

The Implementation of Skimming and Scanning Strategies in Reading Comprehension Class of The First Year Student of English Department University of Nusantara PGRI Kediri

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ABSTRACT

Language proficiency is crucial for efficient communication and success in learning activities, including English language education. Mastering four linguistic abilities, including listening, speaking, reading, and writing, is essential for students. Reading is a productive learning process that involves mentally repeating, spelling, pronouncing, guessing, and understanding meaning. Skimming and scanning strategies, such as scanning and skimming, can help students improve their comprehension and self-assurance. These strategies can reduce the speed at which they read, making them essential for success in the English language. A study at the University of Nusantara PGRI Kediri investigated skimming and scanning strategies in first-year students' reading courses. Descriptive methodologies were used to study individuals' experiences, behaviors, interactions, and social situations. Data was collected from first-year students taught strategic skimming and scanning in reading courses. The study aimed to promote student literacy and learning by building reading abilities. A questionnaire was conducted with 51 responses from students on the implementation of skimming and scanning strategies in reading comprehension. Most students were able to use these strategies, such as searching for relevant keywords and reading quickly from sentence to sentence. However, some students were unsure about their comprehension and application of these strategies. The study found that English language education students use skimming and scanning strategies in reading, saving time by quickly finding information in books, articles, or newspapers. Students can read important phrases and words quickly, with a reading speed twice that of general reading. Questionnaires serve as indicators of these strategies. Students should better understand these strategies, lecturers should be more in-depth, and researchers should further develop these theories to improve their use in reading activities.

KEYWORDS: *reading, skimming, scanning*

INTRODUCTION

Reading is one of the language skills that students need to master since it is a prerequisite for being able to follow the English learning process both inside and outside of the classroom. Reading skill is inseparable from the degree to which students are successful in their participation in learning activities. Reading, as defined by Darwanto (2000), is not just seeing at printed words but also mentally repeating, spelling out, pronouncing out, guessing at, and comprehending their meaning. Scanning and skimming are two reading strategies that might be helpful to students as they work to enhance their reading abilities. According to Yusuf et al. (2016), strategies such as skimming and scanning are ways that students might increase their

comprehension of what they are reading. When skimming, readers should simply focus on extracting the most essential information and found that people are more likely to skimming for the primary concept rather to read the whole text. According to Sutz and Weverka (2009), readers who scanning pay less attention to the overall meaning of the text and more attention to the specifics of the information being presented. In addition, according to Brown (2003), scanning is the act of rapidly exploring a text for a 6 specific piece or pieces of information. Readers should have full concentration while reading, be able to scan for two or three search terms that describe the information needed, and look for italicized, bolded, or underlined words which may carry specific information in the text when carrying out the procedures outlined above (Sutz & Weverka, 2009).

The ability to read scanning is necessary for students to comprehend the content of the literature. In addition to being able to rapidly locate the reading's content while perusing, students are also able to do so while reading slowly. There must be a balance between the pace of reading and the speed of comprehension. If the student's reading pace is not optimal, the learning process will be hindered. Reading requires a variety of mental processes, including mental rehearsal, phonetic articulation, speculation, and comprehension. Students should be given instruction in a variety of reading strategies, including scanning and skimming techniques, in order to improve students' reading proficiency. While skimming is a rapid reading of a text with the goal of locating its main idea, scanning is a more in-depth process that focuses on particular information. It is absolutely essential for effective learning to strike the right balance between reading and comprehension. The purpose of this study is to observe among first-year students how to implementation the reading comprehension of scanning and skimming strategies.

So the researcher concluded if there are many things should pay attention when reading, especially in skimming and scanning strategies. The researcher thought if there are many reading strategies but many students don't know about these strategies, then the problem of minim of literacy make the students can't get the point of text they read. Other problem is some students not applied the skimming and scanning strategies while read, but the researcher thought if the students might not familiar with them. And the last there are deficiencies in the use of scanning and skimming strategies while reading. So students decided to give the implementation of skimming and scanning strategies in reading comprehension, in the first year student in English Language Department, University of Nusantara PGRI Kediri.

Reading

Reading is an essential part of daily life because it is not only a means of acquiring knowledge but also of expanding one's language skills. (Tarigan, 2008) Reading is the process by which readers obtain the messages the author intends to convey through the medium of words/written language. Reading is one of the receptive abilities in the written language. It is referred to as receptive because a person will acquire information, knowledge, and new experiences through reading. According to Finochiaro and Bonomo in Tarigan (2008), reading is the process of providing meaning to and obtaining meaning from printed or written material, as well as identifying and comprehending the meaning or meaning contained in written material. Reading is not only the act of reciting written words; rather, it incorporates a variety of activities, including those that are visual, cognitive, psycholinguistic, and metacognitive in nature.

Skimming

According to Satata and Suswandari (2012), skimming is perusing rapidly to determine the general content or portion of a text. Skimming is a method of reading in which the main concepts of the text are ignored while the overall theme is understood. Skimming is a method of reading in which the main concepts of the text are ignored while the overall theme is understood. In accordance with the previous viewpoint, Nazarudin (2015) explained that the reader will use the overlay reading strategies if he or she wishes to locate the general content of a text rapidly.

Scanning

Scanning is a reading strategies that involves looking for specific information rather than attempting to absorb all of the information. Scanning is the process of searching text rapidly for specific information, fragments, or segments. Brown (2001) explains that the purpose of scanning is to extract specific information without reading the entire text. Scanning is one of the reading strategies according to Brown (2001). He defines scanning as a strategies for locating specific information without reading the entire text. This strategies allows

the reader to avoid reading every word and line, according to Harmer (2005) through scanning, students also move their eyes rapidly to locate the specific information they seek.

METHOD

In this study, the researchers employed qualitative research methodologies to learn about the skimming and scanning strategies capacities of first-year students in the Reading course at the English Language Education Study Program, University of Nusantara PGRI Kediri. The reason why researchers employ this strategy is because he are interested in knowing how well students in their first year can skim and scan information and how much they grasp of it.

This study was carried out in a class of first-year English Language Education Department at University of Nusantara PGRI Kediri, The researcher chose this location because he wanted to see how the students explained comprehension and information about Skimming and Scanning. The data collected by the researcher is data that is in accordance with the research problem created by the researcher, the data is obtained from a questionnaire that contains questions about implementation skimming and scanning strategies in reading comprehension. Meanwhile, to analyze the data, the researcher used a Miles and Hubberman theory. There were the researcher should took the data collection first, then took the data reduction, after that display the data, and the last the researcher took a conclusion.

RESEARCH FINDINGS

1. Implementation of Students in Skimming Strategies

In the questionnaire that the researcher created, there were 13 questions related to the skimming strategy. Here, 81% of students who have implemented a skimming strategy. Students who have implemented the skimming strategy can read a text quickly by moving their eyes quickly from sentence to sentence. Students do not need to read everything; they only need to read the important words and phrases. Students using this method read to generate new sentence ideas by first reading the first one or two phrases at a normal speed, and then moving on to the following paragraph by focusing on only a few key words that can communicate about the overall concept.

2. Implementation of Students in Scanning Strategies

In the questionnaire that the researcher created, there were 9 questions related to the scanning strategy. Here, 82% of students have implemented a scanning strategy. Students who have implemented this strategy can quickly find the information they want, especially specific information. With a scanning strategy, it doesn't take long to find the information you want because, by knowing one keyword, you can find the information you want. In this scanning strategy, you can also get explicit information from a book without reading the entire contents of the book.

CONCLUSION

From the results that have been obtained by researchers, researchers can conclude that many English language education students have applied skimming and scanning strategies in reading. In scanning, students do not need to take a long time to find information because this strategies does not read all the sentences, but only looks for the desired information in a book, article or newspaper. While in scanning students can read important phrases and words by moving the eyes quickly with a reading speed 2 times that of reading in general where students can understand general descriptions. They apply this strategies because it is easy to apply which makes them not need a long time to find information or get an overview of a text in working on problems.

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