ABSTRAK

AYRA ASLA NABILAH, 2025. "ENHANCING EFL STUDENTS' READING COMPREHENSION THROUGH SKIMMING AND SCANNING TECHNIQUES". *Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.*

Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa EFL melalui penerapan teknik skimming *dan* scanning. *Latar belakang penelitian didasarkan pada rendahnya kemampuan membaca siswa kelas X di Tasikmalaya, yang terlihat dari hasil* pre-observation, pre-interview, *dan* pre-test. *Penelitian menggunakan desain PTK dalam dua siklus yang terdiri atas tahap perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan melalui observasi dan tes dengan pendekatan kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa teknik* skimming *dan* scanning *secara signifikan meningkatkan pemahaman membaca siswa. Secara kualitatif, observasi menunjukkan adanya peningkatan partisipasi, fokus, dan kepercayaan diri siswa dalam menemukan gagasan utama, informasi spesifik, serta makna kata. Pada* Cycle *I, sebagian siswa masih pasif dan membutuhkan arahan guru, namun pada* Cycle *II siswa menjadi lebih aktif, mampu mengikuti langkah membaca dengan tepat, serta menunjukkan kemandirian dalam memahami teks. Aktivitas kelas menjadi lebih kondusif dan siswa lebih antusias menggunakan kedua teknik tersebut. Secara kuantitatif, skor rata-rata siswa meningkat dari 58 pada* pre-test *menjadi 67.85 pada* post-test *I, dan meningkat kembali menjadi 86 pada* post-test *II. Hampir seluruh siswa mencapai KKM pada akhir* Cycle *II. Temuan ini menunjukkan bahwa penerapan teknik* skimming *dan* scanning *mampu meningkatkan kemampuan membaca siswa secara sistematis dan konsisten, baik dari aspek proses maupun hasil belajar.*

Kata kunci: *pemahaman membaca, skimming, scanning, EFL, penelitian tindakan kelas*

ABSTRACT

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This study aimed to enhance EFL students' reading comprehension through the use of skimming and scanning techniques. The background of this study was based on the low reading comprehension of 10th grade students in Tasikmalaya, as indicated by the results of pre-observation, pre-interview, and pre-test. This study used an action research design conducted in two cycles consisting of planning, action, observation, and reflection stages. Data were collected through observations and tests using qualitative and quantitative approaches. The results showed that skimming and scanning techniques significantly enhanced students' reading comprehension. Qualitatively, observations showed an increase in students' participation, focus, and confidence in finding main ideas, specific information, and word meanings. In Cycle I, some students were still passive and needed guidance from the teacher, but in Cycle II, students became more active, were able to follow the reading steps correctly, and showed greater independence in understanding the text. Classroom activities became more conducive, and students were more enthusiastic about using both techniques. In quantitative data, the students' average scores increased from 58 on the pre-test to 67.85 on the post-test I and increased again to 86 on the post-test II. Almost all students achieved the minimum passing grade at the end of Cycle II. These findings indicated that the use of skimming and scanning techniques enhanced students' reading comprehension systematically and consistently, both in terms of the learning process and the learning outcomes.