
THE EFFECT OF USING SKIMMING TECHNIQUE ON STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 1 RANGSANG BARAT KEPULAUAN MERANTI

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ABSTRACT

Reading comprehension plays a crucial role in English learning. However, the eleventh-grade students at State Senior High School 1 Rangsang Barat, Kepulauan Meranti, still struggled to identify main ideas and detailed information, and comprehensively understand the text. The skimming technique is considered as effective strategy because it allows students to quickly gain an overview of the text and find specific information. This research aimed at finding out the effect of skimming technique on students' reading comprehension. A quantitative approach was used in this research with pre-experimental one-group pre-test and post-test design. The sample consisted of 26 eleventh-grade students of class 1. Data were collected through multiple-choice test tested its validity and reliability. The results of analysis using descriptive statistics and paired sample t-test showed a significant increase in student reading comprehension. The pre-test mean score 49.54 increased to 72.62 in the post-test. The score of significance of t-test was 0.000 ($p < 0.05$), so H_0 was rejected, and H_1 was accepted. Thus, the use of skimming technique was proven to have a positive and significant effect on student reading comprehension ability, so it was recommended to be implemented in reading learning at Senior High School level.

KEYWORDS: Skimming Technique, Reading Comprehension, EFL Students.

1 INTRODUCTION

Reading is one of the four essential language skills, along with listening, speaking, and writing, which are closely interconnected. Reading is not merely a process of decoding written symbols but involves active interaction between the reader and the text. Grellet (1992) defines reading as a continuous process of predicting, checking, interpreting, and questioning the text to construct meaning. Similarly, Zainil (2008) states that reading is a form of written communication in which readers interact with the author through the written text.

In the context of English as a Foreign Language (EFL), reading comprehension refers to students' ability to understand and interpret written texts in English (Rizal, 2018). Reading comprehension is a crucial skill because it indicates whether readers are

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able to grasp the information and messages intended by the author. With the advancement of globalization and technology, reading comprehension has become increasingly important, as students are required to access and understand information from various English texts.

Reading comprehension involves several components, including word recognition, understanding meaning, integrating background knowledge, and making inferences based on the text (Grabe & Stoller, 2002). In addition, internal control processes are needed to maintain comprehension fluency and coherence while reading (Nation *et al.*, 2006). However, many factors influence students' reading comprehension, such as prior knowledge, world knowledge, cultural background, and language proficiency (Cromley & Azevedo, 2007).

For EFL students, reading comprehension often becomes a challenging skill. Students must deal with unfamiliar vocabulary, complex sentence structures, and texts that differ from their native language. Many students perceive English as a difficult and uninteresting subject, which negatively affects their motivation and participation in reading activities. This condition often leads to passive reading habits and low reading comprehension achievement.

Based on an interview with the English teacher at SMAN 1 Rangsang Barat Kepulauan Meranti, it was found that eleventh-grade students still experience difficulties in reading comprehension. The teacher reported that students have limited vocabulary mastery, low interest in reading, and a tendency to read passively without fully understanding the text. As a result, many students struggle to identify main ideas and specific information. This condition is reflected in the students' reading comprehension scores, which range from 60 to 65 out of 100, indicating that their reading comprehension ability is still unsatisfactory.

Furthermore, the teaching of reading comprehension at the school was generally conducted using conventional techniques. The teacher usually asked students to read texts individually and answer comprehension questions, focusing mainly on translating vocabulary and explaining sentence meanings. The lack of explicit instruction in reading strategies caused students to read word by word and become passive readers, which contributed to their low reading comprehension performance.

To address these problems, teachers need to implement effective reading strategies that can help students become active and strategic readers. One reading technique that can be applied is skimming. Skimming is a reading strategy used to obtain the main idea of a text quickly without focusing on details (Kustaryo, 1988). By focusing on key words, titles, headings, and topic sentences, students can identify essential information more efficiently. Mikulecky & Jeffries (2004) explain that skimming is a speed reading strategy that enables readers to save time and grasp the overall meaning of a text.

Several previous studies have reported that the skimming technique has a positive effect on students' reading comprehension (Sasmita, 2013; Basuki, 2018; Fauzi, 2018). These studies found that students' reading comprehension improved after the implementation of skimming. However, most of the previous research was conducted at the university level. Therefore, research focusing on senior high school students, particularly in rural areas, is still limited.

Based on these considerations, this study aims to investigate the effect of using the skimming technique on students' reading comprehension at the eleventh grade of SMAN 1 Rangsang Barat Kepulauan Meranti. This research is expected to provide empirical evidence on the effectiveness of the skimming technique in improving students' reading comprehension in the EFL context.

LITERATURE REVIEW

The following explain several literature reviews related to the importance of reading comprehension in English Language Learning (EFL), aspects of reading comprehension, procedure of using skimming technique,

The Importance of Reading Comprehension in English Language Learning (EFL)

Reading comprehension is the ability to understand, interpret, and evaluate the meaning of written texts. In the context of English as a Foreign Language (EFL), reading comprehension plays a crucial role as it serves as the foundation for developing overall and sustainable language competence. The importance of reading comprehension in EFL can be explained through the following aspects.

1. Foundation for Other Language Skills

Reading comprehension functions as a fundamental component in language learning. A good understanding of texts supports the development of other language skills, such as writing, speaking, and listening. Through reading, learners are exposed to language structures, grammatical patterns, and ways of organizing ideas, which contribute to their overall language proficiency.

2. Vocabulary and Grammatical Knowledge Improvement

Regular reading activities help learners expand their vocabulary and improve their understanding of English grammar. By reading various types of texts, students learn new words in context and become familiar with sentence patterns. Vocabulary mastery and grammatical knowledge are essential elements that strongly support reading comprehension in EFL learning.

3. Engagement and Motivation in Learning

The application of appropriate reading strategies, such as skimming and scanning, can increase students' confidence in understanding texts. When students are able to grasp the main ideas efficiently, they become more active and motivated in the learning process. This motivation encourages students to engage with a wider range of English reading materials.

4. Development of Cognitive and Social Skills

Reading comprehension contributes to the development of cognitive skills, including critical thinking, inference-making, and evaluating ideas presented in texts. In addition, reading introduces learners to cultural values and perspectives of English-speaking communities. These skills are important for building social awareness and intercultural competence in the EFL context.

Aspects of Reading Comprehension

Reading comprehension is an essential skill that enables students to understand and interpret written texts. Stanley & King (1999), as cited in Ningsih (2015), state that effective reading comprehension involves mastering several important aspects.

1. Identifying the Main Idea or Main Point of a Text

This aspect refers to the ability to recognize the central idea or the most important message of a paragraph or text. Identifying the main idea helps readers understand the overall meaning of the passage.

2. Understanding Supporting Information that Clarifies the Main Idea

Supporting information includes details, examples, or explanations that strengthen the main idea. Mastery of this aspect helps students comprehend how ideas in a text are connected and developed.

3. Mastering the Meaning of Words in Context

Understanding vocabulary in context allows students to interpret word meanings based on surrounding sentences. This skill is important for comprehending the message of the text as a whole.

4. Inferring Information that is not Explicitly Stated in the Text

Inference is the ability to draw logical conclusions by combining textual clues and prior knowledge. This skill enables students to achieve deeper comprehension beyond literal meaning.

5. Recognizing Pronouns or References to Understand Relationships Between Sentences

This aspect involves identifying pronouns and referential words to understand connections within the text. Recognizing references helps maintain coherence and clarity in reading comprehension.

Procedure of Using Skimming Technique

Several experts have proposed specific steps or procedures for applying the skimming technique in teaching reading. According to Yusuf *et al.*, (2017), the skimming method consists of three main steps: (1) reading the first sentence of a paragraph, (2) reading the last sentence, and (3) reading key words in between. This procedure aims to provide readers with an initial overview of the text so they can decide whether the text is worth reading in more detail and at an appropriate pace. Preview skimming is essential in helping students plan their reading strategies more effectively.

Furthermore, Arundel in Reading and Study Skill Lab (1999), as cited in Patmawati (2015), explains that the skimming technique can be applied through the following seven steps.

1. Read the title

Reading the title helps readers identify the topic, predict the content, and understand the general purpose of the text. It provides a brief and direct overview of the reading.

2. Read the introduction or lead paragraph

The introduction gives an overview of the text and helps readers understand what the text will discuss.

3. Read the first paragraph completely

The first paragraph usually provides important background information and sets the direction of the text.

4. If there are subheadings, read each one and look for relationships among them

Subheadings help readers understand the structure of the text and how ideas are organized.

5. Read the first sentence of each remaining paragraph

The first sentence often contains the main idea of the paragraph. However, if the paragraph begins with a question or anecdote, the last sentence may contain the main idea.

6. Dip into the text to look for important clues

These include clue words (who, what, when, where, why, and how), proper nouns, unusual or capitalized words, enumerations, qualifying adjectives, and typographical cues such as italics or bold text.

7. Read the final paragraph completely

The final paragraph often contains summaries, conclusions, or important final information that supports the overall understanding of the text.

2 METHODOLOGY

This study employed a quantitative research approach. According to Creswell (2003), quantitative research involved the systematic investigation of phenomena through the collection of quantifiable data and the application of statistical, mathematical, or computational techniques. It allowed researchers to test hypotheses, identify relationships among variables, and make generalizations based on empirical evidence.

This research will employ a pre-experimental design in the form of one-group pre-test post-test design with a quantitative approach. According to Ary *et al.*, (2010), this design involved measuring a single group both before and after a treatment was applied, and any observed changes were assumed to be associated with the intervention. He also explained that there will be three steps of the one-group pre-test post-test design: (1) administering a pre-test; (2) applying the experimental treatment; and (3) administering the post-test, which are presented as follows:

Table 1 Pre-Experimental Design		
Pre-Test	Treatment	Post-Test
X	✓	Y

This research was conducted from August to September 2025 at SMAN 1 Rangsang Barat, Kepulauan Meranti. The subject of the research is the eleventh grade students of SMAN 1 Rangsang Barat, Kepulauan Meranti. Meanwhile, the object of the research is the use of skimming technique on students' reading comprehension at SMAN 1 Rangsang Barat, Kepulauan Meranti.

According to Creswell (2012), the population is a group of individuals who share a common characteristic. There are 80 eleventh-grade students at SMAN 1 Rangsang Barat, consisting of both male and female students from three classes.

3 RESULTS AND DISCUSSION

The purpose of this research is to examine students' reading comprehension of narrative texts before and after being taught using the skimming technique, as well as to determine whether there is a significant difference of the skimming technique on students' ability in reading narrative texts. The data were obtained solely from the pre-test and post-test scores of the experimental class.

Before the treatment was conducted, the researcher administered a pre-test to the students of class XI.1 to measure their initial reading comprehension. After the students received instruction through the skimming technique, a post-test was given to assess their reading comprehension achievement.

The data on students' reading comprehension after being taught using the skimming technique were obtained from the comparison between the students' pre-test and post-test scores. The statistical description of the students' pre-test and post-test scores is presented as follows:

Table 2
Descriptive Statistics of Pre-Test and Post-Test Scores

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	26	44	32	76	49,54	12,189
Post-Test	26	56	40	96	72,62	15,948
Valid N (listwise)	26					

From the table above shows the descriptive statistics of students' reading comprehension scores in the pre-test and post-test of the experimental class. In the pre-test, the students' scores ranged from 32 to 76, with a range of 44 and a mean score of 49.54. Meanwhile, in the post-test, the students' scores ranged from 40 to 96, with a range of 56 and a mean score of 72.62. The standard deviation in the pre-test was 12.189, while in the post-test it increased to 15.948. These results show that the students' average score improved significantly after being taught using skimming technique. This improvement suggests that the techniques helped enhance students' reading comprehension ability.

The data used to examine the significant difference of the skimming technique were derived from the students' pre-test and post-test scores, which were analyzed using SPSS. Prior to determining whether parametric or non-parametric statistical analysis should be applied, a normality test was conducted. The normality of the data was tested using the Shapiro-Wilk method through SPSS version 20, and the results are presented as follows:

Table 3

Test of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test	,129	26	,200*	,936	26	,110
Post-Test	,138	26	,200*	,952	26	,259

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the table, it can be seen that the significance value of the data in the Shapiro-Wilk test for the pre-test is 0.110 and for the post-test is 0.259. It means that the data are normally distributed.

To identify whether there was a significant difference in students' reading comprehension ability before and after being taught using the skimming technique, the data were obtained from the pre-test and post-test scores of the experimental class. The data were then analyzed using a Paired Sample T-Test to determine whether the treatment resulted in a significant difference in students' reading comprehension ability. The results of the analysis are presented in the following table:

Table 4
Paired Sample T-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	-23,077	18,077	3,545	-30,379	-15,775	-6,509	25	,000	
	Post-Test									

Based on the table above, the result of the Paired Sample T-Test indicates that the obtained *t* value is -6.509 with a degree of freedom (df) of 25, and the significance value (Sig. 2-tailed) is 0.000. Since the significance value is lower than 0.05 (0.000 < 0.05), it indicates that there is a statistically significant difference between the students' pre-test and post-test scores in the experimental class. Therefore, it can be concluded that the treatment using the skimming technique has a significant difference on improving students' reading comprehension.

4 CONCLUSION

Based on the findings of the study, it can be concluded that students' reading comprehension before being taught using the skimming technique was relatively low. This is evident from the pre-test results, where the mean score was 49.54. Most students were categorized into the less and fail categories, with 12 students (46.2%) in the less category and 6 students (23.1%) in the fail category. Only a small number of students reached higher categories, namely 4 students (15.4%) in the enough category, 3 students (11.5%) in the good category, and only 1 student (3.8%) in the very good category. These results indicate that students experienced considerable difficulties in understanding narrative texts before the implementation of the skimming technique.

After the implementation of the skimming technique, students' reading comprehension improved significantly. The post-test results showed an increase in the mean score to 72.62. Most students were classified into higher achievement categories, with 11 students (42.3%) in the very good category and 8 students (30.8%) in the good category. Meanwhile, 3 students (11.5%) were in the enough category, and only 4 students (15.4%) remained in the less category. Notably, no students were categorized as fail in the post-test. This shift in score distribution demonstrates that the skimming technique effectively helped students understand main ideas and important information in narrative texts.

Furthermore, the results of the Paired Sample T-Test confirmed that the improvement in students' reading comprehension was statistically significant. The t-test result showed a t-value of -6.509 with a significance value of 0.000, which is lower than the 0.05 significance level. This indicates a significant difference between students' reading comprehension scores before and after being taught using the skimming technique. Therefore, it can be concluded that the skimming technique has a positive and significant difference on students' reading comprehension, as reflected by the improvement from less and fail categories to predominantly good and very good categories.

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