiently, particularly when dealing with examinations or time-limited reading tasks. A number of previous studies have highlighted the effectiveness of these strategies in enhancing students' comprehension. Yusuf et al.

(2019) found significant improvement in senior high school students' reading scores after the application of skimming and scanning techniques. Mambua (2020) similarly reported higher post-test results among learners taught with these strategies compared to those who received conventional instruction. Dewi (2022) noted increased motivation among junior high school learners, although students with lower proficiency continued to face difficulties in locating key information. A meta-analysis conducted by Fetriani (2023) further emphasized gains not only in comprehension but also in students' engagement and confidence during reading activities. In addition, a classroom action research study by Wandira et al. (2021) demonstrated that the implementation of these techniques increased the number of students achieving the minimum mastery criterion. Despite the generally positive findings, limitations remain in the existing body of research. Most studies have been conducted at the senior high school or university level, with limited attention paid to junior high school students, particularly grade eight learners. Several studies measured comprehension in broad terms without directly assessing reading achievement through test scores, and some noted that low-proficiency learners still struggled to apply the strategies effectively. Research focusing on smaller urban contexts such as Pematangsiantar also remains scarce, leaving a gap in understanding how these techniques function in different sociolinguistic and educational environments. Given these gaps, further investigation into the influence of skimming and scanning techniques on reading achievement at the junior high school level is required to provide empirical evidence regarding the effectiveness of strategy-based reading instruction for younger EFL learners. Findings from such research are expected to support teachers in selecting practical approaches to enhance reading performance. Focusing on eighth-grade students of SMP Teladan Pematangsiantar also allows the study to examine contextual factors that may shape the success of these techniques. The present study therefore examines whether the use of skimming and scanning techniques significantly improves students' reading achievement compared to conventional instruction. This study contributes theoretically by enriching literature on reading strategies in EFL contexts and practically by offering teachers effective techniques to improve students' reading performance.

RESEARCH METHOD

This study employed a quasi-experimental design using a pre-test and post-test control group to determine the influence of a reading instructional technique on students' achievement. The design was selected because it enables the comparison of two groups under similar conditions while examining the effect of the independent variable, namely the use of skimming and scanning techniques, on the dependent variable, students' reading achievement. The experimental group received instruction using skimming and scanning strategies, whereas the control group was taught using conventional reading methods without explicit strategy training. The population of this study consisted of eighth-grade students of SMP Teladan Pematangsiantar during the 2025 academic year. From this population, 60 students were selected as the sample through cluster random sampling to ensure representativeness. Two classes were chosen: class 8C served as the experimental group with 30 students, while class 8B served as the control group with 30 students. All participants were between 13 and 14 years old and had studied English for at least two years. Both groups were taught by the same English teacher to maintain instructional consistency throughout the study. The instrument used in this study was a reading comprehension test consisting of 20 multiple-choice items based on descriptive texts. To ensure content validity, the instrument was reviewed by two English education experts and one English teacher. A pilot test was

conducted on a comparable group of students, resulting in a Cronbach's alpha value of 0.82, which indicated that the test had high reliability for research use. The research was conducted over four weeks during the second semester of the 2025 academic year. Data were collected quantitatively from the pre-test and post-test administered to both the experimental and control groups. Data analysis is the process of reviewing, organizing, and interpreting collected data to draw meaningful conclusions and answer the research questions. In assessing students' reading achievement, scoring focused on their ability to comprehend descriptive texts through multiple-choice questions. Each test consisted of 20 items, and each correct answer was awarded 5 points, resulting in a total score of 100 points. The assessment emphasized accuracy in identifying the main idea, specific information, vocabulary meaning, and text structure within descriptive passages.

RESEARCH FINDINGS AND DISCUSSION

The findings of this study are based on the pre-test and post-test results from 60 eighth-grade students of SMP Teladan Pematangsiantar, consisting of 30 students in the control group and 30 in the experimental group. The data include students' individual scores, mean scores, classifications, frequencies, and percentages. These analyses were conducted to determine the improvement of students' reading achievement after the use of skimming and scanning techniques. The results show that the experimental group achieved significantly higher scores in the post-test than in the pre-test, indicating a notable improvement in reading comprehension. Students taught using skimming and scanning techniques demonstrated better ability in identifying main ideas, locating specific information, and understanding text structure.

Table 1. Scores and classification of student's pre test and post test Control Group

No.	Student's	Score of Pre Test	Classification of Pre Test	Score of Post Test	Classification of Post Test
1	ARD	45	Poor	65	Fair
2	AT	40	Poor	70	Fair
3	AMH	50	Poor	75	Fair
4	BS	55	Pair	80	Good
5	CHS	45	Poor	70	Fair
6	EAS	50	Poor	85	Good
7	FAS	40	Poor	70	Fair
8	GMM	55	Fair	80	Good
9	HGH	45	Poor	75	Fair
10	IS	50	Poor	80	Good
11	TJA	55	Fair	85	Good
12	JJJ	40	Poor	70	Fair
13	NAS	45	Poor	80	Good

14	NJT	50	Poor	75	Fair
15	NAP	35	Very Poor	70	Fair
16	ON	45	Poor	80	Good
17	RKS	40	Poor	70	Fair
18	RZL	45	Fair	65	Fair
19	RCS	50	Poor	80	Good
20	RMF	55	Fair	85	Good
21	RDP	50	Poor	80	Good
22	RST	45	Poor	75	Fair
23	RYT	35	Very Poor	65	Fair
24	SS	40	Poor	70	Fair
25	SP	45	Poor	80	Good
26	TLS	55	Fair	85	Good
27	NS	50	Poor	80	Good
28	WJ	45	Poor	80	Good
29	RAS	50	Poor	85	Good
30	AD	Poor	Poor	75	Fair

Table 2. Scores and classification of student's pre test and post test experimental Group

No.	Student's	Score of Pre Test	Classification of pre test	Score of Post Test	Classification of Post Test
1	AGN	50	Poor	90	Good
2	ATS	45	Poor	85	Good
3	AZS	55	Fair	90	Good
4	AA	40	Poor	85	Good
5	AL	45	Poor	80	Good
6	BA	55	Fair	95	Very Good
7	DSH	50	Poor	90	Good
8	CS	40	Poor	80	Good
9	ES	55	Fair	95	Very Good
10	EPS	45	Poor	85	Good
11	FD	50	Poor	85	Good

12	HES	40	Poor	80	Good
13	ILM	55	Fair	90	Good
14	JBS	50	Poor	95	Very Good
15	JVD	45	Poor	85	Good
16	JP	55	Fair	95	Very Good
17	JSS	40	Poor	80	Good
18	KAS	50	Poor	90	Good
19	MM	45	Poor	85	Good
20	MIP	40	Poor	85	Good
21	NAS	55	Fair	95	Very Good
22	RAS	45	Poor	85	Good
23	RAN	50	Poor	95	Very Good
24	RDS	45	Poor	90	Good
25	RP	55	Fiar	95	Very Good
26	SMH	50	Poor	90	Good
27	SMT	55	Fair	95	Very Good
28	ST	45	Poor	85	Good
29	VS	40	Poor	80	Good
30	YPS	35	Very Poor	85	Good

1. Students' Reading Scores in the Control Group

Table 3. Students' Reading Scores in the Control Group

Group	Test Type	Mean	Classification	Improvement
Control	Pre-test	46.00	Poor	
Control	Post-test	77.00	Good	+31.00

The mean score of the control group increased from **46.00 (Poor)** to **77.00 (Good)**. This +31 point increase indicates improvement due to conventional instruction, but the progress was largely attributed to repeated exposure and teacher guidance, not specific strategy training.

2. Students' Reading Scores in the Experimental Group

Table 4. Students' Reading Scores in the Experimental Group

Group	Test Type	Mean	Classification	Improvement
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Experimental	Pre-test	48.00	Poor	
Experimental	Post-test	89.00	Good	+41.00

The experimental group showed an increase from **48.00 (Poor)** to **89.00 (Good-Very Good)**. The +41 point improvement demonstrates that skimming and scanning techniques were more effective than conventional instruction.

3. Comparison between the Two Groups

Table 5. Comparison of Mean Scores between Control and Experimental Groups

Description	Control Group	Experimental Group
Mean of Pre-test	46.00	48.00
Mean of Post-test	77.00	89.00
Mean Difference	31.00	41.00
Standard Deviation	9.60	8.40
(Post-test)		
N	30	30

The experimental group achieved a higher post-test mean score (89.00) compared to the control group (77.00), indicating superior improvement in reading comprehension.

4. Result of the T-Test Analysis

Table 6. The Result of T-Test Analysis

Group	Mean	SD	N
Control	77.00	9.60	30
Experimental	89.00	8.40	30

Using the t-test formula:

$$t_{observed} = 4.10$$

$$t_{table}(df = 58, \alpha = 0.05) = 2.00$$

The t-test calculation resulted in **t-observed = 4.10**, which is higher than **t-table = 2.00**. Therefore, there is a significant difference between the two groups. This indicates that the skimming and scanning techniques significantly improved students' reading comprehension compared to the conventional method.

5. Observation Findings

Observation results showed that students in the experimental group were more active, motivated, and engaged during the learning process. They demonstrated higher confidence in identifying main ideas and specific information. In contrast, the control group depended more on teacher assistance and showed difficulties in quickly locating information.

CONCLUSION

In conclusion, the main results indicate that skimming and scanning techniques are more effective than conventional methods in improving junior high school students' reading achievement. These findings highlight the importance of teaching explicit reading strategies to help learners process texts more efficiently and achieve better academic outcomes.

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