



**IMPROVING STUDENTS' READING COMPREHENSION BY USING SKIMMING
AND SCANNING METHOD FOR TENTH GRADE STUDENTS AT SMAK ST.
FRANSISKUS ASISI LARANTUKA**

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca teks naratif pada peserta didik kelas X di SMAK St. Fransiskus Asisi Larantuka melalui penerapan metode *skimming* dan *scanning*. Berdasarkan evaluasi diagnostik awal, peserta didik menunjukkan kesulitan yang nyata dalam mengidentifikasi gagasan utama dan menemukan informasi spesifik di dalam teks, yang berdampak pada rendahnya capaian hasil belajar serta pasifnya keterlibatan belajar. Untuk mengatasi tantangan pedagogis praktis tersebut, desain Penelitian Tindakan Kelas (PTK) yang mengadopsi model Kemmis dan McTaggart dilaksanakan dalam dua siklus pembelajaran setelah ditetapkannya data dasar diagnostik pada prasiklus. Partisipan penelitian terdiri atas 17 peserta didik kelas X yang mengikuti latihan pemahaman membaca teks naratif secara terstruktur. Data kuantitatif dan kualitatif dikumpulkan menggunakan tes pemahaman membaca yang tervalidasi, lembar observasi terstruktur, dan catatan lapangan reflektif. Temuan empiris menunjukkan peningkatan pembelajaran yang progresif di setiap tahapan intervensi, di mana persentase ketuntasan klasikal meningkat dari 29,41% (prasiklus) menjadi 58,82% pada Siklus I, dan akhirnya mencapai 82,35% pada Siklus II. Secara bersamaan, data observasi terstruktur mencatat adanya perubahan positif pada partisipasi aktif dan keterlibatan peserta didik dalam menyelesaikan tugas selama kegiatan pembelajaran. Dengan demikian, kombinasi sistematis antara teknik *skimming* dan *scanning* yang didukung perancah pedagogis terarah (*pedagogical scaffolding*) terbukti menjadi strategi yang layak untuk meningkatkan penguasaan membaca di kelas bahasa Inggris tingkat menengah.

Kata Kunci: Pemahaman Membaca, *Skimming*, *Scanning*, Teks Naratif, Penelitian Tindakan Kelas.

ABSTRACT

This study aimed to improve reading comprehension in narrative texts among tenth-grade students at SMAK St. Fransiskus Asisi Larantuka through the implementation of *skimming* and *scanning* methods. Based on a preliminary diagnostic evaluation, students exhibited pronounced difficulties in identifying main ideas and locating specific textual information, which resulted in low achievement and passive learning engagement. To overcome these practical pedagogical challenges, a *Classroom Action Research (CAR)* design adopting the Kemmis and McTaggart framework was executed across two instructional cycles following an initial *pre-cycle* diagnostic baseline. The participants comprised 17 tenth-grade students who engaged in structured reading comprehension exercises featuring narrative texts. Quantitative and qualitative data were gathered using validated reading comprehension tests, structured observation checklists, and reflective field notes. The empirical findings demonstrated progressive learning improvement across the intervention stages, where the classical mastery



percentage increased from 29.41% (*pre-cycle*) to 58.82% in Cycle I, and ultimately reached 82.35% in Cycle II. Concurrently, structured observational data documented positive shifts in active student participation and task engagement during classroom activities. Consequently, the systematic combination of *skimming* and *scanning* techniques supported by guided pedagogical scaffolding serves as a viable strategy to foster reading mastery in secondary school English classrooms.

Keywords: *Reading Comprehension, Skimming, Scanning, Narrative Text, Classroom Action Research.*

INTRODUCTION

In English as a foreign language (*EFL*) education, reading comprehension represents a core linguistic competence necessary for accessing academic knowledge and cultivating critical thinking skills. Nevertheless, secondary school learners frequently encounter substantial challenges when engaging with written English texts, particularly in deciphering discursive structures and locating key content. Fitria (2019) underlines that reading constitutes an interactive process in which learners actively synthesize text-based information with their prior schematic knowledge to construct coherent textual meaning. When students lack explicit reading strategies, this meaning-making process is hindered, resulting in frustration and superficial text interpretation (Ammel et al., 2021; Aziz & Holmström, 2026; Ketsela & Barkasa, 2026). Consequently, instructional intervention must directly target procedural strategies that equip learners to process texts purposefully and systematically.

The pedagogical dilemma of weak reading comprehension was visibly evident among tenth-grade students at SMAK St. Fransiskus Asisi Larantuka during preliminary observations. Initial diagnostic assessments revealed an average reading score of only 64.12, with merely 5 out of 17 students (29.41%) satisfying the school's Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal / KKM*) benchmark of 75. Most learners struggled persistently to differentiate between overarching themes and supporting details within narrative texts. Moreover, conventional teacher-centered routines dominated classroom interactions, causing students to translate sentences verbatim rather than deploying proactive skimming strategies. This passive learning dynamic constrained students' confidence and slowed their reading fluency considerably.

To resolve these recurring reading bottlenecks, implementing targeted reading strategies such as *skimming* and *scanning* offers an empirically grounded instructional alternative. *Skimming* guides learners to preview textual cues, organizational markers, and topic sentences rapidly to extract general gist without word-by-word decoding (Daza et al., 2024; Fetriani, 2025; Ibragimov, 2026; Siew et al., 2022; Wudneh & Woemego, 2024). In complementary fashion, *scanning* enables readers to search for specific factual details, keywords, and structural elements with high speed and accuracy. According to Agustin et al. (2023), the structured integration of *skimming* and *scanning* strategies effectively trains *EFL* students to navigate textual complexity by focusing selectively on salient information. In addition, Fatmawan et al. (2023) emphasize that direct strategy training enables learners to manage instructional reading time efficiently while simultaneously elevating cognitive comprehension outcomes.

Prior studies have extensively examined speed-reading techniques across diverse educational tiers, yet noticeable gaps persist in the literature. While Dewi (2022) documented the positive contribution of *skimming* and *scanning* in lower secondary school environments, the study focused primarily on descriptive genres rather than the multifaceted narrative texts



commonly encountered in senior high school curricula. Furthermore, research conducted by Mokalu et al. (2022) confirmed reading gains through speed-reading strategies, but their analysis relied predominantly on summative test performance without tracing observational indicators of student engagement across cycles. The present research addresses this gap by investigating how *skimming* and *scanning*, supported by guided procedural worksheets and targeted collaborative feedback, improves specific comprehension components—namely identifying main ideas, factual details, references, and contextual vocabulary—among tenth-grade learners in an authentic classroom setting.

Therefore, this *Classroom Action Research* was designed to examine the extent to which the implementation of *skimming* and *scanning* methods improves reading comprehension achievement and instructional participation among tenth-grade students at SMAK St. Fransiskus Asisi Larantuka. The investigation specifically measures student progress across explicit comprehension indicators comprising main idea identification, specific detail extraction, contextual vocabulary interpretation, and inferential reasoning in narrative texts. The findings are expected to offer practical pedagogical insights for secondary school English educators seeking actionable, student-centered reading interventions.

RESEARCH METHOD

This study employed a *Classroom Action Research (CAR)* design aimed at addressing localized reading comprehension difficulties through cyclical, reflective instructional interventions. The research procedure adhered to the cyclical model developed by Kemmis and McTaggart, encompassing four foundational stages: *planning*, *acting*, *observing*, and *reflecting*. The investigation was initiated with a diagnostic *pre-cycle* baseline to record initial classroom performance, followed by the execution of two iterative action cycles. Each successive cycle was calibrated based on reflective evaluations of preceding instructional outcomes to ensure progressive pedagogical refinement.

The study was conducted at SMAK St. Fransiskus Asisi Larantuka, East Flores Regency, East Nusa Tenggara, during the 2026/2027 academic year. The subjects were 17 tenth-grade students enrolled in a single intact class characterized by homogeneous difficulties in English reading literacy. The selection of this specific class was informed by preliminary diagnostic data showing unsatisfactory narrative text reading performance and passive learning habits. Working with an intact class cohort of 17 learners allowed the researcher to conduct intensive monitoring, individualized pedagogical scaffolding, and detailed observational tracking throughout the intervention.

The operational procedure spanned two distinct instructional cycles comprising three 90-minute pedagogical meetings and one evaluation session per cycle. In Cycle I, the *acting* phase commenced with explicit modeling of *skimming* strategies to locate topic sentences within the orientation, complication, and resolution of narrative passages. Subsequently, students practiced *scanning* exercises using timed worksheets that required locating specific names, chronological markers, and setting details. In Cycle II, instructional activities were modified by incorporating small-group collaborative *skimming* tasks, peer-assisted scanning drills, and explicit teacher-led feedback sessions to clarify recurring vocabulary and inferential confusions.

The research instruments comprised reading comprehension tests and a structured observation checklist to capture both cognitive and affective learning dimensions. The reading achievement tests consisted of 25 multiple-choice items per assessment, measuring five



validated reading indicators: identifying main ideas (5 items), locating specific details (8 items), making inferences (4 items), identifying reference words (4 items), and determining vocabulary meaning in context (4 items). Content validity was established through expert judgment by senior English curriculum specialists, while internal consistency reliability was verified using the Kuder-Richardson formula ($KR-20$), yielding a high reliability index of $r = 0.81$. Classroom participation was recorded concurrently by an external English teacher collaborator using a four-point Likert observation checklist assessing student attentiveness, response readiness, task persistence, and strategy execution.

Data analysis utilized complementary quantitative and qualitative techniques. Quantitative test scores were analyzed through descriptive statistics to calculate individual achievement, mean scores, score ranges, and classical mastery percentages based on the established institutional criterion ($KKM \geq 75$). The formula used to calculate classical completeness was:

$$P = \frac{\sum n}{N} \times 100\%$$

where P represents the classical mastery percentage, n denotes the number of students meeting or exceeding the score threshold of 75, and N represents the total student sample ($N = 17$). Qualitative data from observation rubrics and reflective field logs were scrutinized using iterative thematic analysis involving data reduction, data display, and verified conclusion drawing. The success indicator was set at a minimum of 80% of students achieving the KKM benchmark of 75 alongside observable improvements in active classroom participation.

RESULTS AND DISCUSSION

Results

The implementation of the *skimming* and *scanning* intervention proceeded systematically from the diagnostic baseline to the completion of Cycle II. Throughout each phase, data were collected concurrently from objective reading comprehension tests and collaborative classroom observation rubrics to monitor cognitive attainment and learner engagement.

1. Pre-Cycle

The *pre-cycle* diagnostic baseline was conducted to map students' initial reading comprehension abilities under conventional teacher-centered instructional conditions. In this preliminary phase, reading activities relied primarily on passive individual reading, verbatim translation of paragraphs, and independent worksheet completion without explicit reading strategy training. As documented in the collaborator's observation log, student engagement remained notably low, yielding an average classroom observation rating of only 38.24%. The diagnostic test results confirmed that students struggled markedly in identifying the gist of narrative texts and finding supporting details.

The distribution of student scores and the proportion of learners satisfying the institutional benchmark during the *pre-cycle* stage are presented in Table 1.

Table 1. Students' Reading Comprehension Achievement in the Pre-Cycle

No	Category / Indicator	Diagnostic Result
1	Total Number of Students (N)	17
2	Highest Score (X_{max})	76.00
3	Lowest Score (X_{min})	48.00



4	Classroom Mean Score ($\bar{X}$)	64.12
5	Students Achieving Mastery (≥ 75)	5
6	Students Below Mastery (< 75)	12
7	Percentage of Classical Mastery (P)	29.41%

As illustrated in Table 1, only 5 out of 17 students (29.41%) attained or exceeded the *KKM* passing score of 75, while 12 students (70.59%) failed to meet standard requirements. The lowest score recorded in this diagnostic phase was 48.00, and the overall classroom average stood at 64.12. Furthermore, the highest score achieved was merely 76.00, barely passing the designated institutional cutoff. These diagnostic data underscored the critical necessity of introducing structured strategy-based interventions to enhance student reading mastery.

2. Cycle I

Cycle I was designed to introduce and implement explicit *skimming* and *scanning* procedures across three instructional meetings followed by a summative comprehension test. During the action phase, students were guided to preview text layouts, read initial sentences to identify main narrative conflicts, and scan for proper nouns and temporal prepositions. Classroom observation logs recorded an upward shift in student attentiveness and participation, achieving an overall engagement score of 61.76%. Nevertheless, several learners still displayed hesitance when identifying contextual synonyms and answering higher-level inferential questions under timed constraints.

The quantitative outcomes of the reading comprehension test administered at the conclusion of Cycle I are summarized in Table 2.

Table 2. Students' Reading Comprehension Achievement in Cycle I

No	Category / Indicator	Cycle I Result
1	Total Number of Students (N)	17
2	Highest Score (X_{max})	84.00
3	Lowest Score (X_{min})	56.00
4	Classroom Mean Score ($\bar{X}$)	73.18
5	Students Achieving Mastery (≥ 75)	10
6	Students Below Mastery (< 75)	7
7	Percentage of Classical Mastery (P)	58.82%

Table 2 demonstrates noticeable academic gains compared to the diagnostic baseline, as evidenced by an increased class average of 73.18. The number of students achieving mastery rose from 5 to 10 learners, which elevated the classical completeness rate to 58.82%. In addition, the maximum score advanced to 84.00, while the minimum score improved to 56.00. Despite these encouraging advances, the classical mastery percentage remained below the pre-established 80% success indicator. Consequently, the research team identified the need for instructional adjustments, prioritizing collaborative peer activities and individualized guidance for lower-achieving students in Cycle II.

3. Cycle II

In Cycle II, the action plan was recalibrated to reinforce procedural strategy application through structured cooperative reading dyads and systematic error analysis. The teacher provided targeted modeling on eliminating distractor options, distinguishing subtle narrative cues, and scanning for contextual antonyms. Concurrently, observation records registered high student enthusiasm, responsive group interactions, and reduced strategy apprehension, elevating the active engagement index to 85.29%. Students exhibited greater autonomy when navigating unfamiliar narrative texts and applied skimming techniques effectively to identify



organizational structures. The summative evaluation results of students' reading comprehension performance in Cycle II are displayed in Table 3.

Table 3. Students' Reading Comprehension Achievement in Cycle II

No	Category / Indicator	Cycle II Result
1	Total Number of Students (N)	17
2	Highest Score (X_{max})	92.00
3	Lowest Score (X_{min})	68.00
4	Classroom Mean Score ($\bar{X}$)	81.65
5	Students Achieving Mastery (≥ 75)	14
6	Students Below Mastery (< 75)	3
7	Percentage of Classical Mastery (P)	82.35%

The empirical data in Table 3 indicate that the classroom mean score advanced to 81.65, representing substantial pedagogical progress across the intervention. A total of 14 students (82.35%) successfully surpassed the *KKM* benchmark of 75, with the highest individual score reaching 92.00. Only 3 students remained marginally below the mastery threshold, scoring between 68.00 and 72.00. Because the classical mastery percentage of 82.35% exceeded the predetermined criterion of 80%, the action research was formally concluded at the end of Cycle II.

Discussion

The empirical findings across two instructional cycles demonstrate that integrating *skimming* and *scanning* methods fostered clear improvements in students' reading comprehension of narrative texts. The classical mastery rate advanced systematically from 29.41% in the *pre-cycle* to 58.82% in Cycle I, and reached 82.35% in Cycle II. In parallel, the classroom average score rose steadily from 64.12 to 73.18, and culminated at 81.65. Qualitative observation rubrics corroborated these cognitive gains, documenting an increase in student task participation from 38.24% at baseline to 85.29% in the final cycle. These convergent metrics confirm that students developed greater procedural competence and behavioral engagement during text processing. Furthermore, the transition from passive teacher-centered instruction to an active, collaborative environment proved essential in sustaining this growth (Azizah et al., 2025; Pratolo et al., 2025; Suparto et al., 2025; Thongkhotr & Chaijaroen, 2025).

The progressive improvement observed across the intervention aligns closely with prior research on speed-reading techniques in language education. Agustin et al. (2023) observed that structured *skimming* routines significantly aid learners in mapping the chronological development of narratives without becoming overwhelmed by difficult phrasing. Furthermore, Fatmawan et al. (2023) documented comparable gains in secondary classrooms, noting that *scanning* tasks direct attention toward relevant textual evidence while filtering out non-essential distractors. While these earlier studies primarily investigated generalized reading genres, the present study demonstrates that combining *skimming* and *scanning* with explicit generic-structure scaffolding proves particularly potent for narrative comprehension tasks. These findings reinforce the broader pedagogical utility of Classroom Action Research in addressing the specific linguistic challenges faced by EFL learners (Husnul et al., 2025; Momdjian & Chidiac, 2025; Oktavia et al., 2025; Pratolo et al., 2025; Qurat-ul-Ain et al., 2025; Rismawati & Somantri, 2025).

Nevertheless, it is methodologically essential to recognize that the observed learning progress cannot be attributed exclusively to the mechanics of *skimming* and *scanning* in isolation. The gradual increase in test performance was concurrently supported by cyclical



pedagogical adaptations, including repetitive text exposure, peer-assisted reading dyads, and targeted feedback routines. As shown by Wahyuni et al. (2026), structured teacher modeling and iterative feedback play an indispensable role in transforming rudimentary strategy knowledge into sustained reading proficiency. Likewise, Smith et al. (2021) demonstrated that consistent background knowledge activation and guided practice substantially mitigate reading anxiety among developing language learners. Consequently, the success of this classroom action research represents a combined outcome of strategic reading instruction, collaborative peer support, and iterative teacher scaffolding. This systemic integration of collaborative learning environments ensures that students not only meet mastery criteria but also develop the metacognitive autonomy necessary to navigate complex textual structures independently (Darmawati et al., 2026; Novarita et al., 2025; Wang, 2023).

CONCLUSION

Based on the results obtained through this *Classroom Action Research*, the implementation of *skimming* and *scanning* methods successfully enhanced reading comprehension achievement among tenth-grade students at SMAK St. Fransiskus Asisi Lantuka. The class mean score progressed from 64.12 in the *pre-cycle* diagnostic baseline to 73.18 in Cycle I, and reached 81.65 in Cycle II. Concurrently, the proportion of students achieving the institutional mastery standard ($KKM \geq 75$) rose from 29.41% to 58.82%, and ultimately attained 82.35%, thereby satisfying the predetermined 80% classical success criterion. Structured classroom observations also documented substantial growth in student task responsiveness, collaborative engagement, and strategy execution over the course of the intervention.

Notwithstanding these encouraging pedagogical outcomes, the conclusions of this study must be interpreted within its inherent methodological boundaries. Because this investigation utilized an action research design confined to an intact cohort of 17 tenth-grade students in a single school setting, the findings cannot be generalized to broader student populations or disparate instructional environments. Future research should consider employing quasi-experimental designs with expanded participant samples and diverse text genres to validate the longitudinal efficacy of combined *skimming* and *scanning* instruction across diverse secondary school contexts.

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