# THE IMPLEMENTATION OF SKIMMING AND SCANNING TECHNIQUES IN A READING CLASS IN JUNIOR HIGH SCHOOL

**Sri Patmawati**
SMPN 2 Lamongan
Email: sripatma2012@yahoo.com

**ABSTRAK**

*Penelitian ini bertujuan untuk mendeskripsikan implementasi skimming dan scanning tehnik dalam mengajar reading comprehension di Sekolah Menengah Pertama dan mendeskripsikan peningkatan reading comprehension siswa pada saat kedua tehnik tersebut diimplementasikan. Penelitian ini adalah penelitian kualitatif. Subyek penelitian ini adalah 30 siswa dari kelas 8C SMP Negeri 2 Lamongan. Data penelitian ini diperoleh dari proses belajar dan mengajar melalui observasi selama beberapa pertemuan. Observasi menitik beratkan pada bagaimana guru mengimplementasikan skimming dan scanning tehnik dalam mengajar reading comprehension dan bagaimana respon siswa terhadap pertanyaan-pertanyaan guru untuk menemukan informasi umum, gagasan utama, dan informasi tertentu dari teks selama proses belajar mengajar berlangsung. Hasil penelitian menunjukkan bahwa guru mengimplementasikan beberapa langkah dasar dari skimming dan scanning tehnik dalam mengajar reading comprehension. Namun, beberapa langkah lainnya dikesampingkan. Selain itu, penelitian ini juga menemukan bahwa respon siswa terhadap pertanyaan-pertanyaan guru mengenai gambaran umum dari teks, gagasan utama dari sebuah paragraph, dan informasi tertentu dari sebuah teks selama proses belajar mengajar meningkat pada saat skimming dan scanning tehnik diimplementasikan dari pertemuan ke satu sampai pertemuan ke lima, meskipun peningkatannya hanya terjadi pada sebagian siswa dalam kelas itu. Ada dua kesimpulan utama yang dapat digambarkan dari penelitian ini. Pertama, guru dapat mengimplementasikan skimming dan scanning tehnik dengan baik, tetapi tidak optimal. Ini karena beberapa langkah dasar yang disarankankan oleh penganjur skimming dan scanning tehnik tidak diterapkan. Peneliti tidak mengetahui alasan mengapa guru tidak menerapkan semua langkah karena dia tidak meneliti lebih jauh tentang masalah ini. Kedua, reading comprehension siswa meningkat setelah skimming dan scanning tehnik diimplementasikan, walaupun tidak maksimal, karena peningkatannya tidak terjadi pada semua siswa di kelas itu. Hal ini mungkin dipengaruhi oleh kondisi siswa yang berbeda di kelas tersebut.*

**Key words**: *skimming technique, scanning technique, and teaching reading.*

## INTRODUCTION

Reading is considered as an important skill for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend all reading

aspects and difficulties. According to Alderson (2000) reading is the interaction between a reader and the text. It means that during the process, presumably many things are happening in the reader's brain. The reader is not only looking at the words or print in the text but also deciphering in some sense the marks on the page, deciding what they mean and how they are related to each other. In this case the reader can develop their reading skill in order to be able to read the materials written in English efficiently, that is by utilizing appropriate techniques and strategies for getting good understanding. Through reading activities the students will get a lot of information from different English texts.

Furthermore, Nunan (1991) defined reading comprehension as a process that involves actively constructing meaning among the part of the text and between the text and personal experience. He further stated that the reader comprehends the text by actively constructing meaning internally from interacting with the material that is read. In short, the interaction between the reader and the text is the foundation of comprehension. Thus, the need for reading and extracting information from these texts seems to be vital. The success of learning any subject matter depends on the competence of reading comprehension.

A study on reading and its strategies conducted by Yunita (2011) found that in teaching reading teachers usually teach students to comprehend the text monotonously. The teacher only asks the students to read a text and look up the difficult words in dictionary when they get difficulties in understanding vocabulary meanings. The students apply several strategies by themselves to help overcome the obstacle in their reading task. This shows the implementation of a conventional reading techniques and the lack of reading strategies from the students in overcoming their reading task.

In addition, Kholik (2010) on his study found that there are a lot of teachers teach reading by using conventional method. They often ask the students to understand every word in a text to get the general idea for the purpose of looking for required information. During teaching learning process a teacher transfers the information and he seldom give a chance to the students to express their own opinion freely. This phenomenon reveals the practice of a conventional teaching reading strategies and those kinds of situations will not help the students to overcome the difficulties they encounter and will not improve their reading abilities. Whereas in the national examination to English subject put a large emphasis on reading aspect. In these case teachers should have many techniques to face this condition.

From the explanation above, particular reading techniques are needed to overcome student difficulties and to improve their reading abilities. The suggested techniques which can be used in teaching reading comprehension are skimming and scanning. According to Nuttal (1982) skimming and scanning are useful skills. They do not remove the need for careful reading, but they enable the reader to select the texts, or the portion of a text, that are worth spending time on. It means that skimming and scanning are two techniques in reading that can help students quickly gain information from the text they read without having to read every word. When used well, both skimming and scanning can save the student time and allow them to study more efficiently.

Brown (2001) stated that skimming is the process of quickly running one's eyes across a whole text for its gist. Brown (2004: 213) also claimed that skimming is "a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader". Grellet (1981) also support this opinion. He defined skimming as going through the reading materials quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone and intention of the writer. In skimming, students skim a text when they look it over quickly to get a general idea of the subject-matter. The students are not interested in all the detail, getting the gist is enough. They run their

eye down the page or screen looking for pointers that sum up the contents. Subheadings or bullet points attract their attention, as do the introductory phrases of paragraphs and the concluding ones. For longer texts, students can check the contents lists, the opening and closing paragraphs of chapters, and any introductions, conclusions or summaries.

According to Nuttal (1982: 34), scanning means glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable). In scanning students scan a piece of writing when they quickly search it for specific information. Scanning involves moving eyes quickly down the page seeking specific words and phrases. Scanning is very useful to extract specific information without reading through the whole text.

Thus, skimming and scanning techniques are required in helping students in comprehending a text, getting general idea, detailed information and other reading tasks. Skimming and scanning techniques are also intended to help students in overcome the Junior High School curriculum task in Indonesia, which is to understand the meaning of short functional text and simple essay in the form of descriptive, procedure, recount, narrative, and report in the context of everyday situation and also to access knowledge (KTSP, 2005).

Based on the explanation above, the present study is intended to investigate the implementation of skimming and scanning techniques in a reading class in Junior High School.

This study is carried out to answer the questions: to what extent does the teacher implement skimming and scanning techniques in teaching reading comprehension? To what extent does the students' reading comprehension improve after skimming and scanning techniques are implemented?

The objective of the study are to describe how the teacher implements skimming and scanning techniques in teaching reading comprehension and to describe students' reading comprehension improvement when skimming and scanning technique is implemented.

## SKIMMING AND SCANNING TECHNIQUES

Many reading experts agree that skimming is going through a text quickly to get a general idea of the subject matter of a piece of writing (Brown 2004;Grellet 1981; Nuttall 1982;). This means skimming is meant for overall view of the texts ideas. Therefore, this technique of reading is used to determine whether a book or an article deserves a meticulous and thorough reading. It can sometimes be the prerequisite for reading for full comprehension.

Fry (2000) defined skimming is very fast reading. When the readers skim, they read to get the main ideas and a few, but not all, of the detail. The readers do not need to read every single word to get the main idea of a text. They should know the location of the main idea. Most of the main ideas are in the first sentence of a paragraph, but main ideas may appear elsewhere in the paragraph as well. Further, readers should read only the key words. These key words could be the topic, the descriptive adjectives, the abstractions, and the punctuation words. Scanning is specific reading techniques necessary for quick and efficient reading.

Fry (2000) explained that the steps to skim a text were (1) read the first several paragraph, (2) leave out the material (read only the key sentence), (3) find the main idea, and (4) read fast.

According to Mikulecky and Jeffries (2007), the procedure to skim a text were (1) read only the words that will help you get the sense of the text, (2) read the first sentences or paragraph quite carefully, (3) look at the beginning of each paragraph, may be read a few words, read in the middle of paragraph, since usually the topic sentence is at the beginning though sometimes it may be at the end, (4) skip some paragraph that is not

important, and (5) read the last paragraph more carefully.

Furthermore, Arundel in Reading and Study Skills Lab (1999) stated that: Steps in skimming a reading material:

1. Read the title, it is the shortest possible summary of the content.
2. Read the introduction or lead in paragraph.
3. Read the first paragraph completely.
4. If there are subheadings, read each one, looking for relationships among them.
5. Read the first sentences of each remaining paragraph: a. The main idea of most paragraphs appears in the first sentence; b. If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.
6. Dip into the text looking for: a. Clue words that answer who, what, when, why, how; b. Proper nouns; c. Unusual words, especially if capitalized; d. Enumeration; e. Qualifying adjectives (best, worst, most, etc); f. Typographical cues, italics, boldface, underlining, asterisks, etc.
7. Read the final paragraph completely.

Besides skimming, another technique for reading is scanning. Scanning is also called read scan is very fast read. When one reads the scan, the reader will surpass many words. According to Mikulecky and Jeffries (1997), scanning is a way to read fast without read all the words, but read only the words the readers needed. The reader can learn to scan for information by doing the exercises or answer the scanning questions. In scanning for key words, the readers can learn to scan the key words by putting a circle on the key words they looking for.

In addition, Mikulecky and Jeffries (2007) stated that read the scan is important to improve reading skills. The reading technique is useful to find some information as soon as possible. Usually students read word for word of each sentence they read. By practicing reading the scan, the students can learn to understand the reading text in a more fast. But, read by scanning the original is not in use. If for the purpose of reading text books, poetry, critical letters from lawyers, and so need more detail read.

Fry (2000) stated that the steps to scan a text were (1) note the arrangement of information, (2) keep clue words in mind, (3) scan quickly, and (4) make accuracy your goal ( accuracy is just as essential as speed when scanning).

Furthermore, Mikulecky and Jeffries (2007) stated that when the readers scan, they have a question in their mind, they don't read every word but only the words that answer their question.

While, according to Arundel in Reading and Study Skill Lab (1999), there are several steps to maximize the use of scanning system on reading comprehension:

a. Keep in mind at all the time what is you are searching for.
b. Anticipate in what form the information is likely to appear numbers, proper nouns, etc.
c. Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan.
d. Let your eyes run rapidly over several lines of print at a time.
e. Read the entire sentence when you find the sentence that has the information you seek.

## METHODOLOGY

This study is a qualitative research. It is chosen because the qualitative research is used to describe how the skimming and scanning techniques is implemented by the teacher in teaching reading and how the students' reading comprehension improvement when these techniques were implemented.

The subjects of the research were the English teacher and the students of class 8C of SMP N 2 Lamongan. The data of the research was teacher's activities and students' activities in the classroom during

teaching and learning process when the teacher implemented skimming and scanning techniques to teach reading recorded in field notes. The source of data was the English teacher who was teaching reading comprehension using skimming and scanning techniques in the classroom and the students who were being taught reading comprehension using these techniques.

In this study, the data collection technique was observation. The observation was employed to capture all the phenomena that happen in the classroom when the teacher teaches reading comprehension. The researcher became a non participant observer because she only sat and did not interfere the process of teaching learning from the beginning until the end. The observation was focused on how the teacher implements skimming and scanning techniques in teaching reading comprehension and how the students' reading comprehension improvement when the skimming and scanning techniques were implemented.

The observation was conducted in the class for five meetings since the study wanted to get detail describing about how the teacher implements skimming and scanning techniques and to get detail describing on the students' reading comprehension improvement when these techniques are implemented after the teacher applied these technique in their class in some meetings.

To analyze the data, the study followed the three phase procedure described by Miles and Hubberman (1994), namely data reduction, data display, and conclusion drawing/verification. Data reduction was the first activity to analyze the data. In data reduction, the data from field notes was sorted, summarized and abstracted. In process of sorting, the data from field notes was taken and determined which parts of the data should be taken due to being the important and which parts should be put aside due to being the less salient.

Then, the sorted data was summarized and abstracted. To summarize and abstract the data, it was needed detail explanations and took only important points related to the research questions of this study. By process of summarizing and abstracting can be found the information concerning the describing of teacher's activities and student's during teaching learning process related the implementation of skimming and scanning techniques.

The second activity to analyze the data was data display. In process of data display, all information from data reduction was organized and assembled. It means that all information must be classified or categorized specifically. The data was categorized on which the data belong to the first research question, the second, the third, and the fourth. Then, from data display can be found a lot of information to answer each research question.

To answer the first research question, the researcher look at the teacher's activities when he taught reading comprehension from the first meeting until the fifth. Then, teacher's activities were categorized into which activities show teacher implementing skimming technique and which activities show teacher implementing scanning technique. From here, it can be concluded how the teacher implemented skimming and scanning techniques in teaching reading.

To answer the second research question, the researcher look at student's activities when they answering teacher's questions, during teaching and learning process, either by raising their hand or oral answers from meeting one up to meeting five. From these activities can be found if the students become more active in answering and more accurate in their answering to reading comprehension questions.

The third activity to analyze the data was conclusion drawing and verification. In this activity, the finding found in data display is verified with the real situation in the class, to gain more valid presentation. The conclusion was based on the problem and the objective of the study.

## RESULTS DAN DISCUSSION

1. **The implementation of skimming and scanning techniques in teaching reading comprehension.**

The implementation of skimming and scanning techniques in teaching reading was done by the teacher simultaneously in each teaching learning process from the first meeting until the fifth in a class room.

In implementing skimming and scanning techniques to teach reading, the teacher applied the similar steps from the first meeting until the fifth, but the type of text was different. The text was taken based on teaching material in syllable for class eight of semester 2. The texts for the five meetings were:

The first meeting was a narrative text entitled The Legend of Tengger People. The second meeting was a narrative text entitled Cinde Laras. The third meeting was a recount text entitled Camping. The fourth meeting was a recount text entitled A Trip to Kampoeng Wisata Taman Lele and the fifth meeting was a functional text namely announcement.

1.1 The implementation of skimming technique in teaching reading comprehension.

The teacher applied the similar steps in implementing skimming technique in each meeting as long as five times observation, as follows:

The teacher divided learning activities in three sections namely pre activity, whilst activity, and post activity. In pre activity, the teacher opened the lesson by saying greeting and checking student's attendance. After that he explained the objective of teaching learning activity in that day.

In whilst activity, the teacher did brainstorming, he motivated all students to be active in learning process. He showed some pictures to the students related to teaching materials. Then, he gave some questions to the students related to the pictures. Next, he asked the students to pay attention to the text that they will learn. Here, the teacher began to guide the students to comprehend the content of the text. To help the students in getting general information of the text and main idea of a paragraph, the teacher

implemented skimming technique by applying the following steps:

First, the teacher asked the students to read the text in a moment silently from the title until the last paragraph.

Second, the teacher asked the students to read again the title and read the first paragraph completely to get general information of the text.

Third, the teacher asked the students to read the first and second sentence of the paragraph that they want to find, to get the main idea of a paragraph. He also asked the students to read a few words in the middle of paragraph and read at the end of paragraph, since usually the topic sentence is at the beginning though sometimes it may be at the end.

Fourth, the teacher asked the students to read the last paragraph more carefully and completely.

Based on the observation result, this study found that in implementing skimming technique to teach reading comprehension, the teacher applied the steps proposed by the proponent' skimming (Arundel,1999; Fry,2000; Mikulecky & Jeffries, 2007). It can be seen from teacher's activities in guiding the students to find general information of the text and main idea of a paragraph during teaching learning process such as in the extracts above.

Generally, the teacher implemented skimming technique well, but not optimal. This is because the teacher just apply several basic steps in implementing this technique, compared to the steps proposed by proponent' skimming, so there were still several steps excluded. The researcher does not know the reason why the teacher implement only some basic steps, not all steps because she did not investigate more about this problem, but teachers may assume that some basic steps that have been implemented are sufficient to help students in finding general information from the text and main idea of each paragraph. Several basic steps which the teacher has done namely; read the text at a glance, read the title, read the first paragraph completely, read the first

sentence of each remaining paragraph, and read the final paragraph completely.

The first step in implementing skimming technique, the teacher asked the student to read the text at a glance silently to get general over view of the text. It was similar the theories proposed by the proponent's skimming that skimming means glancing rapidly through a text to determine its gist (Nutall, 1982). In addition, according to Fry (2000), there are some steps to skim a text, one of them is read fast (read only the key sentences and leave out the material).

The second step, the teacher asked the students to read the title of the text and read the first paragraph completely to get general information of the text. This finding is supported by Arundel (1999), she explained that there are several steps in applying skimming strategy namely: read the title, read the introduction of lead paragraph, and read the first paragraph completely.

Next step, the teacher asked the students to read the first sentence and second of the paragraph that they want to find, to get the main idea of the paragraph. He also asked the students to read a few words in the middle of paragraph and read at the end of paragraph, since usually the topic sentence is at the beginning though sometimes it may be at the end. He also suggested to students to read the final paragraph completely. This finding is supported by Mikulecky and Jeffries (2007) that the procedure to skim a text were read the first sentences or paragraph quite carefully, look at the beginning of each paragraph or may be read a few words, read in the middle of paragraph, since usually the topic sentence is at the beginning though sometimes it may be at the end, skip some paragraph that is not important, and read the last paragraph more carefully.

1.2 The implementation of scanning technique in teaching reading comprehension.

As stated in the explanation above, the teacher implemented skimming and scanning techniques simultaneously in teaching learning activity in each meeting from the first until the fifth meeting.

Here, the teacher implemented scanning technique when he guided the students to find specific information of the text. To implement this technique, the teacher applied the following steps:

First, to get specific information of the text easily, the teacher asked the students to keep clue words in mind and put a circle or underline at the clue words to the information that they want to look for.

Second, the teacher asked the students to scan the text quickly and read the entire sentence when they find the sentence that has the information they seek. Since the purpose of scanning is to locate information quickly, a speed is essential. With clue words in mind, it is hoped the students can try to scan as much information of the text.

Based on the observation result this study found that in implementing scanning technique, the teacher applied the steps proposed by the proponent' scanning (Arundel,1999; Fry,2000; Mikulecky& Jeffries,2007). It can be shown from teacher's activities during teaching and learning process when he guided the students to find specific information of the text.

As explained in the implementation of skimming technique in teaching reading above, generally the teacher also implemented scanning technique well, but not optimal. This is because some steps suggested by the proponent' scanning was not applied by the teacher. The researcher does not know the reason why the teacher implement only some basic steps, not all steps because she did not investigate more about this problem. In this case, the teacher may assume that some basic steps that have been applied are enough to help the students in finding specific information of the text. So, the teacher applied only some basic steps namely; keep clue words in mind, scan the text quickly and read the entire sentence when you find the sentence that has the information you seek.

The first step in implementing scanning technique was the teacher asked the

students to keep clue words in mind and put a circle or underline at the word as the clue words to the information that they want to look for. This finding was supported by Fry (2000) that one of the steps to scan the text is keep clue word in mind. In addition, scanning is a way to read fast without read all the words, but read only the words the readers needed. The reader can learn to scan for information by doing the exercises or answer the scanning questions. In scanning for key words, the readers can learn to scan the key words by putting a circle on the key words they looking for (Mikulecky and Jeffries (1997).

The second step was the teacher asked the students to scan the text quickly and read the entire sentence when the readers find the sentence that has the information they seek. It was supported by Fry (2000). While, some steps to maximize the use of scanning system on reading comprehension, one of them was read the entire sentence when the readers find the sentence that has the information they seek (Arundel (1999).

## 2. Students' reading comprehension improvement when skimming and scanning techniques are implemented.

2.1 Students' reading comprehension improvement when skimming technique is implemented.

From the result of five times observation the study found that when the teacher implemented skimming technique in teaching reading, the students' responses to the teacher's reading comprehension questions concerning general information of the text and main idea of a paragraph during teaching learning process improved. It can be seen from number of active students in responding teacher's questions improved in every meeting. For first meeting showed that number of active student in responding teacher's questions during teaching and learning process was low, there were only few active students. In second meeting, number of active student was more than in the first meeting. For the third meeting, the fourth, and the fifth, number of active student in responding the teacher's questions was more and more increase.

From the result and the discussion above, it can be concluded that there was an improvement on students' responses to the teacher's reading comprehension questions concerning general information of the text and main idea of a paragraph when skimming technique is implemented, but not maximal. This is because the improvement did not include all students in the class. Thus, there was an improvement on students' reading comprehension after skimming technique is implemented. This finding was in line with Diaz and Laguado (2013), their research found that the use of skimming and scanning techniques contributed to enhance reading comprehension.

Concerning the students' reading comprehension improvement was not maximal, the researcher assumed that it may be influenced by the difference of student condition of the class. It means although the teacher implements skimming technique well in his teaching, however the students also determine the success of the aim of teaching learning.

2.2 Students' reading comprehension improvement when scanning technique is implemented.

As explained above, from the result of five times observation the study also found that when the teacher implemented scanning technique in teaching reading, the students' responses to the teacher's reading comprehension questions concerning specific information of the text during teaching learning process improved from the first meeting to the fifth meeting. This improvement appeared from total of active student in responding teacher's questions in every meeting. For meeting 1 showed that student's responses to the teacher's question still low, because there were only few active students. In meeting 2, total of active student was more than in meeting 1. In meeting 3, total of active student was more than meeting 2. For meeting 4 and meeting 5, total of active student in responding teacher's question was more and more increase.

From the result and the discussion above, it can be concluded that there was an

improvement on students' responses to the teacher's reading comprehension questions concerning specific information of the text when scanning technique is implemented, but not maximal, since the improvement did not include all students in the class. Thus, there was an improvement on students' reading comprehension after scanning technique is implemented. This finding was in line with Diaz and Laguado (2013), their research found that the use of skimming and scanning techniques contributed to enhance reading comprehension.

Whereas, the reason of the students' reading comprehension improvement was not maximal, the researcher assumed that it may be influenced by the difference of student condition of the class.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the findings and discussion of the study, it can be concluded that first, the teacher can implement skimming and scanning techniques in teaching reading comprehension well, since the steps applied by the teacher in implementing both of these techniques are similar to the steps suggested by the proponent' skimming and scanning, but not optimal. This is because some steps suggested by the proponents of skimming and scanning were not applied by the teacher. The researcher does not know the reason why the teacher did not implement all the steps because she did not investigate more about this problem.

Second, this study also found that students' reading comprehension improved after skimming and scanning techniques are implemented, it can be seen from the student's responses to the teacher's reading comprehension questions during teaching learning process has increased from first meeting to next meeting up to fifth meeting, but not maximal since this improvement did not include all the students in the class. It may be influenced by the differences of students' condition in the class.

### Suggestions

By taking into consideration the findings of this study, then the researcher has some suggestions for the follow-up. First, it is suggested to the English teacher, especially the one who teaches English in SMPN 2 Lamongan that they should support the students and arouse their interest to increase their reading comprehension. Second, teacher should know and able to implement a good method in teaching reading and explore more techniques, in order to complete his knowledge in implementing skimming and scanning techniques. Third, the English teachers are also suggested to be more active and creative in using and experimenting different kinds of techniques, in teaching reading comprehension because the use of varied techniques, can greatly increase the motivation of the students reading activities. Last, it is wise to attempt to hold the some kind of research with different sample in the use of skimming and scanning techniques in order to know whether these techniques can significantly helps to improve student's reading comprehension.

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