

THE EFFECT OF USING SKIMMING AND SCANNING TECHNIQUE IN READING COMPREHENSION

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ARTICLE INFO	ABSTRACT
Diterima: 02 Februari 2026 Direvisi: 21 Februari 2026 Disetujui: 14 Maret 2026 Tersedia Daring: 30 April 2026 Keywords: <i>Scanning; Effect ; Reading Comprehension; Development, character</i>	<i>In real life reading is often part of series of activities, including locating texts and presenting material in oral and in written. Reading is an activity of process of transferring or decoding form the written to oral form. But in other side, reading is not easy as what people think because it is not only requires reading a series of sentences, but also it needs the reader to understand the content of the reading text and its purpose. People who want to know how to read the passage or text or sentences well, they must know how to learn about it. these things are started from students. Many students do not know how to read well, so this is that the researcher want to do and solve the problems. The students can understand an English text but they cannot comprehend what is in the content of the text that they have read. Reading proficiency depends on the ability of the students to recognize words quickly and effortlessly. If the students have difficulty to recognize the words, the students used too much processing capacity to read individually words, which interferes with their ability to comprehend what is read. Students had the problem on reading comprehension because they did not understand what the content of the text. To solve the problem in teaching reading, the researcher used skimming and scanning strategy to improve students' reading comprehension. Basically there are some technique in reading but Scanning is quickly searching for some particular piece of information in the text. it is sure that will make the student be better than before in reading. And the other purpose of this research to produce a good book teaching for reading especially the technique in scanning. it hopes that will changes the characters of student not only student but to people who read the book be well. The target of outther of this research besides to produce the book teaching, it is will be published in journal that get legal licence. Finally This research aims to find the effect of student in using skimming and scanning in reading comprehension ability</i>
ABSTRACT	

Kata Kunci:

Pemindaian; Efek; Pemahaman Bacaan; Pengembangan, karakter

Dalam kehidupan nyata, membaca seringkali merupakan bagian dari serangkaian aktivitas, termasuk menemukan teks dan menyajikan materi secara lisan dan tertulis. Membaca adalah aktivitas proses mentransfer atau mendekode dari bentuk tertulis ke bentuk lisan. Namun di sisi lain, membaca tidak semudah yang dipikirkan orang karena tidak hanya membutuhkan membaca serangkaian kalimat, tetapi juga membutuhkan pembaca untuk memahami isi teks bacaan dan tujuannya. Orang yang ingin tahu cara membaca bagian, teks, atau kalimat dengan baik, mereka harus tahu cara mempelajarinya. Hal ini dimulai dari siswa. Banyak siswa tidak tahu cara membaca dengan baik, sehingga inilah yang ingin dilakukan dan dipecahkan oleh peneliti. Siswa dapat memahami teks bahasa Inggris tetapi mereka tidak dapat memahami isi teks yang telah mereka baca. Kemampuan membaca bergantung pada kemampuan siswa untuk mengenali kata-kata dengan cepat dan mudah. Jika siswa kesulitan mengenali kata-kata, siswa menggunakan terlalu banyak kapasitas pemrosesan untuk membaca kata-kata secara individual, yang mengganggu kemampuan mereka untuk memahami apa yang dibaca. Siswa mengalami masalah dalam pemahaman bacaan karena mereka

tidak memahami isi teks tersebut. Untuk mengatasi masalah dalam pengajaran membaca, peneliti menggunakan strategi skimming dan scanning untuk meningkatkan pemahaman membaca siswa. Pada dasarnya ada beberapa teknik dalam membaca, tetapi scanning adalah pencarian cepat untuk informasi tertentu dalam teks. Hal ini pasti akan membuat siswa lebih baik dari sebelumnya dalam membaca. Tujuan lain dari penelitian ini adalah untuk menghasilkan buku pengajaran yang baik untuk membaca, khususnya teknik scanning. Diharapkan hal ini akan mengubah karakter siswa, tidak hanya siswa tetapi juga orang-orang yang membaca buku tersebut menjadi lebih baik. Target lain dari penelitian ini, selain menghasilkan buku pengajaran, adalah untuk dipublikasikan dalam jurnal yang mendapatkan lisensi resmi. Akhirnya, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan skimming dan scanning pada kemampuan pemahaman membaca siswa.

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1. INTRODUCTION

The research background of this research to transfer and develop science, technology, and culture in build a good character by reading because without we know to read we will do not get some informations. Reading is the process of looking at a series of written symbols and getting meaning from them (Duke et al., 2021). When we ready, we use our eyes to receive written symbols (letters, punctuation mark and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us(Ariana & Ardiana, 2021). It depends on the ability of the students to recognize words quickly and effortlessly. If the students have difficulty to recognize the words, the students used too much processing capacity to read individually words, which interferes with their ability to comprehend what is read. For that reason, good technique is needed to help the students is able to comprehend the text easily and to achieve the goal of learning (Anggara, 2021). Character education is a continuous process that must be integrated with education with aspects such as cognitive, affective, conative and psychomotor which must be developed holistically in a cultural context. Thus, it can be said that character has a very important role in education so that the aim of providing education is to create students who are dignified and have noble moral character (Hart, 2022). Apart from that, the aim of national education is basically to form good character in students so that it can produce people who are intelligent and have strong character (Hidayati et al., 2020). Thus, the meaning of education implicitly contains character education by instilling elements of knowledge (cognitive), attitude values (affective), and ways of behaving (psychomotor) in students (Hart, 2022).Currently, the courses offered at English Department of Teacher training Faculty in Nommensen University they do not fully use character education-based teaching materials. This is seen in the reading course in the English education study program

especially in Reading subject (Felly et al., 2019). The teaching materials given to students tend to be general texts oriented towards hard skills. Meanwhile, character education must have a balance between hard skills and soft skills. Apart from that, the teaching materials given to students are generally a collection of texts taken from several source books. This results in the material provided being less varied and boring, resulting in students not being interested in reading the material (Sesmiyanti et al., 2018), which found that English Language Education study program students still lack interest in reading. To solve the problem in teaching reading, this research will be done from the student who are in first first semester of English Department in Nommensen HKBP University in Pematangsiantar. The researcher used text book to improve students' reading comprehension (Oktarina et al., 2022). Because of that, in this case lecturers as educators are required to be able to be creative and innovate to produce teaching materials that cover all aspects of the role of teaching materials as explained above. One example of creativity and innovation carried out by educators in producing teaching materials is by using multimodality, namely a combination of different modes of communication (Hermawan, 2013). Multimodality is the involvement of two or more communication models in language learning (Winiharti & Herlina, 2017).

In addition, multimodal is a theoretical perspective that emphasizes that communicative meaning is carried out through the use of several modes, starting from writing, speech, images, sounds, gestures, typography, moving images, and so on. Not only on magazine pages or art media but also in the learning and learning process. In the world of education, multimodal has been widely used both in the preparation of teaching materials and textbooks. So learning is not only limited to one mode, but can be a combination of several modes. Furthermore, multimodal learning provides new concepts in thinking and understanding the material presented. The type of digital text that can be accessed from a linguistic perspective involves more discovery than traditional texts based on writing and reading (Avila, 2019). For example, the text in a blog is designed, produced and written in a visual function. Blogs can involve written text, images, graphics, video and sound, readers can read, hear and respond to them with text, images, video or sound. This research develops a Reading textbook that is oriented towards character education (de Freitas et al., 2018). This research aims to develop a character education-based textbook using multimodality in the reading course of the English Department of Nommensen University. The benefits of this research are important for students, namely that it can motivate students to read and produce students who have balanced hard skills and soft skills. Beside of that, the benefits of this research can also be felt by educators, namely that educators can integrate hard skills and soft skills in the learning process (Sitio, 2020).

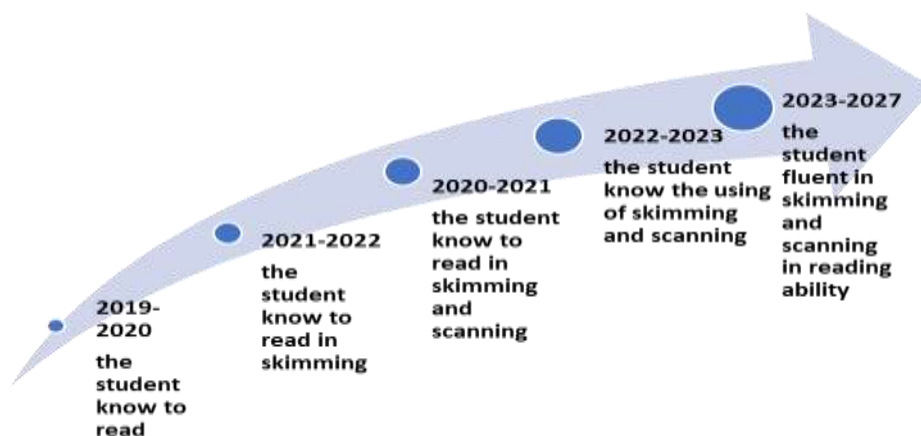


Figure 1. Roadmap of previous research for at least the next 5 years

2. METHODS

This research is a experimental research design. Experimental research design is to enable researcher to estimate the effect of an experimental treatment. Experimental research can be done in the laboratory, in the class and in the field. In this research, the experimental research is done in class with taking students as population. A researcher chooses the design to determine the validity of conclusions can be drawn from the study. The type of research is qualitative research by doing experimental research. There are some steps in doing this research, namely identification, collect some theories that support to this research, identification the variable by using the sample, design and instrument and after that analyzing, implementing and evaluating. Each step in this research goes through several activities, namely: (1) Analysis, including needs such as literature study, field analysis and competency analysis. (2) Design, what is done is collecting material and selecting the format. (3) Development, the activity of developing and carrying out expert validation (feasibility testing) by material experts and design experts which produces draft I. (4) Implementation, this stage produces draft II and trials will be carried out to get a response users are teachers and students. (5) Evaluation, the activities carried out include revision and refinement of each stage. Each step in this research will contain several activities (Haberlandt, 2018)

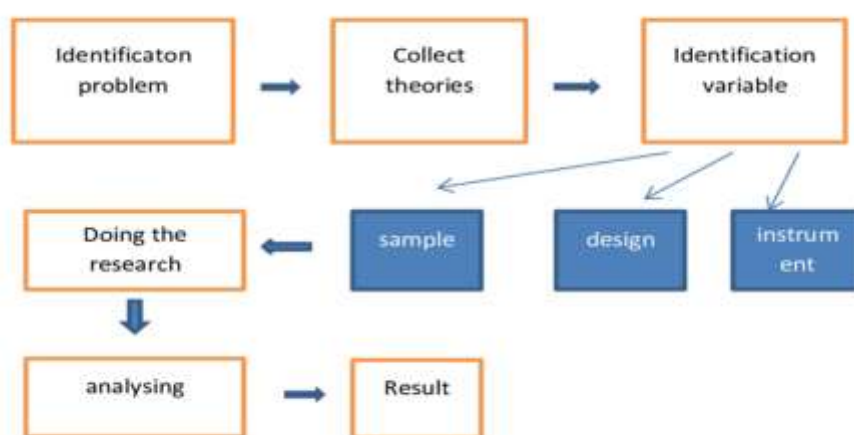


Figure 2. Research Flowchart

3. RESULTS AND DISCUSSION

The data of this research are the students score of pre-test and post-test in experimental and control group. Then, the researcher analyzed the score of the students by using the formula by Hatch & Farhady (Leung, 2022) as stated in chapter III. With the formula the researcher find out mean score and sum sum score, progres of of students' after treatment , the differences of score, the variance and standard deviation, testing hypothesis, T-test, and the degree of freedom are analyzed (Namaziandost et al., 2022).

After analyzing the data, the researcher formulates the research findings, as follows: There is a significant the effect of using skimming and scanning technique to the students' reading comprehension ability at grade eight of SMP Negeri 12 Pematangsiantar. The difference or the improvement as the whole students got in post test from control to experimental group is 275 or 8,59 point in average. The total sum squares of the respondents at the time of administering the post-test in experimental group was 871,8768 points where its standard deviation was 5,21. Meanwhile, the total sum squares of the respondents at the time of administering the post-test in control group was 724,2192 points where its standard deviation was 4,83. Testing hypothesis showed that t-test (4,85) was higher than t-table (1,99) at level of significant 5% for two tailed test (Savana & Pradana, 2021).

Based on analysis the Interview results regarding the need for textbooks required for Basic lectures Reading shows that students and lecturers need a textbook which attracts interest and increases reading motivation especially in skimming and scanning. So, the use of multimodality very necessary in developing in showing the effect in Reading textbook. This is in line with research conducted by Yulian and Yuniarti (2019) where students were more interested and motivated to read English texts that use multimodality (Khasawneh & Al-Rub, 2020). Meanwhile, the value of character education required by students is not much different with lecturer informants who stated that the aspects that must be present are related to grades humanity, social sensitivity, and life in society and state. In organizing themselves, the informant revealed that the characters needed were related characters with yourself and others. This self-related character is inherited have characters such as honesty, discipline and responsibility. Meanwhile, the characters are: the ability to relate to other people, namely the ability to work together friends, friendly/communicative and mutually respectful in accepting other people's opinions. This character needs to be possessed by students who will later be useful in the real world and Work. This is in accordance with the character developed in character-based education Ministry of National Education (Normawati, 2015). Characters needed by students integrated in the teaching and learning process and needs to be developed in Basic textbooks Reading is a character that can improve student performance in the future. Basic Reading textbook which has been developed and produced subsequently Validity tests are carried out to measure the suitability of the product that has been developed. Evaluation The feasibility of this product is carried out by assessment from an expert team consisting of education experts and (Brooks et al., 2023) practitioners, namely lecturers, lecturers who are assessors of this book are

lecturers who teach courses Basic Reading. Suggestions and input provided by the expert team will be used as material improvements and revisions to perfect the Basic Reading textbook that has been produced (Annida et al., 2018). Aspects

those assessed to test the suitability of this product include: 1) suitability of content, 2) suitability of presentation, 3) language appropriateness, 4) assessment of reading textbooks using oriented multimodality on character education (Ismail et al., 2020).

Based on the material, it can be seen that the content feasibility component, which consists of: suitability of the material to learning outcomes, accuracy of the material, material support learning, up-to-date material, the results obtained were 80% for education experts, and practitioners, the first lecturer got 79% while the second lecturer got 82% with good results categorized according to valid criteria (Rahmati & Widowati, 2017). Then the second aspect is about the feasibility aspect presentation with sub components consisting of presentation technique, presentation support, presentation and completeness (Dinarti, 2012). The results of the questionnaire obtained the following data, for education experts, the results obtained were 78%, practitioners, with the first lecturer obtained results of 89% while the lecturers, the second obtained 76%, with valid criteria for the three validators (Kirby, 2007). After that for the third component namely language assessment which includes straightforward, communicative, dialogical and interactive, appropriateness with the development of students, the sequence and integration of thought flow, use of icons (Munandar & Srimurni, 2021). The results of the questionnaire on this component showed that the results from education experts showed a figure of 79% (Pressley, M. & Gaskins, 2006).

with valid criteria, while practitioners, namely the first lecturers, obtained 83% with valid criteria and the second lecturer obtained 78% with valid criteria. After the textbook was declared suitable for use, the research team conducted trials to

see the effectiveness of the textbook. Implementation of the Basic Reading book in courses. Data The research was begun by conducting a pretest to determine the initial condition of ability (Frans et al., 2023).

students in reading before using the Basic Reading book, then after the application of the book in the course is carried out posttest. Posttest is carried out for knowing the increase in results from students' understanding of using books in the process learning. The test given is a reading comprehension test with 50 multiple choice questions in 100 minutes. The final (Evaluation) stage in this research is the evaluation stage. At this stage, the research team analyzes the responses of students and educators to the use of Basic Reading textbooks (Mutmainnah, 2018). The students' response is they are easier to understand the material and they are also interested too.

4. CONCLUSION

The author of this research The Effect Of Using Skimming And Scanning Technique In Reading Comprehension School By Misda Miltakhul Ulum. The aim of this research is to develop and change character-based intensive reading materials for students of Nommensen HKBP especially for the third semester. The product of this research is the

effect to develop research is an intensive literary and non-literary reading book. The effect of intensive literary and non-literary reading books uses a model for developing teaching materials adapted from Pannen and Purwanto with steps for developing teaching materials from Tomlinson. The stages of the effect model are preliminary analysis, curriculum analysis, collecting reading texts, selecting reading texts, writing and compiling teaching materials, product testing, revision, then the final product. The test subjects in the research were subject matter and Indonesian language learning experts, character education experts, learning media experts, between lecturer and student. The results of validity tests and field tests of intensive literary and non-literary reading books show that the criteria are very valid and can be used for actual learning activities.

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