

Skimming and Scanning

1INTRODUCTION Students tend to comprehend the reading text by understanding every single word only. It is quite often that they get to stumble on one difficult word before finishing reading the whole paragraph. They will look up the dictionary to find the meaning. This condition influences their understanding of the text as sometimes the meaning of a single word depends 5-on the context it possesses. According to Grellet (1996:19), both skimming and scanning are specific reading techniques necessary for quick and efficient reading. Grellet (1996:19) further says that skimming is going through the reading material quickly to get the **gist** of it and to know how it is organized while scanning is quickly going through a text to find a **particular** piece of information. In short, skimming and scanning are effective ways to increase the students' 10-reading ability which contributes to their reading speed and comprehension. Based on the background of the **research** above, the problems of the **research** in this study are **formulated** as follows: "How can the use of skimming and scanning techniques improve the reading comprehension achievement of junior high school students?". Based on the background of the **research** described in the previous part, the **research** objectives are as follows: "To improve the 15-junior high school students' reading comprehension achievement by using Skimming and scanning technique". Mc.Whorter (2010:5) says that skimming is reading selectively to get a general idea of an article. That shows that skimming can be defined as a technique to read fast to know the general information of the reading material. Leane (2010:1) says that scanning involves reading something quickly to find a **particular** piece of information and ignoring 20-everything else. So, it can be concluded that in scanning the students must focus on a **particular** piece of information and ignore everything outside their focus. Reading is the process of communication between the reader and the writer. In that process, the reader tries to understand what the writer means. Of course, the reader doesn't need to read all the words the writer writes in the text. However, the reader is going to read the text based on their purposes 25-and get the information they need from the text. Jurnal Edukasi, Volume 2 No.1, April 2016 ISSN. 2443-0455 61 According to Mc Millan (1992:12), **Classroom** Action **Research** is a type of applied **research** whose purpose is to solve a specific **classroom** problem or make a decision at a single local site. This classroom action **research** will be conducted in cycles. In the first **cycle**, the English teacher and the researcher will work together in making the lesson plan, preparing 30-the material, and making the test. There will be two meetings in **cycle** one. After the second meeting, the students will be given a test to measure if they have achieved the standard score requirement which is 75. The result of the test in **cycle** one will be used to determine whether it is needed to continue the action into **cycle** two or not. If the students have achieved the standard score requirement, of 75, the action will be stopped. However, if they have not achieved it, the action will be continued to **cycle** two.

Skimming Vocabulary:

1. **Overview:** A quick skimming provides an overview of the text's content.
2. **Main Idea:** Skimming helps identify the main idea or central theme of the text.

3. **Headers:** Skim for headings or subheadings to get an idea of the text's structure.
4. **Keywords:** Look for keywords or phrases that stand out during skimming.
5. **Summary:** Skimming can provide a summary of the text's key points.
6. **Introductory Paragraph:** Often, skimming the introductory paragraph provides a good starting point.
7. **Conclusion:** Skimming the conclusion can reveal the text's main takeaways.
8. **Highlighted Text:** Pay attention to any text that is bold, italicized, or underlined during skimming.
9. **Graphics:** Skim for any images, charts, or graphs, as they can convey important information.
10. **First and Last Sentences:** Reading the first and last sentences of each section or paragraph can offer a quick understanding.
11. **Time-saving:** Skimming is a time-saving technique for quickly assessing the relevance of a text.

Scanning Vocabulary:

1. **Targeted Search:** Scanning involves a targeted search for specific information.
2. **Keyword Search:** Scanning relies on quickly scanning for specific keywords or phrases.
3. **Focus:** Keep your focus narrow when scanning to find precise details.
4. **Paragraph Scanning:** Scan individual paragraphs or sections to locate information.
5. **Table of Contents:** In books or reports, the table of contents can guide your scanning process.
6. **Index:** In reference books, the index is a valuable tool for scanning.
7. **Ctrl + F (Find):** In digital texts, the "Find" function allows for efficient scanning by searching for keywords.
8. **Subsections:** Scan within subsections or chapters to find details.
9. **Bullet Points:** Scan for information presented in bullet points or lists.
10. **Dates and Numbers:** Pay attention to dates, figures, and numerical data when scanning for facts.
11. **Abbreviations and Acronyms:** Be on the lookout for abbreviations and acronyms, as they may be important.
12. **Highlighting:** Use highlighting or underlining to mark the specific information you find while scanning.
13. **Skip or Pass Over:** When scanning, it's acceptable to skip over irrelevant information.
14. **Cross-Referencing:** When scanning for references, check for cross-references to other parts of the text.
15. **Speed:** Scanning is a skill that requires speed and efficiency to quickly find information.

Both skimming and scanning are valuable techniques for efficiently extracting information from texts, and the vocabulary associated with these techniques can help improve your reading skills.