

STRATEGIES THAT MAKE SUCCESSFUL EFL READERS COMPREHEND READING BETTER

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ABSTRACT

This study applied a qualitative approach with the case study as a research design. The participants of this study are two male university students, from the English education department of a private university in Malang. The researcher used interview to collect the data. The interview questions consist of 9 items adapted from Ozek and Civelek (2006). The interview questions have three themes which include reading strategies, skill to understanding about reading in TEP (Test of English Proficiency), and how to answer every point of question in TEP especially on reading section. To collect the data the researcher interviewed participants lasting 10-15 minutes each interview. The researcher used embedded analysis to analyze the data, involving transcribing, familiarizing, coding, theming, and interpreting participants' responses and analyzed documents for authenticity, credibility, representativeness, and meaning based on reading strategies used in TEP (Test of English Proficiency).

Based on the result of this study, both students employed two strategies that can serve as effective tools for comprehending the reading section in the TEP (Test of English Proficiency), namely skimming and scanning strategies. The use of skimming and scanning strategies by both students was applied specifically while working on the questions in the reading section of the TEP (Test of English Proficiency). The skimming and scanning strategies were used by both participants as they were considered highly effective in optimizing the time spent on completing the TEP (Test of English Proficiency). In the "finding the main idea" section of the TEP, participants used the skimming strategy to quickly locate answers, especially when time was running out. The scanning strategy was also employed when working on TEP questions in the reading section. Scanning involves reading closely, allowing participants to grasp the overall content of the text. This strategy was used to answer questions in the TEP especially in reading section, including "stated detail questions" and "unstated detail questions." Additionally, this strategy can be used to determine "what the next paragraph will discuss" in the TEP especially in reading section.

Keywords: reading comprehension, skimming and scanning reading strategies

A. INTRODUCTION

Since reading is a method for gaining knowledge and improving one's linguistic proficiency, it is regarded as essential (Mohibu & Ismail, 2021). Additionally, Odwan (2012) highlights the importance of reading skill for academic performance and accomplishment. IR (Intensive Reading) may get beyond challenges that both students and teachers have, and most significantly, students can read the literature with ease and enjoyment. The empirical findings led to the conclusion that students' comprehension of English texts can be enhanced by using the IR (intense reading) and ER (extended reading) methods in English classes. While intensive reading is reading that is restricted to short texts and carried, extensive reading is reading broadly and in great quantities with the primary goal of enjoying reading activities. Consequently, reading intensive is regarded as the most crucial component of learning English (Yin, 2015).

Odwan (2012) emphasizes that reading plays a vital role in students' academic success. Similarly, Cholissiyah (2017) views reading as a key indicator of learning achievement. This suggests that reading can be used to assess how well students are progressing in various aspects of learning, including speaking, writing, and listening, in addition to reading itself. Grellet (1983: 8) also points out that reading comprehension is closely connected to other language skills, as reflected in real-life situations where reading often occurs alongside speaking, writing, or listening. To improve EFL learners' reading proficiency, a variety of strategies—such as extensive and intensive reading—are commonly applied.

Dani et al. (2008) assert that intensive reading (IR) plays a key role in helping students understand texts ranging from simple to more complex levels. Improvements in students' reading comprehension were also linked to increased interest in reading. IR can help overcome difficulties faced by both learners and educators, ultimately allowing students to engage with literature more comfortably and enjoyably. Research findings suggest that incorporating both intensive reading (IR) and extensive reading (ER) strategies in English instruction can enhance students' understanding of English texts. Intensive reading typically involves close, detailed reading of shorter texts in a classroom setting, focusing on comprehension, whereas extensive reading encourages students to read larger amounts of material for pleasure and general understanding. As noted by Yin (2015), intensive reading is considered a fundamental aspect of English language learning. Ni'mah and Umamah (2020) further explain that intensive reading requires students to carefully analyze teacher-selected texts in class, while extensive reading gives learners the freedom to choose and read materials independently.

Reading is fundamentally a cognitive process that involves decoding information presented in written texts (Grabe, 2009). It is characterized by several interrelated components:

- 1) a fast and efficient activity involving word recognition, syntactic analysis, meaning construction, critical thinking, and integrating new information with prior knowledge—all of which can contribute to reading difficulty; 2) a process of comprehension; 3) an interactive exchange between the writer and the reader;

- 4) a strategic activity guided by specific reading goals, with different objectives requiring different reading strategies; 5) a flexible process where readers adjust their approach to stay aligned with their purpose; 6) a conscious, intentional effort; 7) an evaluative process, where readers may reflect on or critique what they read; 8) a learning activity; and 9) a linguistic process that engages aspects of morphology, phonology, syntax, and semantics.

Reading involves gathering information from diverse sources and is a foundational language skill. It is crucial for children's development, particularly as it supports understanding written materials. Masduqi (2014) emphasizes that reading should be an integral part of academic life for both students and teachers.

The goal of reading is often to fully understand the entire text. Extensive Reading (ER) and Intensive Reading (IR) differ in several key aspects of reading practice, including primary reading objectives, the value placed on texts, the types and sources of materials, the volume of reading, reading speed, and the strategies employed. Day (2015) clearly outlines the characteristics of both approaches. In intensive reading, for instance, students closely analyze a page to grasp its meaning and become familiar with various writing techniques. This method is typically applied depending on the amount and complexity of the content being studied.

These strategies are connected either to the learner or the text itself. To enhance comprehension, students draw on their prior knowledge, using what they already know to support their understanding of new material. Such strategies include word recognition, understanding written text structures, and grasping print concepts—like how word meanings and textual organization are influenced by personal experiences. One effective approach involves generating thoughtful questions while reading. This technique encourages students to pose their own questions, helping them summarize information, identify main ideas, and synthesize content.

According to Wood, Woloshyn, and Willoughby (1995), formulating relevant questions helps students focus on the most important elements of the text. Pressley et al. (1995) add that asking meaningful questions aids in addressing comprehension difficulties and planning solutions, making the reading process more effective. These strategies also support informed guessing, allowing students to better understand the material. Skilled readers naturally integrate prior knowledge with new information from the text to enhance meaning—they predict, interpret, and adapt. Even before reading begins, students often have preconceived notions about the content, informed by their familiarity with the author or the text's title, which can help them anticipate the topic based on previous exposure to similar material.

Reading interest plays a crucial role in influencing students' reading comprehension. A strong interest in reading can enhance students' abilities, leading to higher achievement in reading skills. Conversely, low interest often correlates with poor reading performance. Alhamdu (2015) emphasizes that interest significantly impacts learners' academic outcomes. Developing a genuine interest in reading also contributes to vocabulary growth and knowledge acquisition—two key elements in improving reading proficiency. Well-informed students tend to communicate more effectively and gain access to a broader range of information, supporting both academic and professional success. As Khairuddin (2013) states, "students will

acquire more knowledge through reading, which will enable them to view certain issues from a wider and more comprehensive perspective."

Various studies have introduced strategies to enhance reading comprehension, particularly in second or foreign language learning. One such approach is the use of metacognitive reading strategies. Ahmadi et al. (2013) note that metacognitive strategies help learners better understand what they read. Building on this, researchers such as Zhang and Seepho (2013) and Hartman (2001b) define metacognitive strategies as high-level executive functions that involve awareness and control of cognitive processes—skills essential for planning, monitoring, and evaluating one's learning. These strategies include conscious efforts to regulate reading through mechanisms like self-monitoring and self-regulation, aimed at improving both the reading process and outcomes (Zhang & Seepho, 2013).

Liao (2011) notes that skimming is significantly faster than regular reading—approximately three to four times quicker. This technique is commonly used when readers must process a large amount of information in a limited time. Rather than reading every word, skimming involves identifying and retaining only the key points and main ideas (Sutz & Weverka, 2009). Closely related to skimming is scanning, another rapid reading strategy. Abdelrahman and Bsharah (2014) suggest that readers can enhance their reading speed by improving concentration, boosting memory and recall, and minimizing distractions such as stress, procrastination, interruptions, and subvocalization.

Abdelrahman and Bsharah (2014) outline the skimming strategy in three key steps: (1) read the first sentence of the paragraph, (2) read the final sentence, and (3) scan for key words throughout the paragraph. Unlike skimming, which focuses on grasping the general idea, scanning is aimed at locating specific information within a text (Sutz & Weverka, 2009). This technique involves searching for particular details such as names, dates, or places. Brown (2003) defines scanning as the rapid search for a specific piece of information within a text. It allows readers to retrieve relevant data without reading the entire content. Similarly, Mikulecky and Jeffries (2007) refer to scanning as a form of speed reading, achieved by quickly spotting targeted words or phrases (Sutz & Weverka, 2009).

Out with the intention of comprehending the entire reading material. These two approaches to reading literacy differed in a number of areas related to reading activities, such as the primary reading goals, the importance placed on reading texts, the sources and kinds of reading, the quantity of texts read, the reading speed, and the reading method. These tactics either have something to do with the learner or the text. In order to activate their prior knowledge and facilitate their learning, students utilize their prior information of what they are reading. These tactics include word recognition, written text works, and print concepts such as word meaning and how meaning and text formation are based on people's experiences with the word.

By enabling students to make informed assumptions, the tactics can help them understand the subject matter. Competent readers apply their prior knowledge to new information in the text to make sense of what they read. They predict and convert. Reading interest is the primary component that can affect students' reading comprehension. Interest in reading skill can stimulate students' ability in a great grade

on reading skill can obtained students can be better reading understanding. The low reading interest also influence their reading achievement.

Previous research has proposed a variety of strategies and tactics to enhance pupils' reading comprehension skills. Among them is the metacognitive reading approach. When it comes to studying second or foreign languages, metacognitive reading techniques are useful for helping students understand what they read. Self-monitoring and self-regulating techniques that focus on both the reading process and the end result are known as metacognitive strategies in reading.

According to another researcher, Chawwang (2008), the most significant issues include recognizing challenging terms, the topic, the passage's major premise, and a lack of vocabulary. The purpose of this study is to better understand the reading methods that affect a person's capacity for successful comprehension of readings. The study also looks at the methods used to help people comprehend the readings more fully. Based on these strategies, it is anticipated that one's reading comprehension abilities can significantly enhanced. Based on previous research, the object of study was high school students. The research conducted by the researcher chose university students as the subjects.

Reading skills can be developed in various ways to achieve a high level of proficiency. Successful EFL (English as a Foreign Language) learners rely on both implicit and explicit strategies to enhance their reading comprehension. According to Sheng (2000), reading involves a communicative interaction between the reader and the writer, requiring the reader to recognize and understand words, letters, phrases, and clauses. Hengari (2007) adds that reading also involves interpretation, appreciation, and practical application. Reading materials can range from formal literary texts to more informal content. However, a study conducted by Rahmawati (2018), involving 82 students from Universitas Islam Malang across different academic levels, found that their reading literacy—especially in understanding academic texts—remains insufficient and needs considerable improvement.

To grasp both the explicit and implicit meanings of a text, readers must apply strategies such as verifying, clarifying, and anticipating. Research has shown that EFL learners who read more English-language books tend to acquire the language more effectively than those who do not (Floris & Divina, 2015; Hunt & Beglar, 2005). Takaloo and Ahmadi (2017) define reading comprehension as the ability to interpret the author's intended message. As a key receptive skill, reading plays a vital role in language learning. EFL students believe that reading enhances their English proficiency and understanding. Cho et al. (2017) emphasize that recognizing the writer's argument is one of the most valuable reading comprehension skills. This suggests that reading involves interpreting and making sense of written content. Comprehension is influenced by several factors, including the reader's purpose, prior knowledge, and the strategies they use. Lamon (2020) describes reading as the act of extracting meaning from written texts. Therefore, to improve, students must engage in extensive reading and fully understand the material in their textbooks and other reading sources.

Previewing can serve as an effective pre-reading strategy, as it activates students' prior knowledge and prepares them for deeper engagement with the text

(Chen & Graves, 1995). Consistent with earlier studies, such as those by Lian and Yunus (2018), the use of transformative reading pedagogies in the Indonesian context highlights the effectiveness of Systemic Functional Linguistics (SFL) strategies. These include pre-reading activities that tap into students' background knowledge, encouraging them to make connections within the text, draw inferences, and engage in summarizing and synthesizing.

Comprehension, as noted by Anderson, Reynolds, Schallert, and Goetz (1977), is heavily influenced by the reader's prior knowledge. In other words, understanding a text also depends on the reader's ability to organize information and relate new ideas to what they already know (Chitrasari, 2015). Activating prior knowledge, therefore, plays a crucial role in enhancing reading comprehension. Singer and Donlan (1983) describe this process as helping readers achieve their reading objectives by linking new information to familiar concepts they already understand.

Hariyati and Syakur (2018) describe reading as a cognitive ability that enables individuals to interpret written information by actively extracting and analyzing meaning from the text. Habók and Magyar (2018) emphasize that reading is a dynamic process, vital not only in academic contexts but also in everyday life. For English language learners, reading is particularly important as it encompasses nearly all key elements required to master a foreign language. According to Khan et al. (2020), reading allows students to develop their language skills and immerse themselves in the target language. Therefore, effective reading strategies play a critical role in text comprehension. As noted by Al-Din and Al-Afoun (2022), such strategies enhance understanding, foster independent learning, and actively engage students in the learning process. Furthermore, Croner (2003) highlights the importance of metacognition in reading—students' awareness of different stages of the reading process—which is a core element of active reading. Active readers interact meaningfully with the text by asking questions, making predictions, and seeking answers, all of which contribute to constructing deeper comprehension.

Reading comprehension cannot be separated from the reader's goals, as each objective influences both how one reads and what actions are taken afterward. Achieving comprehension requires recognizing the specific nature and purpose of the text being read. Often referred to as "reading between the lines," comprehension involves a deeper understanding that goes beyond the surface meaning.

There are three key reading strategies that support this deeper level of understanding: a) Skimming – used to quickly identify the main idea or overall gist of the text. b) Scanning – employed to locate specific information or keywords within a passage.

Bottom-up reading strategies are based on the idea that comprehension begins with the printed text itself. The process starts with decoding visual symbols into corresponding sounds. Vacca, Vacca, and Gove (1991) explain that readers first identify the visual features of letters, then recognize individual letters, combine them to form words, and finally proceed to understand meaning at the sentence, paragraph, and full-text levels. This approach assumes that successful word recognition naturally leads to reading comprehension. Supporters of this model, such as Harris and Sipay

(1984), argue that reading primarily involves converting visual input into a spoken form of language.

Bottom-up reading strategies begin by processing graphic or visual information in the text to construct meaning. This approach involves analyzing language from the lowest linguistic level upward. As explained by Vacca, Vacca, and Gove (1991), readers first identify individual letters, then move on to phrases, sentences, paragraphs, and ultimately the entire text. Comprehension in this model is built step by step from visual cues on the page—starting with letter recognition and progressing through word and sentence levels to arrive at a full understanding of the text.

When readers encounter a difficult text, they often rely on bottom-up strategies. These challenges may stem from the complexity of the language or unfamiliar content. In such cases, readers begin by decoding the meanings of individual words. Then, they combine these meanings to understand phrases, sentences, and eventually the whole passage. If the content is conceptually difficult, readers may also turn to visual elements of the text to aid comprehension, gradually moving from basic to more complex levels of linguistic processing to make sense of the material.

Top-down reading strategies rely on the reader's prior knowledge and experiences to construct meaning from a text. In this approach, readers begin processing at a higher cognitive level, applying their background knowledge to interpret the material. Samuels and Kamil (1988) explain that readers form predictions and hypotheses about the content, which they then test by referring to the printed text. By drawing on what they already know, readers can anticipate and infer information, making the reading process more interactive and meaningful. These strategies align with Goodman's (1967) view that reading involves selecting and interpreting language cues based on perceptual input and the reader's expectations. As the reading progresses, initial interpretations are either confirmed, revised, or rejected. This suggests that readers do not necessarily process every element of the text but instead focus on cues that support or challenge their predictions.

In using top-down strategies, readers rely on selecting a limited number of cues to make predictions about the text. Graphic or visual information is primarily used to confirm or reject their hypotheses about meaning. These strategies are most effective for readers who have a solid grasp of the language and possess relevant background knowledge, particularly when the textual cues activate their existing content schemata. However, even when readers are knowledgeable about the topic and understand the individual words, they may still struggle with comprehension if the text fails to trigger appropriate schemata. In other words, successful top-down processing requires not only linguistic proficiency and familiarity with the subject matter but also the ability to connect textual cues with relevant prior knowledge. Without this activation of background knowledge, understanding the text becomes more difficult, regardless of the reader's overall competence.

Interactive reading strategies assume that both the printed text and the reader's prior knowledge work together to construct meaning. The process begins with decoding or making predictions about the graphic symbols. Readers then form

hypotheses by integrating information from syntactic, semantic, and graphophonemic cues (Vacca, Vacca, & Gove, 1991). According to these models, comprehension relies on both the reader's mental framework and the visual information presented in the text. A lack of key skills or information can therefore impede understanding.

Harris and Sipay (1984) suggest that skilled readers compensate for gaps in understanding by either decoding unfamiliar words, using contextual clues, or employing both strategies. Interactive reading methods combine top-down and bottom-up approaches, using them simultaneously and dynamically to interpret texts. In this approach, the initial step is processing the visual elements of the text, which then activates higher-level schemata. These activated schemata provide a basis for making predictions, which are subsequently confirmed or adjusted based on new information encountered in the reading.

Forrest-Pressley and Waller (1984) highlight that metacognitive aspects of reading comprehension involve recognizing when one understands a text, identifying areas of confusion, and using this awareness to monitor and regulate understanding. This metacognitive ability enables students to select effective strategies tailored to specific reading situations, knowing when, how, and why to apply them. Additionally, students can decide which reading approach best suits each paragraph and eliminate irrelevant information. Similarly, Yunus (2015) argues that previewing appropriate texts and maintaining a critical mindset—questioning the reliability and validity of information—can enhance readers' comprehension and critical thinking skills.

Prior studies have also underscored the significance of intrinsic motivation and self-efficacy in reading comprehension among first-language (L1) readers. These factors strongly influence reading performance and serve as key predictors of reading comprehension development (Guthrie et al., 2007; Taboada, Tonks, Wigfield, & Guthrie, 2009; Retelsdorf, Koller, & Moller, 2011; Wigfield & Guthrie, 2010). For example, Guthrie et al. (2007) found a positive correlation between reading motivation and comprehension in elementary students. Their research, which included semi-structured interviews and multiple regression analyses, showed that higher motivation was associated with greater engagement in reading. However, they also noted that motivation levels could fluctuate and did not always align with overall growth in reading motivation.

Research shows that both cognitive abilities and motivational factors influence students' reading comprehension (Pressley & Harris, 2006). Additionally, studies suggest that reading motivation plays a crucial role in enhancing comprehension, as it encourages students to reflect on and build upon prior knowledge to deepen their understanding (Duke, Pearson, Strachan, & Billman, 2011). Research indicates that students face several challenges that affect their reading comprehension. According to Alghail and Mafhood (2016), five common difficulties in academic reading for college students include: the time required to complete reading a full text, gathering necessary information to answer questions within a set timeframe, taking notes while reading, activating prior knowledge during reading, and summarizing the content in their own words. Furthermore, many EFL university students struggle with reading because it is a complex process that involves decoding the text and constructing meaning to fully understand it (A'yun & Yunus, 2017).

Reading strategies play a vital role in enhancing comprehension and learning by expanding knowledge, promoting independent learning, and actively involving students in the educational process (Al-Din and Al-Afoun, 2022). Croner (2003) highlights metacognition—the awareness and regulation of various reading stages—as a key element of active reading strategies. Active readers engage deeply with texts by asking questions, making predictions, and actively seeking solutions to construct meaning.

Using the Online Survey of Reading Strategies (OSORS), Rianto (2021) examined how 244 Indonesian EFL students at Borneo Tarakan University applied metacognitive online reading strategies before and during the COVID-19 pandemic.

The findings revealed that support strategies were used more frequently before the pandemic, whereas global strategies were less common. During the pandemic, the use of support and problem-solving strategies increased, but global strategy use remained low. Overall, students' strategy use was moderate prior to the pandemic and rose during it, emphasizing the importance of active engagement with reading strategies. This also highlights the necessity for EFL students to develop metacognitive awareness to better comprehend online reading materials.

English teachers can enhance their students' reading fluency by teaching scanning and skimming techniques (Diaz & Laguado, 2013; Sasmita, 2013; Ulmi, Sundari, & Sukmaantara, 2015). Previous research has demonstrated that the Skimming and Scanning Technique (SST) improves students' reading comprehension skills. For instance, Ulmi, Sundari, and Sukmaantara (2015) conducted an experimental study with eighth-grade students at a junior high school in Silo, Jember, to examine the impact of SST on understanding recount texts. Data collected through interviews, reading tests, and written assignments indicated that SST not only enhanced reading comprehension but also increased students' enjoyment of reading activities in the classroom.

Ahmadi and Hairul (2012) as well as Ahmadi and Pourhossein Gilakjani (2012) emphasize that reading comprehension is a challenging task because it requires students to understand written texts, decode words, and interpret their meanings. Comprehension is a fundamental component of learning English, serving as the foundation for much of academic progress. Encouraging students to read is therefore essential, as strong reading comprehension skills are closely linked to academic success. Moreover, developing critical reading skills is vital for truly appreciating and understanding the significance of the material being read.

The TOEFL exam is widely used as a gateway for scholarships to study in English-speaking countries and as a requirement when applying for jobs. It has become so important that many domestic universities now include the TOEFL as part of their graduation criteria. University officials believe the TOEFL effectively evaluates students' English comprehension in academic contexts (Aliponga, 2013, p. 74). Moreover, research by Abboud and Hussein (2011) highlights that limited time and unfamiliarity with reading expectations are key challenges test-takers face in the TOEFL reading comprehension section. Based on previous studies, high school students were chosen as research subjects. University students commonly struggle

with identifying difficult vocabulary, understanding topics, grasping main ideas, and lacking sufficient vocabulary when taking the TOEFL.

The overall TOEFL score is derived from three sections: reading comprehension, structure and written expression, and listening comprehension. Most universities use this test to assess students' English proficiency. At Universitas Islam Malang, the test is referred to as the TOEFL prediction or Test of English Proficiency (TEP), with minimum passing scores set at 450 for non-English speakers and 500 for those proficient in English.

B. METHOD

In this qualitative case study research, data were collected using semi-structured interviews. This method was chosen to obtain in-depth and detailed information from participants based on their personal experiences and perspectives. The interviews were conducted face-to-face (or via online platforms, if necessary), guided by a set of open-ended questions designed to explore key themes relevant to the research objectives. This study was carried out at a private university in Malang, East Java, Indonesia, focusing on improving two students' reading comprehension skills in the Test of English Proficiency (TEP). The participants, Takiya and Tamao (pseudonyms), are from the same class and city. They were selected because they achieved higher scores in the reading section of the TEP.

This study collected data through interviews. According to Phillips (2003), the thirteen skills involved in TOEFL reading comprehension are grouped into five categories. The first category involves questions about the main ideas of the passage, which includes two skills: accurately answering questions related to the central theme and recognizing how ideas are organized. The second category focuses on questions that require direct answers, encompassing three skills: correctly responding to explicit information, identifying implied details, and recognizing pronoun references. The third category covers questions answered indirectly, which involve interpreting implicit and transitional information. The fourth category addresses vocabulary challenges, including four skills: deriving meaning from structural clues, recognizing word parts, and using context to understand both simple and complex words. The final category involves reviewing the questions.

Data were collected through open-ended interviews to clarify participants' responses and gain deeper insights. The participants provided detailed answers about their experiences learning to read, the skills they used to improve their reading, the strategies they employed to become better readers, and how they achieved good scores on the Test of English Proficiency (TEP). The interviews were conducted via Zoom meetings.

After data collection, the information was analyzed using thematic analysis. Following Braun and Clarke's (2006) framework, the analysis involved six steps. First, the researcher familiarized themselves with the data by listening to the audio recordings. Second, the data were summarized and organized point by point. Third, initial themes were identified and relevant codes were grouped under these themes. Fourth, the themes were reviewed and refined to ensure all data points were accurately categorized. Fifth, each theme was clearly named and defined to ensure all data fit appropriately. Finally, the themes were written up in a coherent report, highlighting the key findings related to the research topic.

Participants were selected using purposive sampling, ensuring that individuals with relevant knowledge or experience related to the case were included. Each interview was recorded (with participants' consent) and later transcribed verbatim for analysis. This approach allowed the researcher to capture rich, contextual data that are essential for understanding the complexity of the case being studied.

C. DISCUSSION

Both pupils used scanning and skimming to respond to TEP (Test of English Proficiency) questions. Both of these people maximized their scanning and skimming strategies during the TEP (Test of English Proficiency) process.

Skimming and scanning are two ways that English teachers can teach their students to help them read more fluently (Diaz & Laguado, 2013; Sasmita, 2013; Ulmi, Sundari, & Sukmaantara, 2015). Prior research has demonstrated that the SST improves pupils' reading comprehension skills. Ulmi, Sundari, and Sukmaantara (2015) used an experimental methodology to examine how the SST affected eighth-grade students' reading comprehension of recount texts at a junior high school in Silo, Jember. Papers, reading tests, and interviews were used to collect the data. The findings demonstrated that students liked using SST in the classroom and that it enhanced their reading comprehension.

Another study by Sasmita (2013) examined how 42 university students in Malang used scanning and skimming to understand English texts. A sample of second semester students was drawn from two classrooms; the first class was taught using the scanning and skimming technique, while the second class was taught using the traditional way. Following the implementation of skimming and scanning techniques in the teaching and learning process, the first class's reading comprehension scores improved, according to the data.

The use of scanning and skimming strategies can increase students' reading comprehension and skills, according to additional research by Diaz and Laguado (2013). Additional information from semi-structured interviews and observations showed that these strategies also inspired students to read more and shifted their attitudes toward reading to more positive ones.

Skimming is three to four times faster than regular reading, according to Liao (2011). When they have a lot of stuff to read in a short period of time, readers frequently skim. Instead of reading every word, readers who skim just need to retain the most crucial details and the primary idea (Sutz & Weverka, 2009). Since speed and skimming are related, Abdelrahman and Bsharah (2014) suggest that in order to boost reading speed, readers should also focus more, enhance their memory and recall, and lessen tension, procrastination, interruptions, and subvocalization. Additionally, they break down the skimming technique into the following three steps (Abdelrahman & Bsharah, 2014): Read the paragraph's opening and closing sentences, paying particular attention to the important words that are used in between. In the process, they also included two skimming patterns (Abdelrahman & Bsharah, 2014): Readers should follow the three phases mentioned above when reading formal language, which is typical of most textbooks (length, complex phrases and paragraphs). Readers should only use the first two steps when reading in an informal style, which uses shorter phrases and paragraphs.

In order to focus and practice retaining crucial information, students are taught to skip words and learn how to choose vital words or phrases. In conclusion, students are likely to rely more on top-down processing because the skimming strategy deals with the process of quickly scanning a document to identify its primary concept or gist (Brown, 2003) (Ueta, 2005). By doing this, they avoid having to translate the text's intricate details. Therefore, it is normally advised to read the paragraph's opening and last sentences since they usually include the text's major point.

In contrast to skimming, scanning focuses on the details rather than the text's overall meaning (Sutz & Weverka, 2009). Using this method, readers search a text for certain details like names, dates, and locations, among other things. Furthermore, scanning is the act of rapidly looking for a certain piece of information within a text, according to Brown (2003). Scanners are used to retrieve specific information without having to read the entire text. According to Mikulecky and Jeffries (2007), it is essentially quick reading. This is accomplished by rapidly scanning the page for particular words or phrases (Sutz & Weverka, 2009). Enhancing reading skills requires scanning. According to Thamrin (2014) and Olson & Ames (1972), the scanning technique's steps are: Remember only the specific information that needs to be discovered. Select the hints that will help you find the information you need. To discover the clues, have a fast glance and skim

the page. Read that section to obtain the necessary information if the clues are discovered.

According to further research by Diaz and Laguado (2013), the use of scanning and skimming strategies can enhance students' reading comprehension and overall reading skills. Insights gathered from semi-structured interviews and observations also revealed that these strategies motivated students to read more frequently and fostered a more positive attitude toward reading.

According to Liao (2011), skimming allows readers to read three to four times faster than normal reading. Readers often use skimming when they need to cover a large amount of material quickly. Rather than reading every word, skimming focuses on capturing the most important details and the main idea (Sutz & Weverka, 2009). Abdelrahman and Bsharah (2014) note that improving reading speed through skimming also requires greater concentration, better memory and recall, and reducing stress, procrastination, interruptions, and subvocalization. They further outline the skimming technique in three steps: first, read the opening and closing sentences of a paragraph; second, pay special attention to key words within these sentences. Abdelrahman and Bsharah also describe two skimming patterns: when reading formal texts such as textbooks with longer and more complex sentences, readers should follow all three steps; for informal texts with shorter phrases and paragraphs, only the first two steps are necessary.

Readers should focus intently on the text while performing the aforementioned procedures, be able to look for italics, bolded, or underlined words that might convey specific information, as well as scan for the two or three search terms that best reflect the information they require (Sutz & Weverka, 2009). Additionally, the reader can use the text's table and index to locate the information they need.

D. CONCLUSION

Based on the discussion, both students utilized scanning and skimming strategies, which proved effective for understanding the reading section of the Test of English Proficiency (TEP). Given the well-known time constraints for each part of the TEP, especially in the reading section, these strategies are particularly valuable. The reading passages typically include several paragraphs, and questions often refer to specific sections within the texts. Therefore, applying appropriate reading strategies is crucial to efficiently manage time, comprehend the material, and answer questions accurately. In summary, skimming and scanning not only help students grasp the content of lengthy texts or paragraphs but also enable them to optimize their time when completing the reading section of the TEP.

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