

The Impact of Skimming and Scanning Technique Toward Students' Reading Comprehension: Meta-analysis

FETRIANI

Pendidikan Bahasa Inggris, Universitas Muhammadiyah Bengkulu
fetriani@umb.ac.id

Received: February 14 2025

Revised: March 18 2024

Accepted: April 25 2024

ABSTRACT

This study survey of recent research on Skimming and Scanning Technique Toward Students' Reading Comprehension. Skimming and scanning techniques can be particularly valuable, as they enable students to efficiently locate relevant information and synthesize content from multiple sources. The present study is a meta-analysis, which synthesized the data of 15 empirical studies. It was designed to explore the impact of skimming and scanning techniques toward students' reading comprehension, and the implications for instructional strategies in diverse educational settings. The results revealed that: (1) these techniques can significantly enhance students' reading comprehension, promote greater engagement, and cater to diverse learning needs; (2) the integration of skimming and scanning techniques should be prioritized to equip students with the skills necessary for navigating an increasingly complex information landscape.

Keywords: Skimming Scanning Techniques, Students' Reading Comprehension

Copyright © 2025 THE AUTHOR(S).
This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

Introduction

The ability to comprehend written texts is a fundamental skill for academic success and lifelong learning. In the context of education, reading comprehension is pivotal, as it directly influences students' ability to process information, engage with content, and perform in assessments. However, many students struggle with reading comprehension due to various factors, including inadequate reading strategies. Among the techniques that have gained attention in recent years are skimming and scanning, both of which are designed to guess where

important information might be located in the text, enhance reading effectively and comprehension (Grabe & Stoller, 2020; Nuttall, 1996).

Discussing about scanning and skimming techniques, Hallows, et al (2013) highlight that skimming is the reading technique in which the readers quickly read the passage to find the main idea of the text, without thinking about specific details. Meanwhile, scanning is when the readers aim to find specific pieces of information. Moreover, Skimming is reading a text quickly to get to the heart or point. while scanning involves searching for specific information in a text (Ansari &; Bakar, 2021).

According to Ikhtiyarovna & Aziza, (2023) to effectively skim a text, students should focus on the following elements: read the title, the introduction or the first paragraph, the first sentence of every other paragraph, and any headings and subheadings. They should also pay attention to pictures, charts, graphs, and any italicized or bold words or phrases. Reading the summary or last paragraph can provide a quick overview. Additionally, Sulaeman et al., (2021) stated In skimming techniques students must concentrate fully on the reading to improve students' understanding. Skimming involves rapidly glancing through a text to grasp the main ideas, while scanning entails searching for specific information within a text (Nuttall, 1996).

Despite their widespread use, there remains a significant gap in the literature regarding the impact of these techniques on students' reading comprehension, particularly in diverse educational settings. Existing studies often focus on individual strategies without a comprehensive examination of their collective effects on comprehension outcomes.

Research indicates that many students are not adequately trained in employing skimming and scanning techniques, which can lead to suboptimal comprehension outcomes (Carrell, 1988). For instance, a study by Alavi and Khoshima (2018) found that students who received explicit instruction in these techniques demonstrated improved comprehension scores compared to those who did not. This highlights the potential benefits of integrating skimming and scanning strategies into reading curricula. However, the effectiveness of these techniques may vary based on factors such as students' prior knowledge, reading proficiency, and the nature of the texts being read (Kucer, 2009). Thus, understanding the nuances of how skimming and scanning affect comprehension is crucial for educators seeking to enhance their students' reading skills.

Moreover, the increasing emphasis on digital literacy in contemporary education necessitates a re-evaluation of traditional reading strategies. With the proliferation of online

texts, students are often required to navigate vast amounts of information quickly. In this context, skimming and scanning techniques can be particularly valuable, as they enable students to efficiently locate relevant information and synthesize content from multiple sources (Hoffman, 2015). However, there is a need for further empirical research to explore how these techniques can be effectively taught and integrated into digital reading practices. This research will examine the current literature on skimming and scanning techniques, their impact on reading comprehension, and the implications for instructional strategies in diverse educational settings.

Methods

In This Research, the researcher used Qualitative meta-analysis. It represents a synthesizing research method that used to combine research literature in terms of its objectives and interpretative focus in particular (Ulloa,Ic & Schwerer, 2023). This present study is a meta-analysis. This form of research relies on combining statistical results from two or more existing studies. it synthesized the data of 15 empirical studies. It was designed to explore The Impact of Skimming and Scanning Technique Toward Students' Reading Comprehension.

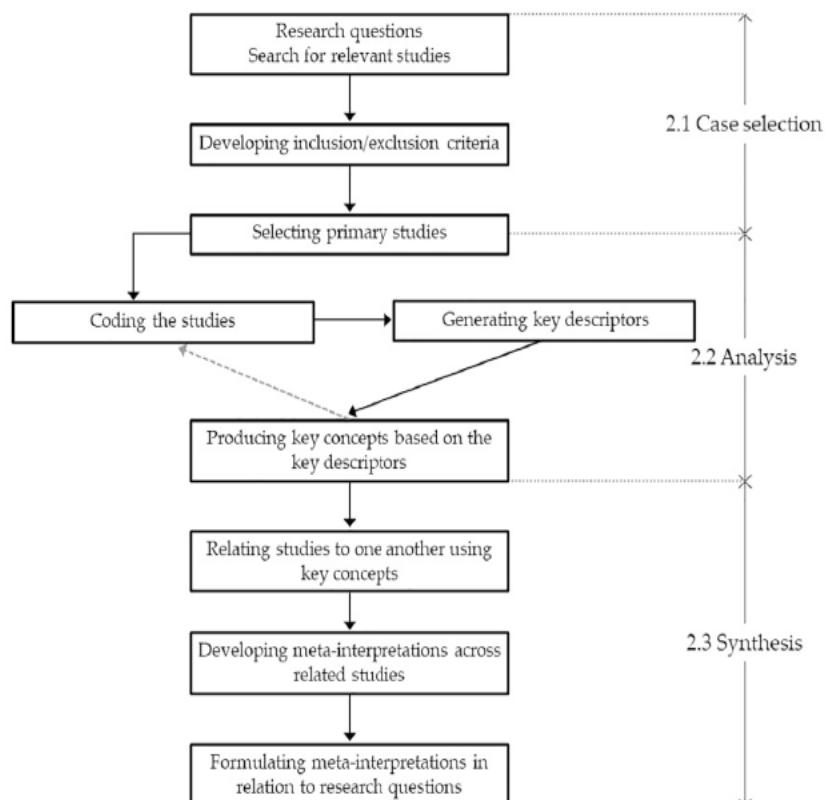


Fig 1: Step of the qualitative meta-analysis

Case selection

The starting point and precondition for any qualitative meta-analysis is an adequate case selection. This can be done through search queries in literature databases derived from the research questions and reading and reflecting by searching in the references of already known or tentatively selected studies (Timulak :2014). There were 15 selected articles in this research. The sources of data are from National journals, which are taken randomly by focusing on the topic of review. After summarizing thoroughly of 15 research articles, the researcher reviewed descriptively and exploratory the findings that have investigated by various researches.

Analysing

The ultimate object of analysis in the qualitative meta-analysis method proposed here is the full texts of the selected studies, their interpretative evaluations, and their presentations of the empirical material.

Cross-study synthesis

The synthesizing stage of the qualitative meta-analysis we conducted started with creating key concepts derived from the key descriptors we had produced per code for each individual study.

Result and Discussion

In recent years, the techniques of skimming and scanning have gained prominence in the field of reading comprehension, particularly in educational settings. These strategies are not only essential for efficient reading but also serve as critical tools to enhance students' understanding of texts. This study review examines the current literature on skimming and scanning techniques, their impact on reading comprehension, and the implications for instructional strategies across diverse educational contexts.

Skimming and scanning are two distinct reading strategies that facilitate quick information retrieval. Skimming involves rapidly moving through text to grasp the main ideas and overall structure, while scanning focuses on locating specific information or keywords within a text (Nuttall, 2005). Research indicates that both techniques can significantly benefit students, particularly in an era where information overload is commonplace. Students who employed skimming and scanning techniques demonstrated a higher level of comprehension in standardized reading assessments compared to their peers who relied solely on traditional

reading methods (Harnila, 2018). This suggests that these techniques can effectively enhance students' ability to process and understand information quickly.

A plethora of studies has explored the relationship between skimming/scanning techniques and reading comprehension outcomes. For instance, a meta-analysis conducted by Fauzi, Iwan (2018) synthesized findings from the studies and concluded that students who regularly practice these techniques show marked improvements in their comprehension scores. Specifically, the analysis revealed that skimming was particularly effective for understanding the main ideas of academic texts, while scanning proved beneficial for retrieving detailed information. Furthermore, a study by Agustin et al. (2023) revealed that the students who received training in skimming and scanning demonstrated significant improvement in their reading comprehension, substantiating the beneficial impact of these techniques. According to Harnila (2018) the use of skimming and scanning techniques contributed to improve reading comprehension of the pre-university students of the IELTS preparation class. The implementation of scanning and skimming as reading techniques has beneficial effects in teaching reading.

The findings from the literature highlight the necessity for educators to integrate skimming and scanning techniques into their instructional strategies. By explicitly teaching these methods, educators can empower students to become more efficient readers. The study of Fatmawan, et al (2023) mentioned that the systematic literature review (SLR) method entails a structured process of gathering, evaluating, and analyzing pertinent information from diverse sources, followed by synthesizing the findings to draw conclusions. The findings revealed that skimming and scanning are seemingly straightforward reading strategies. Employing skimming and scanning strategies proves effective in enhancing students' comprehension in reading tasks. This suggests that targeted instruction not only enhances students' reading skills but also fosters a greater sense of confidence in their reading abilities.

There are many studies that investigates the problem of enhancing reading comprehension skills among students by employing skimming and scanning techniques. It explores how these methods can improve reading efficiency, accuracy, and overall understanding in students' comprehension (Susanti et al., 2013). Furthermore, Pratiwi, et al (2025) conducted the research about the effectiveness of skimming and scanning strategies in enhancing students' TOEFL reading skills. The result showed that incorporating skimming and scanning strategies into TOEFL reading instruction significantly enhances comprehension skills. Widyawati & Simanjuntak, (2023) claim that using scanning and skimming in

teaching English can improve students' ability to master reading comprehension and vocabulary.

Moreover, the integration of technology in teaching these strategies has shown promising results. According to Mala, et al (2023), the use of digital platforms Kahoot to teach skimming and scanning enabled students to have a better understanding of the content. The researchers found that students who engaged with interactive reading tools demonstrated a higher level of engagement and retention of information. Therefore, incorporating digital resources into reading instruction can provide students with diverse opportunities to practice and refine their skimming and scanning skills.

The implementation of skimming and scanning techniques can also be tailored to meet the diverse learning needs of students. Differentiated instruction, which considers students' varying abilities and learning styles, can be particularly beneficial. The researchers found that students with varying proficiency levels were able to engage with the text meaningfully and improve their comprehension, demonstrating the adaptability of these techniques. This underscores the importance of flexible instructional approaches that cater to individual learning preferences while promoting the use of effective reading strategies.

While the current literature provides valuable insights into the impact of skimming and scanning techniques on reading comprehension, there remains a need for further research to explore their efficacy across different educational contexts and age groups. Future studies could investigate the long-term effects of these strategies on reading comprehension and their applicability in various subjects beyond language arts, such as science and social studies.

Conclusion

In summary, skimming and scanning techniques represent vital components of effective reading instruction. The evidence from recent studies illustrates that these strategies can significantly enhance students' reading comprehension, promote greater engagement, and cater to diverse learning needs. As educators continue to adapt their instructional approaches, the integration of skimming and scanning techniques should be prioritized to equip students with the skills necessary for navigating an increasingly complex information landscape. Future research will further illuminate the potential of these strategies in fostering reading comprehension and supporting student success across various educational contexts.

REFERENCES

Afriani, I. H., Rohmah, S. S., & Wijaya, N. R. (2022). The Impact of Skimming, Scanning Techniques on Students Reading Comprehension of Descriptive Text. *Nusantara Hasana Journal*, 1(10), 126–133. Retrieved From. <Https://Nusantarahasanajournal.Com/Index.Php/Nhj/Article/View/265>

Agustin, L., Wisudaningsih, ET., & Fatmawati, R. (2023). Exploring How Skimming and Scanning Fosters EFL Students' Reading Comprehension at an English Club Senior High School in Indonesia. *Journal Tamadun Life*.

Ansari, M. S., & Bakar, N. A. (2021). The effectiveness of skimming and scanning strategies in enhancing reading comprehension among ESL learners. *International Journal of Instruction*, 14(3), 85-102

Fauzi, Iwan. (2018). The Effectiveness of Skimming and Scanning Strategies In Improving Comprehension and Reading Speed Rates for the Students of English Study Program. Register Journal Vol. 11, No. 1, 2018, pp.101-120

Aditya Ridho Fatmawan, AR., Dewi, NP. & Hita,IP. 2023. Skimming And Scanning Technique: Is It Effective for Improving Indonesian Students' Reading Comprehension?. *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi*. Volume 10 Issue 3 2023 Pages 1181 – 1198

Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading*. New York and London: Routledge.

Graetz, Naomi. (1978). *An Experiment in Skimming and Scanning*. I.A.A.L., Conference.

Hallows, et al. (2013). *IELTS Express Intermediate Course Book Second Edition*. Heinle ELT, 10.

Harnila. 2018. The Effects of Skimming and Scanning in Reading Comprehension of The Pre-University Students of The IELTS Preparation Class in Sun Education Batam. *Issues in Applied Linguistics and Language Teaching*, Vol. 1 No.2, June 2018 pp. 1-7

Ikhtiyarovna, K. G., & Aziza, N. (2023). Skimming and scanning. *Modern Science and Research*, 2(9), 334–335. <Https://doi.org//doi.org/10.5281/zenodo.8377318>

Mala, et al. 2023. Using Kahoot! To Improve Skimming and Scanning Skills. *Journal Education and technology*. Vol.6 No. 3

Nuttall, Christine. 1996. *Teaching Reading Skills*. Great Britain: The Bath Press

Pratiwi, Wiwit & Marsevani. (2025). Skimming and Scanning Strategies in Enhancing High School Students' Reading Skills by Using TOEFL Questions. *JL3T (Journal of Linguistics, Literature and Language Teaching)* Vol. XI No. 1 (2025), pp. 149-160

Sulaeman, A., Suherman, A., Enawar, E., & Sori, S. (2021). Skimming reading techniques on the ability to identify intrinsic drama text elements. *Journal of English Language and Literature (JELL)*, 6(1), 25–38.

Susanti, M., Sutarsyah, C., & Kadaryanto, B. (2013). An Analysis of Students' reading Comprehension Achievement by Using Scanning And Skimming. *U-Jet*, 2(8).

Timulak, Ladislav (2014): Qualitative Meta-Analysis. In: Flick, Uwe (Ed.): *The SAGE Handbook of Qualitative Data Analysis*. Los Angeles, CA et al.: SAGE, pp. 481-495.

Ulloa,Ic & Schwerer. 2023. Handbook of Qualitative and Visual Methods in Spatial Research. Transcript Publishing

Widyawati, W. Y., & Simanjuntak, H. L. (2023). Enhancing reading comprehension by using the strategies of scanning and skimming for institute of technology Indonesia CIE's fourth level students. Scope : *Journal of English Language Teaching*, 7(2), 292–298.