

CHAPTER 2

LITERATURE REVIEW

This chapter presents an in-depth explanation of the theories utilized for the study. The theories related to Emotional Intelligence, Social and Emotional Learning, Dimensions of Emotions, and study of relevant research.

A. Theoretical Framework

1. Reading Comprehension

a. Description of Reading Comprehension

Reading comprehension is the process of interpreting text. In addition, reading is a complicated process where the reader must utilize mental content to decipher the meaning of the materials. The capacity to comprehend skills is a means of enhancing the quality of the reading process (Yuliana, 2016). Astri (2018), defines that reading comprehension is how to get the meaning of a written message. In other words, reading was not a passive ability because students had to think about, forecast, and estimate the author's message in a reading passage.

There is the process of constructing meaning in written words that requires the abilities of the reader and the familiarity of the text. Brown (2003) defines micro and macro skills in reading comprehension as follows:

- 1) Micro skills
 - a) Process writing at an efficient rate of speed to suit the purpose.
 - b) Discriminate among the distinctive graphemes and orthographic patterns of English.
 - c) Recognize a core of words, and interpret word order patterns and their significance.
 - d) Retain chunks of language of different lengths in short-term memory.

- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- f) Recognize cohesive devices in written discourse and their role.
- g) Recognize a core of words, and interpret word order patterns.
- h) Recognize that a particular meaning may be expressed in different grammatical forms.

This study focuses on technical abilities including grasping cohesiveness and various grammatical forms, analyzing texts and fundamental grammatical patterns, short-term memorization, and learning at a rate suitable for the task. Because scanning and skimming assist students increase their reading speed, identify key words or concepts, and comprehend the relationships between sentences, this is pertinent to research. In this sense, this method enhances reading comprehension in both detail and micro skill development.

2) Macro skills

- a) Recognize the theoretical forms of written discourse and their significance for interpretation.
- b) Infer context is not explicit by using background knowledge.
- c) Recognize the communicative functions of written texts, according to form and purpose.
- d) Described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- f) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.
- g) Distinguish between literal and implied meanings.

In this study, using skimming and scanning can help students understand the main idea, important information, and the relationship between ideas in text. This is accompanied by macro-level learning that helps students understand shapes, implicit and explicit meanings, and effective study strategies. As a result, skimming and scanning not only increase reading speed but also increase Macro proficiency.

b. Principles of Teaching Reading

To gain broader knowledge of the principles of teaching reading, (Anderson 1999, as cited in Nunan, 2003) state that there are eight principles of teaching reading:

- 1) Exploit the reader's background knowledge. Background knowledge refers to all of the experiences that a reader brings to a text, including life experiences, educational experiences, knowledge of the rhetorical organization of the texts, knowledge of how one's first language functions, knowledge of how one's second language functions, and knowledge of one's cultural background and knowledge.
- 2) Build a strong vocabulary base. Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.
- 3) Teach for comprehension. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking

that the reader is making necessary adjustments when meaning is not obtained. To teach for comprehension, the readers must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they are use to comprehend. Therefore, the readers use both cognitive and metacognitive skills.

- 4) Work on increasing reading rate. The teacher must work towards finding a balance between assisting students to enhance their reading rate and developing reading comprehension skills. It is not to develop speed-readers, but fluent readers. Furthermore, to teach readers to reduce their dependence on the dictionary, the teacher may introduce ways to approach reading such as scanning, skimming, predicting, and identifying main ideas. Therefore, readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time.
- 5) Teach reading strategies. A good technique to sensitize students to the strategies they are use is to get them verbalize (or talk about) their thought processes as they are read.
- 6) Encourage readers to transform strategies into skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.
- 7) Build assessment and evaluation into your teaching. Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both

quantitative and qualitative assessment activities should be included in the reading classroom.

- 8) Strive for continuous enhancement as a reading teacher. Reading teacher need to be passionate about their work. They are should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles can lead to more effective reading instruction in the second language classroom. A good reading teacher actively teaches students what to do. To succeed, teacher need more than classroom tips and techniques, they are need to understand the nature of the reading process.

The criteria for choosing reading texts for students that have been mentioned above may help the teacher select the appropriate reading texts to be given to students in reading activities. In this stage, the researcher used Nunan's (2003) theory to analyze teaching reading.

- 1) Exploit the reader's background knowledge. In this stage, the teacher uses leading questions to start the lesson in the lesson plan. These questions help students activate their background knowledge about their experiences or similar texts. This is done based on the principle that students' experiences and schemata influence reading comprehension.
- 2) Build a strong vocabulary base. In this stage, the core activity asks students to write down new vocabulary. This aligns with the idea that building a strong vocabulary foundation is crucial for students to understand texts and guess word meanings based on context.
- 3) Teach for comprehension. By asking questions like "What is the content of the text?" and "Why is this text considered a text record?" teacher help students analyze the text's content and

discuss its meaning. This activity helps students use comprehension-monitoring strategies and track their understanding.

- 4) Work on increasing reading rate. In this stage, the skimming and scanning techniques are used in lesson plans to enhance reading comprehension by understanding key concepts and finding relevant information without reading word for word. This aligns with the principle of helping students learn to read fluently rather than just quickly.
- 5) Teach reading strategies. In this stage, students are trained to use clear reading strategies, such as finding main concepts, recognizing text structure, and understanding language components, through the Discovery Learning model and activities like identifying language features and finding key information.
- 6) Encourage readers to transform strategies into skills. In this stage, Students gradually learn to become automatic skills through repeated practice, such as reading texts, identifying linguistic features, and creating their own texts. Techniques like skimming, scanning, and linguistic analysis are also used.
- 7) Build assessment and evaluation into your teaching. In this stage, in the lesson plan, there are formative assessments and pre-test and post-test at the end of the cycle. This shows that continuous evaluation is important for tracking students' reading progress.
- 8) Strive for continuous enhancement as a reading teacher. In this stage, by providing positive feedback and information about the next learning plan, the teacher demonstrates continuous

reflection, highlighting their role as a learning facilitator and continuously enhancing their teaching process.

c. Reading Assessment

Assessment is one of the important aspects of teaching and learning to know students' abilities. According to Richards and Schmidt (2010), assessment is a methodical process of obtaining data and drawing conclusions regarding the performance of the teaching course, the quality of the students' learning, or both. Furthermore, Brown (2003) outlined types of assessments for assessing perceptive reading (e.g. reading aloud, written response, multiple-choice, picture-cued items), selective reading (e.g. multiple-choice, matching tasks, editing tasks, picture-cued tasks, gap-filling tasks), interactive reading (e.g. cloze tasks, impromptu reading plus comprehension questions, short-answer tasks, editing, scanning, ordering tasks, impromptu transfer), and extensive reading (e.g. skimming, summarizing and responding, note-taking and outlining). Related to the specifications of reading comprehension, this study assesses students' reading comprehension with the two types of assessment tasks applied as follows:

1) Discrete point test

A discrete point test is a type of assessment. Discrete point test frequently assesses a single feature of a construct at a time (Cheng & Fox, 2017). It may be only one grammar point at a time and others. Every element in grammar is contained in every test item (Oller, 1979). Furthermore, in the discrete point test, there are right and wrong answers (Cheng & Fox, 2017). Therefore, there is a definite answer to discrete point items. Discrete point test has various types, such as the fill-in-the-blank type (Oller, 1979), multiple choice, true/false, and matching, etc. (Cheng &

Fox, 2017). These types can be implemented in assessing language, especially in assessing reading comprehension.

2) Impromptu reading plus comprehension

Impromptu reading plus comprehension is a type of assessment where the test takers read the passage first and continue by answering several questions. This technique is assuredly the most commonly used (Brown, 2003). The questions in the impromptu reading comprehension followed features (Brown, 2003):

- a) Main idea (topic)
- b) Expressions/idioms/phrases in context
- c) Inference (implied detail)
- d) Grammatical features
- e) Detail (scanning for a specifically stated detail)
- f) Excluding facts not written (unstated details)
- g) Supporting idea(s)
- h) Vocabulary in context

According to Nuttal (1996), there are five aspect of reading that should be mastered by the students to comprehend the text deeply, which is as follows:

- a) Identifying Main idea. Determining idea is one of the most important skills in reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader, because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.
- b) Identifying Information details. Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting

details help the reader know more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big picture in a text. Supporting details give readers the answers to questions they are might ask before they are ask them.

- c) Determining Inference. Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they are already know from their own experiences to decide what the teacher means. The teacher did not always tell them everything, so they are needed to use inferences to understand and visualize the story. The students made inferences to help them understand what they are reading. As follows: a. Think about the type of information the teacher is giving. b. Think about how the topic of the text relates to own life or the experiences of students have had.
- d) Understanding Vocabulary. The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery enhances, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.
- e) Reference. One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.

Those types of assessments are implemented as assessments for learning and assessment of learning. In this stage, the researcher used Brown's (2003) theory to analyze quantitative data. The researcher used several aspects such as, main idea, inference, Detail (scanning for a specifically stated detail), Supporting idea(s), and vocabulary in context.

d) Definition and types of reading strategies

In order to understand texts and overcome reading difficulties, readers employed reading strategies, which were intentional actions or mental plans used before, during, and after reading. Reading strategies are thought to help people overcome reading difficulties as well as successfully comprehend texts (Febriani et al., 2019). Rajoo and Selvaraj (2010) stated that reading strategies referred to the ways readers engaged with written texts and the methods they used to enhance text comprehension, including the use of specific mental plans. In addition, Cohen (1990) explained that reading strategies were a set of preferred plans that readers applied to achieve their reading objectives. Based on these definitions, reading strategies were understood as deliberate mental procedures, such as setting reading goals that readers used when interacting with texts to support their comprehension and overcome reading challenges.

Equally important as using reading strategies to enhance reading comprehension is recognizing different types of reading strategies, as this provides learners with more options when one strategy fails to overcome difficulties in understanding the text. Mokhtari and Reichard (2002) divided reading strategies into three main categories: Global Reading Strategies, Problem-Solving Strategies, and Support Strategies. The purpose of this classification is to provide a clearer explanation of these categories.

Global reading strategies refer to deliberate and carefully planned techniques used by learners to monitor or manage their reading. This includes activating prior knowledge, matching reading goals to content by

reviewing the text, using context clues and text structure, and skimming the text for an overview.

Problem-solving strategies are activities students engage in when interacting directly with text. Readers use this focused and attentive technique when they are having difficulty understanding. Examples of this strategy include reading slowly and carefully, adjusting reading speed, rereading difficult passages, visualizing the information presented, and guessing the meaning of unfamiliar words.

Support strategies refer to the use of additional tools that help readers understand text more effectively. These strategies involve taking notes while reading, paraphrasing and summarizing information, using reference materials such as dictionaries, and discussing the reading with others. Through these combined categories, learners are able to use various strategies to facilitate better understanding and overcome reading challenges.

1) Cognitive Strategies

Cognitive strategies referred to the mental techniques that learners used to process, interpret, and construct meaning from written texts. These strategies were direct language-learning strategies that helped students consciously process meaning in the target language (Kasimi, 2012). This idea was consistent with the explanation of O'Malley and Chamot (as cited in Nezhad et al., 2015), who stated that cognitive strategies were related to students' efforts to comprehend texts by making predictions, translating, summarizing, guessing meaning from context, and connecting the content of the reading to their background knowledge. In this study, cognitive strategies played an important role in reading comprehension because they enabled learners to actively process information during the reading process. Through the use of cognitive strategies, readers were able to predict content, identify main

ideas, and locate specific information by focusing on key words and textual clues. These strategies helped learners construct meaning from texts more efficiently and supported deeper comprehension in EFL reading contexts.

2) Metacognitive Strategies

Metacognitive strategies referred to the higher-order thinking processes that readers used to plan, monitor, and evaluate their reading activities. In line with this explanation, Zhang and Seepho (2013) stated that metacognitive reading strategies were strategies employed by readers to enhance their awareness and control over their reading comprehension and to evaluate their overall understanding. Thus, metacognitive strategies played an important role in helping readers manage and assess their own reading processes effectively. At this study, Metacognitive strategies were essential in reading comprehension because they allowed readers to regulate their reading behaviors consciously. By planning reading goals, monitoring understanding, and evaluating comprehension outcomes, readers were able to recognize difficulties and adjust their strategies accordingly. As a result, metacognitive strategies supported readers in becoming more self-directed and effective in managing the reading process in EFL contexts.

3) The Role of Reading Strategies in Comprehension

Reading strategies played an important role in reading comprehension because they provided systematic guidance for readers in understanding written texts. Through the use of appropriate strategies, readers were able to approach texts with clear purposes, focus on important information, organize ideas, and interpret textual content more effectively rather than relying on word-by-word reading. Previous studies indicated that the use of reading strategies significantly

supported students' comprehension performance and facilitated deeper understanding of both general ideas and specific details in EFL reading contexts (Li et al., 2022; Hilmi, 2024).

2. Skimming and Scanning

a. Skimming Technique

Skimming was a reading technique used to get the general idea of a text without reading every detail. It was a quick reading process that allowed readers to understand the overall topic and the main ideas of a passage. According to Silva & Rosales (2019), skimming helped students identify key concepts more easily, understand the material faster, and enhance their reading comprehension. Wahyuningsih (2018) also explained that skimming aimed to help students recognize the basic topic or main idea of the text they read.

The purpose of skimming was to help students obtain general information, understand the central idea, and find important points quickly. This technique also offered several benefits, such as helping students read faster, focus on important information, and understand how a text was organized. According to Grellet in Aritonang et al. (2018), skimming also had advantages and disadvantages. There are some advantages and disadvantages of skimming according to Grellet in (Aritonang, et al., 2018) there are as follow:

- 1) The advantages of skimming technique:
 - a) Skimming can help the students go through the reading material quickly in order to get gist of the text.
 - b) Skimming can help the students to know the text is organized.
- 2) The disadvantages of skimming technique:
 - a) Skimming technique needs a high accuracy in determining the precise time for reading activity.

- b) Skimming technique needs an extra time to solve students' problem in reading activity.

Overall, skimming enhanced students' comprehension because it trained them to identify important ideas, understand text structure, and recognize the author's tone more efficiently. This technique also made the reading process easier and more effective, especially when students needed to understand general information in a short time.

According to (Nurhadi, 2013), the skimming technique is very simple to be used. These are the steps of skimming:

- 1) Students need to know what information they are want to find in a text. This helps them focus on the main purpose of reading.
- 2) Students can use the table of contents or preface of a book to help them find the part that contains the information they are need.
- 3) Students should read quickly and carefully through each line or paragraph to find important points related to their purpose.
- 4) Students should stop reading when they are find a sentence or title that matches the information they are looking for.
- 5) After finding the relevant part, students should read it at a normal speed to understand the meaning and information clearly.

Meanwhile, according to Abdelrahman & Bsharah (2014) The skimming technique as follows:

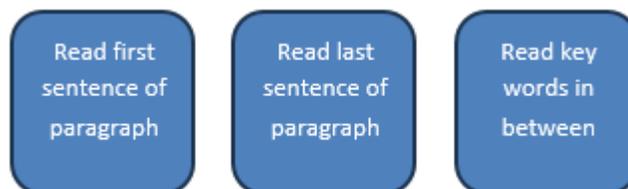


Figure 2. 1 **Skimming Technique**

Skimming was appropriate to use when students needed general information, such as when previewing a chapter, identifying the main idea, checking text relevance, or reading non-fiction materials containing factual information. This technique worked best when the reader's goal was not to understand every detail but to obtain an overview quickly.

Skimming was suitable when students needed general information, such as when previewing a chapter, identifying a main idea, checking the relevance of a text, or reading non-fiction materials with factual information. This technique was most effective when the reader's goal was to obtain an overview quickly rather than understand every detail.

b. Scanning Technique

The scanning technique was defined as a way of reading in which students looked for specific information quickly without reading the entire text. Brown (2003) stated that scanning was used to locate exact details, and Masada and Evitarini (2022) explained that this technique helped students find information in a short time. Based on these definitions, scanning was understood as a useful method that helped students answer questions for homework and tests more efficiently.

The purpose of scanning was to help students focus on important details and save time during the reading process. This technique also provided several benefits. It helped students finish reading tasks faster and made it easier for them to locate information without reading every sentence. However, students who had not mastered scanning often felt confused and did not fully understand the whole

text. Therefore, students needed enough practice and guidance so they could use scanning correctly.

The scanning technique required several steps to achieve effective and efficient results in the reading process. According to Nurhadi (2013), there were five procedures for scanning:

- 1) Students should have a clear idea of the information they are want to find before reading. They are can make a list of the facts or details they are looking for.
- 2) Students should start reading from the beginning of the text and move their eyes systematically to ensure they are do not miss any important part.
- 3) Students can use headings, subheadings, bold or italicized words to quickly locate the sections that may contain the needed information.
- 4) They are should also look for keywords such as dates, capital letters, or bold terms.
- 5) When students find keywords, they are should read the surrounding sentences to check whether the needed information is there.

Students can make a mental or written note of the information they are find, and then continue to search for the next piece of information by repeating the same process. The scanning technique helps students quickly understand specific information by understanding text structure and using visual aids like a title or diagram. In relation to research, this technique increases students' comprehension of important details using the skimming and scanning techniques.

There are some advantages and Disadvantages of Scanning according to Grellet in (Aritonang, et al, 2018).

- 1) The advantages of scanning:
 - a) Scanning makes the students finish a reading faster. Reading with scanning can save more time.
 - b) Scanning can make it easy to master information. In scanning, someone can look for the information without reading the full text.
- 2) The disadvantages of scanning:
 - a) There is a sense of confusion or loss of understanding of what has been read because they have not mastered scanning reading skills.
 - b) Therefore, scanning is an effective study technique that allows to absorb important information without having to read every word in detail.

Scanning was considered an effective reading technique that enabled students to read more quickly and locate specific information efficiently. It allowed learners to save time and focus on essential details within a text. Therefore, proper guidance and practice were important to help students enhance their scanning skills.

Regarding when to use the scanning technique, scanning was appropriate when students needed to find specific information such as dates, names, places, numbers, definitions, or answers to comprehension questions. This technique was also useful when reading schedules, tables, charts, instructions, or any text that required locating particular facts. Because of its efficiency, scanning was commonly used during exams, assignments, and reading tasks that required quick and accurate identification of details.

3. **Teaching Reading Using Skimming and Scanning**

Students' enhancement in reading in class is greatly aided by the use of skimming and scanning techniques, which the researcher wants to

incorporate so that students can readily understand the text, particularly when looking for specific information. Teacher and students must follow the right procedures for skimming and scanning techniques to be effective. The following steps are recommended by Marliasari (2017):

a. Pre-reading activities were conducted:

Greeting students, checking attendance, motivating students, and asking students to formulate some questions related to the subtheme. At this stage, the teacher prepared the students by first praying, checking attendance, asking about the students' well-being, and posing leading questions related to the material to be studied. The purpose of this is to make students more comfortable when they are about to start a lesson, and they will be more focused while learning is in progress. This practice aligns with the findings of Zheng and Cheng (2018), who emphasize that light initial interactions such as greeting students, asking about their condition, and establishing a positive tone can reduce anxiety and significantly enhance students' motivation and mental readiness before the learning process begins. Thus, the teacher's opening activities play an essential role in creating a supportive classroom atmosphere that facilitates students' focus and engagement.

b. Whilst-activities were conducted:

Presenting some unfamiliar words, distributing the copy of the text to each student, asking the students to read quickly each paragraph, and asking the students to comprehend and to find the general information in the text. Such as reading the title and the illustrations, asking the students to find the specific information quickly without read whole of the whole text. Such as setting, date, symbol, and number, asking the students to find the key points in the summaries, asking the students to get the social message from the

author of the text, and asking the students to answer the questions from the text. At this stage, the teacher explains the text, gives study tips, and helps the students remember general or specific information like time, date, symbol, or numbers. According to Fatmawan et al. (2023) that skimming and scanning effectively help students find general and specific information quickly, such as main ideas, numerical details, dates, and important keywords without having to read the entire text in depth. This is relevant to this activity, that students study texts by skimming and scanning techniques, noting important information, remembering ideas, and answering questions in accordance with teacher instructions. In addition, Pido and Mubarokah (2024) in a systematic review found that the consistent use of skimming and scanning consistently enhances the efficiency and accuracy of EFL students' reading comprehension, especially in finding the main message of the text and answering reading-based questions.

c. Post-reading activities were conducted:

In the closing stage, the teacher guided the students to summarize the material, evaluated their comprehension through questions and short assessments, and then concluded the lesson. The students also presented a brief summary of the text and reflected on their reading process. This activity was supported by the findings of Ramirez-Avila and Barreiro (2021), who reported that summarizing helped students identify key ideas and important details, thereby enhancing their overall reading comprehension. Likewise, Muhid (2020) found that reflective and metacognitive activities, such as reviewing what had been learned and answering comprehension questions, strengthened students' reading achievement. Therefore, the students' ability to summarize the text and respond to questions

indicated that using skimming and scanning had effectively enhanced their understanding of the main ideas and details of the reading.

B. Study of the Relevant Research

Several studies have explored the use of skimming and scanning techniques in the learning process.

First, According to Agustin, et al. (2023), the purpose of this study was to look at how skimming and scanning tactics enhanced reading comprehension among students in the English club at Senior High School Zainul Hasan 1 Genggong. The present study relies on a quantitative research design. The study followed a pre-experimental research design, using a single group pre-test and post-test approach. This highlights the importance of these tactics in addressing reading comprehension issues among students and influences pedagogical approaches to teaching reading in EFL environments. The study found that skimming and scanning training significantly enhanced students' reading comprehension, highlighting the effectiveness of these techniques.

Second, according to Sari (2023), the goal of this study through Classroom Action Research (CAR), this project aims to enhance students' reading comprehension by implementing scanning and skimming tactics. By analyzing the increase in students' reading test scores and their active involvement in class, this study focuses on problem-solving in the learning process, making sure that this approach not only enhances reading skills but also promotes student participation.

Third, according to Dewi (2022), The goal of this study was to explain students' reading comprehension at SMPN 6 Singaraja using the skimming and scanning approach, as well as to describe the supporting and limiting variables in using skimming and scanning techniques for 7th-grade students' reading comprehension. This investigation used descriptive qualitative research as its method. The findings revealed that the techniques is simple to utilize for specific

texts, which is a contributing aspect in introducing skimming and scanning for students' reading comprehension in 7th grade SMPN 6 Singaraja. Skimming and scanning techniques have been shown to enhance students' reading comprehension, particularly in EFL students. Both techniques are appropriate for a wide range of contexts, from middle school to technology-based. Their efficacy varies according to students' ability levels, but these techniques have received favorable feedback and have tremendous pedagogical promise for enhancing reading efficiency and comprehension abilities.

The research by Agustin, Sari, and Dewi both demonstrates the effectiveness of skimming and scanning, but they are differ in their focus and research context. Agustin et al. (2023) focused on enhancing reading comprehension through a quantitative pre-experimental design in an English club, Sari (2023) emphasized increasing student engagement and reading scores through Classroom Action Research (CAR), and Dewi (2022) investigated the use of skimming and scanning through a qualitative descriptive approach with junior high school students, focusing on the ease, obstacles, and context of using these techniques. Therefore, all three studies different from this research, which specifically emphasizes the use of skimming and scanning to EFL high school students in a real classroom context using CAR, and focuses on the process of enhancing reading comprehension through systematically selected texts.