Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X **(Printed)**
5 (2) 2025, Page: 12410-12416

The Correlation Between Students Scanning Technique And Their Reading Comprehension At SMAN 7 Manado

Nofry Frans[1], Tabita Astanto[2], Vera Wahani[3]
[1,2,3]Universitas Klabat

Corresponding Author: nofryfrans@unklab.ac.id

Published: July, 2025

ABSTRAK

This study aimed to examine the relationship between students' use of scanning strategies and their reading comprehension performance at SMAN 7 Manado. Employing a quantitative descriptive research design, data were collected from Grade 10 students and analyzed using descriptive statistics and the Pearson Product-Moment Correlation Coefficient. The results showed that the mean score of students' scanning strategy was 2.63, indicating a moderate level, while their reading comprehension performance had a mean score of 3.40, also categorized as moderate. Statistical analysis revealed a significant correlation between the two variables, with a p-value of 0.000 and a correlation coefficient (r) of 0.639, signifying a strong positive relationship. These findings suggest that students' proficiency in scanning strategies is significantly associated with their reading comprehension outcomes. This highlights the importance of explicitly teaching scanning techniques as part of reading instruction to enhance students' comprehension skills.

Keywords: Scanning Technique, Reading Comprehension, Students

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

English is widely recognized as an international language, serving as a vital tool for communication across countries and sectors such as global business, politics, and particularly education (Rose, 2018). As a core component of English language proficiency, reading stands alongside listening, speaking, and writing. Among these skills, reading comprehension plays a fundamental role in evaluating students' understanding and is essential for academic success. To enhance efficiency and accuracy in processing reading materials, students are encouraged to utilize scanning strategies—techniques that enable them to locate specific information without reading the entire text.

According to Sari (2016), scanning strategies are effective in improving students' reading abilities and overall comprehension. Teachers often implement these strategies by guiding students to identify keywords or phrases quickly, using textual features such as titles or subtitles, and navigating information efficiently. Fauzi (2018), citing Casey (2003), emphasizes that scanning is a valuable approach to extract particular details, especially in timed or assignment-based settings. This method not only reduces students' cognitive load but also fosters reading flexibility and time management.

Furthermore, Maharsi et al. (2019) assert that reading is a crucial academic skill that enables learners to access information and construct meaning. However, comprehension extends beyond merely reading; it involves an active, internal process where the reader integrates prior knowledge, textual clues, and interpretative reasoning (Shaleh, 2023). Edvieanto et al. (2018) support this view, highlighting that reading comprehension facilitates meaningful learning and academic achievement.

Despite the recognized benefits of scanning techniques and reading comprehension, challenges persist. Sudirman (2020) observed that students often struggle to identify key information due to limited vocabulary and insufficient background knowledge. Similarly, Aprilia (2019) reported that Indonesian students frequently encounter difficulties in locating detailed information while reading. These issues suggest a persistent gap in the application of scanning strategies and the development of reading comprehension skills.

This concern is echoed by findings from international contexts. For example, Dara (2019) revealed that high school students in Cambodia lacked the linguistic knowledge necessary to apply scanning strategies effectively in English reading tasks. Additionally, studies by Lusianah (2017) and Hashemi (2021) found that vocabulary limitations significantly hinder comprehension, making it difficult for students to derive meaning from the text.

The researcher's own experience aligns with these observations. During senior high school, the researcher noted that many students struggled to comprehend reading texts due to limited vocabulary and insufficient language skills. These issues raise questions about the extent to which scanning techniques influence reading comprehension, particularly at SMAN 7 Manado. Therefore, this study seeks to examine the relationship between students' scanning strategies and their reading comprehension performance.

Literature Reviews

English serves as a global lingua franca, widely used in international communication, business, politics, and education (Rose, 2018). Within the educational context, reading is one of the four essential language skills alongside listening, speaking, and writing. Among these, reading comprehension plays a pivotal role as it enables students to derive meaning from texts and supports their academic success. To aid comprehension and increase reading efficiency, students are encouraged to employ specific strategies such as scanning, which allows them to locate targeted information without reading entire texts. Sari (2016) highlighted that scanning can significantly enhance students' reading abilities by improving both speed and accuracy.

Teachers often integrate scanning techniques into classroom instruction by encouraging students to identify keywords, use textual clues like titles and subtitles, and navigate content strategically. According to Casey (2003), as cited in Fauzi (2018), scanning is a purposeful method for retrieving information relevant to specific tasks or questions. This technique cultivates flexibility in reading and helps learners become more independent in text exploration. In line with this, Maharsi et al. (2019) emphasized that reading is not just about decoding words but involves constructing meaning and actively engaging with the content.

Reading comprehension itself requires more than passive understanding. Shaleh (2023) describes it as an internal cognitive process where readers merge their prior knowledge with textual information and personal interpretation. Edvieanto et al. (2018) further argued that comprehension is critical in students' learning journeys, contributing to both academic advancement and lifelong learning. Despite its importance, many students still struggle with reading comprehension due to vocabulary limitations and difficulty applying appropriate strategies such as scanning.

Previous studies have identified persistent challenges in this area. Sudirman (2020) found that a lack of vocabulary prevented students from efficiently identifying details within texts. In a similar vein, Aprilia (2019) reported that Indonesian students often found it difficult to extract specific information due to reading limitations. Comparable findings have been observed in Cambodia, where Dara (2019) noted that students' limited language proficiency hindered their effective use of scanning strategies. Further, researchers like Lusianah (2017) and Hashemi (2021) confirmed that vocabulary mastery plays a fundamental role in ensuring comprehension. Based on personal experience, the researcher also observed that many senior high school students struggle with scanning texts and comprehending meaning due to limited vocabulary and language awareness.

Motivated by these challenges, the present study aims to explore the level of students' scanning strategies and reading comprehension at SMAN 7 Manado and to determine whether a significant correlation exists between these two variables. By investigating this relationship, the study

seeks to contribute valuable insights for English language instruction and offer practical guidance for improving students' academic reading skills.

MATERIALS AND METHODS

This study employed a quantitative descriptive-correlational design. Quantitative research focuses on specific populations or samples, uses structured instruments, and applies statistical analysis (Sugiyono, 2018). The descriptive approach was used to assess students' scanning techniques and reading comprehension levels, while the correlational method explored the relationship between these variables (Creswell, 2012; Mukaka, 2012).

The respondents were 100 Grade 10 students from classes A, C, and D at SMAN 7 Manado during the 2023/2024 odd semester, selected through convenience sampling (Etikan et al., 2016) based on accessibility and time constraints.

Data were collected using a structured questionnaire adapted from Saputra (2021), comprising 20 items: 10 on scanning techniques and 10 on reading comprehension. The questionnaire, translated into Indonesian for clarity, used a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Content validity was established through expert judgment by three FKIP English lecturers and a statistician.

A pilot study with 39 students from Grade 10B tested the instrument's validity and reliability. All items were valid, with Cronbach's Alpha coefficients of 0.755 (scanning technique) and 0.812 (reading comprehension), indicating acceptable reliability (Mohamad et al., 2015).

Data analysis involved descriptive statistics (mean scores) to assess skill levels, categorized using Joshi et al.'s (2015) Likert scale interpretation: very low (1.00–1.49), low (1.50–2.49), moderate (2.50–3.49), high (3.50–4.49), and very high (4.50–5.00). Pearson's Correlation Coefficient tested the relationship between variables, with a correlation coefficient of 0.60–0.799 interpreted as strong (Ali, 2010), and p-values below 0.05 indicating significance (Creswell, 2012).

Ethical considerations included maintaining participant anonymity, obtaining informed consent, and encouraging honest responses.

RESULTS AND DISCUSSION

The objective of this study was to investigate the level of students' scanning technique, the level of their reading comprehension, and the correlation between the two at SMAN 7 Manado. This section presents the findings for each research question, along with relevant interpretations and discussion in the context of existing literature.

Based on the descriptive statistical analysis, the mean score for students' scanning technique was 2.63, which falls within the moderate level range according to the Likert scale interpretation (2.50–3.49). This indicates that students possess a basic grasp of scanning strategies, such as identifying keywords or using textual features, but they do not consistently or confidently apply these techniques during reading tasks. This finding suggests that while students are aware of scanning strategies, they require more structured practice and reinforcement to make their use habitual and effective.

The moderate level found in this study is consistent with previous findings by Rahmawati (2019), who reported a similar result among students at SMAN Muhammadiyah Tarakan. The repeated emergence of this trend in different contexts implies that scanning strategies are not yet fully internalized or emphasized in reading instruction at the senior high school level. To develop more proficient and autonomous readers, educators should integrate scanning techniques into reading exercises more purposefully and provide frequent feedback.

The analysis also revealed that students' reading comprehension had a mean score of 3.40, which, like scanning technique, falls in the moderate level category. This suggests that students sometimes understand the main idea and specific details of a reading text but may struggle with complex vocabulary or inferencing. Their comprehension fluctuates depending on the difficulty of the text and their familiarity with the topic. Such a finding reflects a transitional stage in students'

reading development, where their cognitive strategies may be emerging but are not yet consistently effective.

This result aligns with Tampi (2020), who also found that seventh-grade students at SMP Negeri 1 Eris had a moderate level of reading comprehension, scoring 61.62 on average. The consistency of these results suggests that moderate reading comprehension may be a widespread pattern in similar educational environments, possibly due to gaps in vocabulary instruction, limited reading exposure, or insufficient use of reading strategies like scanning and skimming. These similarities reinforce the importance of systematic reading interventions.

The third research question examined whether there was a correlation between students' scanning technique and their reading comprehension. The Pearson Correlation Coefficient produced a value of $r = 0.639$, with a p-value of 0.000, indicating a strong and statistically significant positive relationship. Since the p-value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted: there is indeed a significant correlation. This finding confirms that students who frequently and effectively apply scanning techniques tend to achieve higher levels of reading comprehension.

The correlation value of 0.639 falls within the strong range (0.60–0.799), demonstrating that scanning is not only a helpful reading strategy but also a predictor of comprehension performance. This result echoes the theoretical framework that reading comprehension is enhanced by strategic text navigation, where scanning allows readers to locate relevant information quickly, conserve cognitive resources, and build meaning efficiently. These findings emphasize the need to embed strategy training into reading instruction to improve both the procedural and comprehension aspects of reading.

CONCLUSIONS

This study set out to examine the level of students' scanning techniques and reading comprehension, as well as the correlation between the two, among Grade 10 students at SMAN 7 Manado. Based on quantitative analysis using descriptive and correlational methods, the findings revealed that both scanning technique and reading comprehension were at a moderate level, with mean scores of 2.63 and 3.40 respectively. Furthermore, a significant and positive correlation was identified between the two variables, as shown by a Pearson correlation coefficient of $r = 0.639$ and a significance value of $p = 0.000$. This strong relationship implies that improvements in students' scanning strategies are likely to enhance their reading comprehension outcomes. The results underscore the interdependence between reading strategies and comprehension ability, suggesting that active instruction in scanning techniques can play a crucial role in improving students' reading performance.

Based on the findings and conclusions drawn from this study, several practical recommendations are offered to enhance both the teaching and learning of reading strategies, particularly scanning techniques, in the context of English language education. These recommendations are intended to provide useful guidance for teachers, students, schools, and future researchers in fostering stronger reading comprehension and strategic reading behaviors among learners. By addressing the moderate levels of both scanning technique and reading comprehension identified in the study, these suggestions aim to support more effective literacy instruction and learner development.

For English teachers, it is essential to deliberately integrate scanning instruction into reading lessons. This can be achieved by providing students with guided practice using engaging and authentic texts while teaching them how to recognize keywords, titles, and structural cues that support quick information retrieval. Teachers should also support learners who struggle with comprehension by simplifying complex vocabulary, modeling effective reading strategies, and fostering reflective thinking on how students interact with texts. These techniques will not only develop scanning proficiency but also strengthen overall reading comprehension.

Students, on the other hand, are encouraged to become more self-aware and strategic in their reading habits. Regular practice with scanning strategies should be embedded in their reading routines, including working with materials like articles, academic texts, or instructions that demand precise information extraction. Students should also dedicate time to enriching their vocabulary and learning how to manage reading time effectively—both of which are critical factors in overcoming comprehension difficulties and building confidence in academic reading tasks.

Schools and curriculum developers have a significant role in promoting reading strategy instruction. Incorporating scanning and skimming into the English curriculum—particularly in the early grades of senior high school—can build a strong foundation for academic literacy. Emphasizing these skills within standardized test preparation and classroom assessments can help students develop practical reading competencies that are transferable across subjects.

Finally, future researchers are encouraged to expand this line of inquiry by examining how scanning interacts with other reading strategies such as skimming, predicting, or inferencing. It would also be valuable to conduct qualitative research exploring students' perceptions, motivations, and challenges when using scanning strategies. Such insights could inform more nuanced and learner-centered approaches to reading instruction in diverse educational contexts.

REFERENCES

Aprilia, N. (2019). The correlation between students' vocabulary mastery and their reading comprehension descriptive text at state senior high school 2 Pekanbaru. [Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau].

Asmawati, A. (2015). The effectiveness of skimming–scanning strategy in improving students' reading comprehension at the second grade of SMK Darussalam Makassar. ETERNAL (English, Teaching, Learning, and Research Journal), 1(1), 69-83

Abidin, A. Z. (2020). Students' reading comprehension through scanning technique. Journal of Asian Multicultural Research for Educational Study, 1(1), 28-35.

Arikunto, S. (2014). Prosedur penelitian suatu pendekatan praktek. Jakarta: Rineka Cipta

Ali, I. R. I. (2010). The correlation between students' vocabulary mastery and reading comprehension [Unpublished bachelor's thesis, Universitas Islam Negeri Syarif Hidayatullah].

Brown, J.D. (1994). Understanding research in second language learning. New York: Cambridge University Press.

Brown, Douglas H. (2003). Language assessment principle and classroom practices.

Creswell, J. W. (2012). Education research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education.

Dara, D. (2019). Investigating English reading comprehension problems of Cambodian high school students. American International Journal of Social Science, 8(3), 52-56.

Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. The Reading Teacher, 74(6), 663-672

Edvieanto, Munandar, R., & Munanadar, A. (2018). Improving students' reading comprehension using scanning techniques. Professional Journal of English Education, 2(1), 157-164.

Efarni, E., Amin, S., & Syahriani, R. (2023). Improving students' reading skill by using scanning technique. Mataoleo: Journal of English Education and Linguistics, 1(1), 33-44.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. American Journal of Theoretical and Applied Statistics, 5(1), 1-4.

Fauzi, I., & Raya, F. U. P. (2018). The effectiveness of skimming and scanning strategies in improving comprehension and reading speed rates for the students of English study Program. Register Journal, 11(1), 101-120.

Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. Evidence-based nursing, 18(3), 66-67.

Lusianah, N. (2017). Reading habit, vocabulary mastery, and reading comprehension of secondary school students of Patra Mandiri. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 4(2), 132-146.

Maharsi, I., Ghali, M. I., & Maulani, S. (2019). High school students' reading habit and perception on reading for pleasure. International Journal of Indonesian Education and Teaching, 3(1), 80-89.

Mohamad, M. M., Sulaiman, N. L., Sern, L. C., & Salleh, K. M. (2015). Measuring the validity and reliability of research instruments. Procedia-Social and Behavioral Sciences, 204, 164-171.

Nurhadi. 2005. Membaca Cepat Dan Efektif. Bandung. Sinar Baru Alginsindo.

Permatasari, S., Sutarsyah, C., & Sukirlan, M. (2015). The correlation between students' vocabulary and grammar mastery and reading comprehension (Doctoral dissertation, Lampung University).

Rose, H., & Syrbe, M. (2018). Assessment practices in teaching English as an International Language. In M. DelliCarpini (Ed.),

Rambe, R. N. (2017). The effect of scanning technique on students' reading comprehension in narrative text. Jurnal Usia Dini, 3(2), 45-55.

Rashid, M. H., & Islam, W. H. J. (2021). Discuss the different types of reading techniques and develop its skills. Journal of English language and literature (JOELL).3(1),56-60.

Rachmania, E. (2013). The effectiveness of scanning technique in increasing students' reading comprehension achievement at SMAN 3 Kotabumi.

Rahmawati. (2019). Improving reading comprehension of senior high school students through scanning and skimming techniques. Universitas Borneo Tarakan.

Sari, D. M. M. (2016). The use of skimming and scanning techniques to improve reading comprehension achievement of junior high school students. Jurnal Edukasi, 2(1), 59-68.

Shaleh, M. H. (2023). The effect of using character quotes strategy on students' reading comprehension of the tenth grade at MAN 3 Pekanbaru [Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau].

Sudirman, S. (2020). The correlation between vocabulary mastery and reading comprehension at the second year Students of SMPN 3 Gunungsari. Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, 4(2), 122-133.

Saputra, Y. (2021). The effectiveness of using scanning technique to improve students' reading comprehension. International Journal of Education, Social Sciences and Linguistics, 1(2), 243-256.

Sarwono.J. (2013). English for academic purpose.Yogyakarta

Sun, Y., Wang, J., Dong, Y., Zheng, H., Yang, J., Zhao, Y., & Dong, W. (2021). The relationship between readig strategy and reading comprehension: A meta- analysis. Frontiers in Psychology, 1(2), 143-148.

Sulaiman, M., & Harpiansi, H. (2018). The correlation between reading habit and students' reading comprehension achievements. Alsuna: Journal of Arabic and English Language, 1(2), 78-86.

Sinaga, Y. K. (2019). The effect of scanning technique on students' reading comprehension in narrative text at grade ten of SMA Negeri 2 Pematangsiantar. JETAFL (Journal of English Teaching as a Foreign Language), 3(2), 45-55.

Simanullang, M., & Sinaga, R. T. (2019). The effect of applying scanning and skimming strategy on the students' reading comprehension of grade eight at SMP Negeri 3 Muara in Academic Year 2017/2018, 1(2), 332-342.

Sugiyono. (2018). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta

Tamsi, R. K., Zuhri, F., & Kurniasih, E. (2013). The implementation of skimming and scanning strategies in teaching reading narrative text to the tenth grade Students of SMAN 21 Surabaya. Ejournal Unesa, 1(1), 1-7.

Tampi, G., Tuerah, I. J., & Olii, S. T. (2023). The Seventh Grade Students of SMP N

1 Eris Master The Language Skills, Especially The Ability of Reading Comprhension and Their Components, Especially The Mastery of Vocabulary. JoTELL: Journal of Teaching English, Linguistics, and Literature, 2(1), 105-113.

Usman, A. (2015). The scanning technique in improving students' reading comprehension at the second grade Students of SMA Negeri 2 Belopa (A Pre-experimental).

Wahyuningsih, D. (2018). The use of skimming and scanning techniques for college students in reading class. MENARA ilmu, 12(5)120-131.

Yusmaini. (2021). Improving students' reading comprehension skills through skimming and scanning techniques. Ekasakti Educational Journal, 1(2), 342-349.

Yusuf, Q., Yusuf, Y. Q., Yusuf, B., & Nadya, A. (2017). Skimming and scanning techniques to assist EFL students in understanding English reading texts. Indonesian Research Journal in Education | IRJE |, 1(2), 43-57.