

IMPROVING READING AND WRITING LITERACY SKILLS THROUGH EXTENSIVE READING IN BATAM

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Abstract

The purpose of this study was to use extensive reading approaches to improve the reading and writing literacy of teenagers in Tanjung Gundap, Batam. This study's background focused on low teenage literacy rate, particularly with regard to reading and writing. This study examines the possibilities of an extended reading approach, particularly the skimming technique. With 25 participants, the study used a one-group pretest-posttest methodology and a quantitative pre-experimental design. The study's main objective was to assess how well the skimming technique improves literacy. Twenty-item pre- and post-tests were used to gather data, and paired sample t-tests were used to compare the outcomes before and after the intervention. With a p-value of 0.000, the data from the pre-test and post-test revealed a significant difference in the students' reading and writing abilities. The post-test findings showed a movement toward higher literacy categories, with more children earning high and very high literacy scores. Before the intervention, most students had moderate to low reading levels. This study shows that extensive reading can improve literacy. According to the study results, a structured reading program can significantly improve students' academic performance, especially in the areas of writing and reading comprehension. This study implies that students' written expression and comprehension can improve learning effectiveness and engagement that can be used in comparable educational settings to improve academic achievement. This study increases the knowledge that guided reading techniques can improve literacy levels.

Keywords: *extensive reading, literacy, skimming*

INTRODUCTION

Facing the challenges of the 21st century, students must be proficient in more than just language, math, science, and the arts. Critical thinking, problem-solving, perseverance, curiosity, and teamwork are all skills that students must acquire (Nudiati & Sudiapermana, 2020). Critical Thinking and Problem-Solving: These abilities help students evaluate data, make wise choices, and successfully address issues in the real world ("Crit. Think. Probl. Ski. 21st Century," 2024). Collaborating in groups develops interpersonal and communication skills, which are critical for success in both academic and professional settings. Curiosity and perseverance, encouraging a mindset of inquiry and resilience helps students adapt to challenges and pursue lifelong learning. It serves as a link between behavioral and emotional factors, improving life happiness and academic achievement (Feraco et al., 2023). In order to prepare students for problems in the future, it is imperative that these skills be incorporated into educational frameworks.

The 2015 World Economic Forum outlines at least three skills that must be learned in order to meet these difficulties. These skills are broken down into three categories: basic literacy, competence, and character. When Indonesia's Minister of Education and Culture issued Permendikbud Number 23 of 2015, literacy became a priority. During this Permendikbud, KBM

shifted its focus from eliminating illiteracy to enhancing the population's reading abilities (*Pucuk & Refleksi*, 2017). Basic literacy, competency, and character quality are the three key areas that our national education system needs to concentrate on or change in order to be able to compete in a globalized world. The basic literacies that need to be the pivot of our education are (1) reading and writing literacy, (2) numeracy literacy, (3) science literacy, (4) digital literacy, (5) financial literacy, and (6) cultural and civic literacy (Fitria, 2023).

A more methodical and ongoing approach is required to enhance literacy abilities because school-based literacy development initiatives are still formal and restricted to reading written materials. Literacy techniques to get a generation ready for reading. It is said that people need literacy skills—that is, the ability to comprehend and process information—in order to improve their quality of life due to the rapid advancement of technology (Erianti, 2024).

Through reading and writing skills, students are able to manage the quality of life, especially in a more sophisticated era (Cleopatra & Shrazad, n.d.). Given the fierce rivalry in life and the speed at which things change, information providing is crucial. Students and parents should be aware of this since they need to be able to master literacy in both reading and writing in order to provide knowledge (Pekkolay, 2022). Increasing children's enthusiasm for reading is the first step in developing their literacy skills. Through storybooks, singing, and reciting nursery rhymes, parents can greatly influence their children's interest in reading. These exercises aid with children's recognition of writing, numbers, and pictures—all of which are essential for the development of literacy (Choiriyah et al., 2023). Indeed, one of the most important initial steps in helping youngsters develop their literacy skills is to increase their enthusiasm for reading (Ernasari, 2023). Enhancing children's literacy in reading and writing is crucial to supporting their overall language development (Panjaitan, 2024)

Interest in reading can be raised by devoting more time and attention to reading-related activities (Asmi, 2024). A person's awareness and literacy abilities are crucial to the majority of today's educational process. The foundation of literacy activities is reading proficiency. Even though reading ability is vital, it's vital to understand that literacy is more than just being able to read. Writing and critical thinking are also included, as these are crucial for navigating the intricacies of contemporary life and making a positive contribution to society (Gultom, 2024). Good reading skills can not only develop literacy skills, but also develop students' intellectual abilities (Wandasari, 2017). In order to have a direct impact on the intended goal of developing a literacy culture, the process of carrying out literacy activities must be sustained and habitual. This means that the development of a literacy culture must be carried out consistently and continuously

(Diantono, 2022). Thus, reading skills make it easier for students to learn various things. Reading will increase insight and open up more right choices in life.

Reading is the initial milestone in the research process that we do. According to (Dewi & Wilany, 2019) reading is the process of discovering and recognizing written symbols that serve as a stimulus to extract meaning from prior knowledge. Given its significance in knowledge acquisition and the development of human thought, reading plays a vital role in the scientific community. Reading is essential for language acquisition and comprehension, particularly in English, where students must understand material to succeed academically (Taslima, 2024). Students can expand their horizons and gain enjoyment, knowledge, and information through reading (Hutabarat et al., 2017).

One way to improve literacy skills is by extensive reading. Extensive reading is a reading technique that requires us to analyze the core or main topic of a reading without having to read it one by one. By giving childrens a wide variety of reading materials and plenty of reading time, extensive reading helps students develop their literacy skills. The program's success in increasing participants' productive English skills demonstrates that this method improves both reading and writing capabilities (Hasyim, 2022).

It has been demonstrated that extensive reading (ER) greatly improves students' literacy abilities, especially when it comes to learning a second language. By encouraging students to interact with a range of texts, this method promotes enjoyment and comprehension, which eventually improves academic performance. After taking part in ER programs, students' ability to respond to comprehension questions significantly improved, demonstrating that extensive reading promotes a deeper knowledge of texts (Fergina et al., 2024). It has been discovered that ER practices increase students' motivation to read since they enable them to select books that stimulate their interest, making reading more pleasurable (Permatasari & Wienanda, 2023). By improving reading habits and improving the willingness to interact with longer texts, this enhanced motivation frequently overcomes the trend of shorter attention spans in the digital age (Permatasari & Wienanda, 2023). According to (Hasyim, 2022) by implementing extensive reading programs, educational institutions can cultivate a literacy culture that promotes peer debates and collaborative learning. These initiatives not only raise literacy levels among individuals but also foster a love of reading in the community, which boosts learning outcomes as a whole. Research that improving students' reading comprehension, vocabulary, and skills as well as increasing their enthusiasm and engagement, extensive reading practice has a favorable impact on language development. Its effectiveness depends on having enough educational

resources, which benefits both teachers and pupils.(Suryani & Siminto, 2023)

In its application, extensive reading can be done simply by underlining keywords about the author, book title, chapter title and book conclusion. Another example of extensive reading is when looking for the essence of a short description. Students only need to focus their reading on sentences containing names and times. This extensive reading technique is considered very effective and does not take a long time to get the meaning of the statement.

This research was conducted in Tanjung Gundap. Tanjung Gundap is one of the coastal areas and has been inaugurated by the government as an Old Village in Tembesi Village, Sagulung District, Batam, Riau Islands. Tanjung Gundap has been inhabited by coastal communities. The old village of Tanjung Gundap has approximately 202 family cards. Almost 90% of its population earns income by fishing. The literacy of reading and writing of Tanjung Gundap teenagers is in the low category, then there are teenagers who drop out of school due to economic factors, social support especially parents, socializing, poor mindsets towards the future, lack of critical thinking and careers. Related to all these conditions, the average Tanjung Gundap teenager has a low interest in reading. for that the research team collected data to conduct the research. Nevertheless, because the samples used in the study were drawn from junior high and senior high school, the researcher's study focused on a range of age groups.

The skimming approach is one of the methods that researchers employ. Skimming is a vital reading strategy that enhances extensive reading by enabling readers to quickly grasp the main ideas and essential information from texts. This method promotes a deeper comprehension and love of reading by enabling students to interact with a range of topics effectively. Skimming and Scanning is the innovative teaching strategies to help learners read the passage effectively and efficiently (Fatmawan, n.d.)

Skimming plays an important role in extensive reading, especially when dealing with large volumes of text. It allows readers to gain a quick understanding by identifying the main ideas without reading every word, which is essential for efficient reading at scale (Ria et al., 2016). This technique has been shown to significantly enhance reading comprehension, as it helps students extract key information effectively (Rusmiati & Ghafura, 2019). Additionally, skimming supports flexible learning by accommodating various learning styles, allowing students to engage with texts that match their interests and needs (Ria et al., 2016).

In educational settings, skimming has been effectively applied in flipped learning environments, where it has improved students' reading comprehension, particularly in foreign language learning contexts (Ramirez, 2018). Furthermore, research suggests that the effectiveness of skimming can

vary based on personality types, indicating that personalized approaches may yield better outcomes (Banuwa & Susanti, 2021).

However, despite its advantages, skimming is not suitable for all types of reading. In cases where deep comprehension is required—such as understanding complex concepts or analyzing nuanced arguments—more thorough reading strategies are necessary. Thus, while skimming is a valuable tool in extensive reading, it should be applied selectively depending on the reading purpose and text complexity.

Teenagers in Tanjung Gundap, Batam, have low reading and writing literacy, which caused questions about how successful the existing teaching methods are. Reading a lot, especially when using skimming strategies, is thought to be a way to improve literacy by helping children comprehend and process information more effectively. Research question: ***How does the use of skimming techniques in extensive reading can improve the reading and writing literacy of teenagers in Tanjung Gundap, Batam?***

METHODOLOGY

This study employed a quantitative pre-experimental design using a one-group pretest-posttest method to evaluate the effectiveness of extensive reading strategies in improving literacy (Dewi et al., 2025). A total of 25 teenagers from Tanjung Gundap, Batam, participated in the intervention. The participants were selected through a purposive sampling technique, ensuring that those involved met the criteria relevant to the study's focus on literacy development. To collect data, the researchers administered a 20-item pre-test and post-test designed to measure reading and writing literacy levels. For data analysis, a paired sample t-test was used to compare the students' performance before and after the intervention. The results showed a statistically significant improvement ($p = 0.000$), indicating that the use of skimming strategies in extensive reading had a positive impact on the students' literacy skills. This approach aligns with previous research suggesting that extensive reading and skimming techniques contribute to better comprehension and academic performance (Ria et al., 2016);(Rusmiati & Ghafura, 2019).

The research design of one group pre-test and post-test design according to (Sugiyono, 2010) is as in the following table.

Picture 1. One Group Pretest-Posttest Research Design



Research Design Description:

O₁ : Initial condition before being given extensive reading training

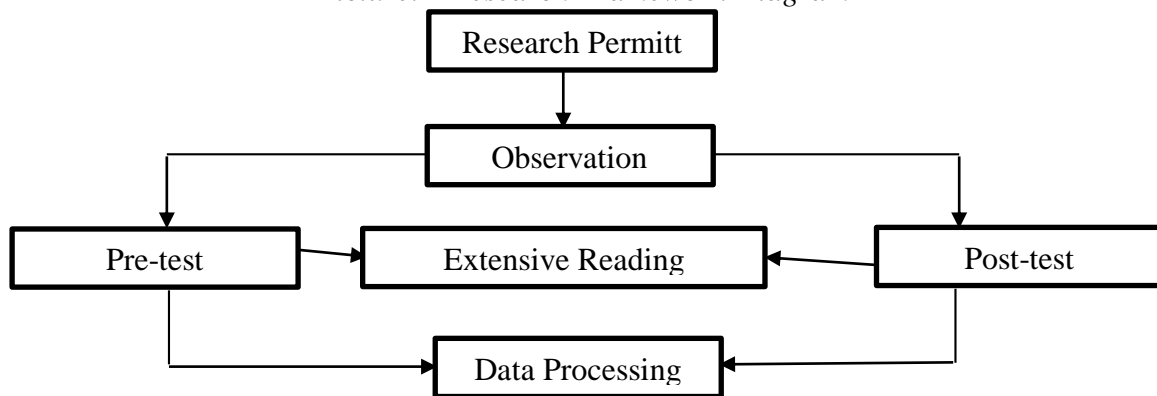
X : Extensive reading training

O₂ : Final condition after being given extensive reading training

According to (Sugiyono, 2010) the experimental method is a quantitative research method used to determine the effect of independent variables (treatment) on dependent variables (outcomes) under controlled conditions". In this case, the experiment is carried out to determine or measure how much influence the variables to be tested have.

Before the team conducted the research, the initial method used was to compile a research framework that would be conducted on Tanjung Gundap adolescents. The following is the research framework:

Picture. 2 Research Framework Diagram



The preceding statement allows for the formulation of a number of issues that require resolution, including:

- Is extensive reading effective in improving reading and writing literacy?
- What are the ways to increase the reading and writing interest of Tanjung Gundap teenagers?

A good data collection technique is necessary in a study in order to get accurate data relating to the issue being studied. Various research instruments or data gathering tools that are appropriate for the subject under study are required in this situation. All aspects of the study are strongly tied to the instruments, particularly the approach. One stage in getting the information we require from a product or study topic is using data gathering techniques. Sugiyono contends that since gathering data is the primary goal of research, data collection procedures are the most crucial stage of the process (Sugiyono, 2010). The data collection technique used in this study is a data collection technique in the form of a test. A test is a set of stimuli given to a person with the aim of obtaining answers that are used to determine a numerical score (Uno et al., 2011). Test data

collection tool to assess cognitive skills or student proficiency levels in evaluation. A test as a measuring tool is said to have normality. Normality Test is a test conducted with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not.

To analyze the differences in learning outcomes before and after the test, an analysis was conducted using the t-test. Using the paired sample t-test, because this test uses the same sample (one sample group) or is also called correlated samples or paired samples. With the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Information:

Md = mean from different pre-test and post-test
 Xd = deviation of each subject (d – Md)
 $\sum x^2 d$ = jumlah kuadrat deviation
 N = subjects in the sample
 d.b = determined by N – 1.¹⁶

RESULT/FINDING

Results from testing 25 samples are shown in the following data. The test is broken up into two parts, the pre-test and the post-test, each of which has twenty items. The collected data was then examined using SPSS 25's paired sample t-test to assess the writing and reading literacy skills of the students before and after treatment. Before conducting the t-test, normality test is a requirement. The following are the results of the normality test using the Shapiro-Wilk test.

Table.1. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre.Test	.140	25	.200*	.947	25	.211
Post.Test	.145	25	.186	.940	25	.148

The pre-test's Shapiro-Wilk normality test results, as shown in the above table, indicate a significance value (sig) of 0.211, which is higher than 0.05. This suggests a normally distributed pre-test set of data. The post-test data is also normally distributed, as seen by its significance (sig) value of 0.148, which is likewise greater than 0.05. As a result, parametric statistical tests can be used for additional data analysis because the pre-test and post-test data both have a normal distribution.

To test whether there is a significant difference in test scores before and after the treatment, a paired t-test was conducted on a sample of 25 adolescents. The following results are shown in the table.

Table 2. Paired Sample T-test

		Paired Samples Test						
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	pretest - posttest	-12.520	10.341	2.068	-16.788	-8.252	-6.054	.000

Using the Paired Sample T-Test method, the descriptive pretest and posttest in Table 2 results analysis reveal whether or not there are significant differences between the two tests. The rationale behind this choice is Learning outcomes from pre-test and post-test data change significantly if the Sig.(2-Tailed) value is less than 0.05. Table 2 data indicate that a Paired sample T-test analysis was conducted. Given that the Sig. (2-tailed) value is.000, which is less than the significance level of 0.05, it can be said that extensive reading reading can improve adolescents' reading and writing literacy skills.

Table 3. Frequency Comparison of Pre-test Post test

Categories	Pre-test Experiment		Post- test Experiment	
	Frequency	Presentase	Frequency	Presentase
Very High	0	0%	1	4%
High	5	20%	14	56%
Moderate	13	52%	10	40%
Low	1	4%	0	0%
Very Low	5	20%	0	0%
Jumlah	25	100%	25	100%

Based on the table above, it can be seen that there are changes in the improvement of reading and writing literacy skills of adolescents on the Gundap cape in experiments before (Pretest) and after (Posttest) given extansive reading treatment in improving literacy skills. Before the treatment, 5 adolescents were in the very low category (20%) and 1 in the low category. 13 other adolescents in the medium category with a percentage of 52% / and only 5 people in the high category (20%). Then there was a change after being given treatment (Posttest), namely 1 student in the Very High category with a percentage of 4%, 14 adolescents in the high category with a percentage of 56%, 10 adolescents in the medium category with a percentage of 40%. From these results, it can be

concluded that the Extensive Reading method has a positive impact in improving the reading and writing literacy skills of adolescents in Tanjung Gundap. This is indicated by the disappearance of the very low and low categories, as well as a significant increase in the high and very high categories. Where the final goal of this research is how reading and writing literacy skills are implemented in the form of creative writing. Which writing is the hardest talent to master, particularly for second or foreign learners. since writing is regarded as a difficult activity. The challenge lies not just in coming up with and arranging ideas, but also in putting those ideas into written form. (Siregar, 2024). Writing skills are needed especially for EFL students to communicate ideas, ensure clear communication, and maintain readers' interest.(Yana et al., 2023)

DISCUSSION

The purpose of this study was to investigate how teens in Tanjung Gundap, Batam, affected their reading and writing skills by using skimming strategies when reading extensively. The difference between the pre-test and post-test scores indicated a considerable improvement in the reading skills of the children. These results imply that the skimming technique can be a useful tactic for improving writing and reading comprehension, especially in resource-constrained educational environments.

The results are consistent with other research highlighting the advantages of skimming for reading comprehension. According to (Ria et al., 2016) skimming enables students to quickly recognize key ideas, which is crucial while reading a lot of material. Additionally, (Rusmiati & Ghafura, 2019) discovered that skimming aids students in identifying important details, which enhances their comprehension of texts. In a similar vein, (Ramirez, 2018) emphasized the benefits of skimming in flipped classes, particularly for students learning foreign languages. Additionally, (Banuwa & Susanti, 2021) noted that different learners' personality types can affect how effective skimming is, highlighting the importance of individualized training.

However, this study offers fresh perspective by highlighting the beneficial impact of skimming on writing literacy, in contrast to the majority of earlier research that concentrated mostly on reading comprehension. Better understanding through skimming may also increase students' ability to organize and articulate their thoughts in writing, as seen by the noted improvement in writing scores. Since it links the application of reading strategies to more general literacy development, this constitutes a substantial contribution to the area.

Another novel contribution of this study is its focus on a rural and under-resourced setting. Conducted in Tanjung Gundap, Batam, where access to educational resources is limited, the study

shows that practical, low-cost strategies like skimming can be effectively applied. This has meaningful implications for educators working in similar contexts, as it demonstrates that improving literacy outcomes does not necessarily require expensive or high-tech interventions.

Nevertheless, this study has limitations. The use of a small sample size and the absence of a control group limit the generalizability of the findings. Future research should involve larger, more diverse samples and consider comparative designs to better understand the relative effectiveness of skimming versus other reading strategies. Additionally, exploring the long-term effects of skimming and its impact on different student populations would provide a more comprehensive view of its educational value.

In summary, this study adds fresh information on the impact of skimming in improving writing literacy in addition to confirming earlier findings about its advantages for reading comprehension. It underlines the value of incorporating organized reading strategies into literacy training and the strategy's applicability in environments with limited resources. These results provide a basis for further investigation and real-world application in a variety of educational settings.

CONCLUSION

In conclusion, the significant improvement between pre-test and post-test results suggests that the use of skimming techniques helped adolescents in Tanjung Gundap, Batam, develop stronger reading and writing literacy skills. This suggests that structured reading strategies such as skimming can be an effective tool for improving literacy, particularly in schools with limited resources. However, the small sample size and lack of a control group may limit how broadly these findings can be applied. Despite these limitations, this study highlights the educational value of skimming in literacy instruction and suggests the need for further research to explore its long-term effects, its use with different groups of students, and how it works alongside other reading strategies in a variety of learning environments.

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