

MODUL BASIC READING

(PBI 163)

Materi 8

Skimming & Scanning

Disusun Oleh

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UNIVERSITAS ESA UNGGUL

2018

Skimming & Scanning

1. **Introduction**

This module becomes a part of Basic Reading Subject in English Education Department. Skimming & Scanning is the eight topics being discussed of this subject. It discusses how to find a general overview and specific facts of the material. The module starts with the explanation of the essence of Skimming & Scanning in reading activities. After that, the module gives practices as well as the explanation so the student can practice by themselves. The last part are strategies of how you applied Skimming & Scanning through reading a text. In the end, students can apply this technique to comprehend the text that they read.

This module can be used as reference for the students who would like to learn about Skimming & Scanning. The students may practice to use it from reading paragraph so that make students easier to understand the text.

1. **Basic Competence**

Understanding Skimming & Scanning techinque to comprehend the text

1. **Kemampuan Akhir yang Diharapkan**

* The students will be able to draw a conclusion from a text.
* The students will be able to predict the content of the text.

1. **Learning Activities 1**

**Skimming**

There are different types of skills used when approaching reading material. When people wish to find only important ideas and not all the details, they often skim a text. This involves different strategies; for example, when a person skims a newspaper article, he/she reads the headline, the opening lead line, the first paragraph which contains an overview of information. However, the reader probably merely skims the remaining paragraphs of the article, reading the beginning sentences and glancing at nouns in the paragraph.

**Definition**: Skimming is defined as a quick movement of the eyes through a text or article in order to get the gist or the main idea of the text. It is reading sections only, skipping to find the next section of interest (Stephen 2001). Skimming is reading at fastest speed which a person can accomplish, it is used when a reader wishes to cover material in a hurry (Lakshmi 2007).

According to Mildered R (2009) skimming is a quick type of superficial reading that completed in an effort to get the overall gist of the material. Ward (1998) claimed that skimming is reading at the fastest possible speed to get important information quickly, it is a selective process of looking and reading, when skimming the eyes sweep down the printed page without actually reading every word. For him skimming is an organized search for seeking information about an article, chapter, or a book.

Yan Shem (2009) explained that “skimming is a fast-reading skill that does not require reading word by word, but it does require a high degree of concentration” (Yan.P.164), Robert (2011) added that “skimming is a form of speed reading that is useful for extracting the main idea and supporting details from a reading selection”. Chris (2012) admitted that skimming is used to get an overview in very short period of time. When people skim a text, they are not searching for specific information, but rather to determine if the information is relative to what they are searching for.

Li’ismaawati et al (2014) argues that:

“skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. It indicates that the students avoid reading a whole text but have to read selectively to get general information of a text”

Warren R (2016) describes that:

“skimming is reading that looks only for general idea of a reading material. It is just like what the word is, you are just reading parts of the story, article, or report in generalized manner. It is used when the selected material for reading is quite long”

**Skimming** refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. You hone in on what is important to your purpose. Skimming is used when a person is not interested so much in total comprehension, but is instead trying to locate essential points and major details. Skimming is used to find the main ideas of a text.

Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don’t read everything. What you read is more important than what you leave out. So what material do you read and what material do you leave out?

For example, you are doing research on a long chapter or a web site. By reading the first few paragraphs in detail, you will get a good idea of what information will be discussed.

Once you know where the reading is headed, you can begin to **read only the first sentence of each paragraph**. Also called topic sentences, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more.

At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events.

Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly.

Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research.

Suppose you have an exam in a few days. You need to review the material you learned, but you don’t want to reread everything. By skimming, you can quickly locate the information you haven’t mastered yet and study only that material.

While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, then skimming is a useful tool.

* Is this material non-fiction?
* Do I have a lot to read and only a small amount of time?
* Do I already know something about this?
* Can any of the material be skipped?

**The purpose of Skimming**

The purpose of skimming strategy is helping students to read more actively and to find the general idea or the main idea of each paragraph.

Martha and Maxwell (1972) in their research about skimming and scanning claims that

“the goal and perhaps the result of developing effective skimming and scanning techniques is to get the student to read more actively”.

Robert (2011) also says

“The purpose of skimming is to locate the topic sentences, the main idea, and some of the major supporting details”.

For Mildered R (2009) skimming is useful to determine whether the material is worth reading. Skimming involves reading the first sentence of every paragraph or section, in addition to the chapter headings and all headings in bold print; as well as the reading of the introduction and the conclusion. (Susan 2005). I.S.P. National (2009) suggestes that “being able to skim text is a useful skill because skimming can be used to help decide if a text or section of a text deserves careful reading”

**Scanning**

**Definition**: Scanning is defined as reading rapidly a passage to get a specific piece of information or to find the answer of a particular question. Scanning is a focused search for specific information (Merry and Brenda 1986)

According to Erik.H (2008) scanning is one of the reading skills you require to locate information quickly in the index of a text book. To do so he suggests; identify the key words in the research item. Then let the eyes go up and down the index columns until you find references beginning with the key words, then focus more finely to search for the specific reference you want.

Mildered R (2009) explained scanning strategy as “scanning involves rapid reading to locate answers to very specific questions concerned with matters such as names, dates, or telephone numbers”. Lakshmi (2007) added that scanning is also a skill which demands a quick answer to question from the passage or chapter or even the complete book. In scanning you look for a particular word or a set of words, ignoring all else, and glancing over the page rapidly (ibid, 2001)

Ward‟s (1998) definition is that scanning involves running the eyes down the printed page, looking for specific bits of information, key words or phrases. For him it is useful for locating statements, definitions, formulas, dates, telephone number or other specific items which require little if any context. He added that “scanning is useful for finding answer to simple questions and permits the eyes to move rapidly down the page searching for the answer. Once it is found, reading stops”

Yan Shan (2009) also said that

“scanning is helpful technique when students are looking for answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences” (Yan, P.165)

Scanning technique covers a great deal of material in order to locate a specific in order to locate a specific fact or piece of information. The student just read based on the information they need (Li‟ismawati et al 2014). Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number. Effective scanning depends on good careful reading and skimming skills (I.S.P. Nation 2009).

Warren R (2016) argued that

“scanning may be similar to skimming but you are mainly looking at facts that are in the text. You are not reading text at all but instead you are only reading specific information”

**Scanning** is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc. for instance, people often scan flight and trains schedules, or they scan a page in a telephone book. Scanning involves every rapid movement of a person’s eyes up and down a page. Unlike skimming, when **scanning,** you look only for a specific fact or piece of information without reading everything. When scanning people often focus on the author’s use of organizers such as bold print, lettering, numbering, colors, signal words such as *first, second,* and so on. After locating the area on the page that the person desires. He/she may then skim for more information.

For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually.**Alphabetical** information is arranged in order from A to Z, while **chronological** information is arranged in time or numerical order.

Information can be also be arranged in **non- alphabetical** order, such as a television listing, or by **category**, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a **textual**sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

Keep the concept of key words in mind while scanning. Your purpose will determine the key words. Suppose you are looking for the time a train leaves from New York City for Washington, D.C.The key words to keep in mind are “from New York City” and “to Washington, D.C. ” If you are looking for the cost of a computer printer with the code number PX-710, the key word to locate in a list of many printers is “PX-710.”

You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

**The Purpose of Scanning**

The main purpose of scanning is to find specific information in limited period of time. Scanning is also is used to determine whether a particular piece of information will answer one of the given questions (Yan Shen 2009).

Scanning involves the identification of the paragraphs or sections that most probably contain the information you need and then look quickly through them vertically; seeking key relevant words (Susan 2005)

**The Use of Skimming**

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

1. Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.
3. Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
4. Stop and quickly read the sentences containing *keywords* indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read *chapter summaries* when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

* When you skim introductory and concluding paragraphs
* When you skim topic sentences
* When you find an unfamiliar word
* When the material is very complicated

**The Use of Scanning**

Scanning also uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

Facts may be buried within long text passages that have relatively little else to do with your topic or claim. Skim this material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

1. Know what you're looking for. Decide on a few key words or phrases–search terms, if you will. You will be a flesh-and-blood search engine.
2. Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
3. Let your eyes float rapidly down the page until you find the word or phrase you want.
4. When your eye catches one of your keywords, read the surrounding material carefully.

If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

1. Read each question completely before starting to scan. Choose your keywords from the question itself.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword, read the surrounding text carefully to see if it is relevant.
4. Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

**Differences Between Skimming & Scanning**

According to Tina (2003), the difference between skimming and scanning is that when you scan for information you are looking for something very specific, such as a telephone number or answer to a particular question, you generally stop once you have it. Skimming is used when you are seeking more of a general impression of what the text is about. Skimming and scanning are two valuable techniques which can help the reader to read faster. Skimming is a rapid reading technique wherein the eye of the reader keeps floating over the reading material and scanning is a technique to find the facts in a very fast manner. Parmila and G.C. Ahuja (2007) Suggested that:

“skimming is quickly reading topic sentences but skipping over large sections of material. It is a sort of reading that is used to survey a selection to get an overall picture of its holdings. This is the first stage for scanning. Scanning becomes easier if the skimming activity has been performed earlier” (Parmila &G.C.Ahuja. P154)

“skimming and scanning are two very important and useful advanced reading skills which help the reader to read in fantastic speeds. Skimming demands fast moving of eyes down a page in zigzag manner looking for some words or phrases, or sentences here and there to get the kernel of the material; scanning demands a quick answer to a specific question from a passage or a chapter” (Ibid)

According to Thomas (2010) Skimming is looking over material quickly to locate specific data and scanning is attempt to get a basic understanding of the objectives and the important points of the material you are going to read.

**The Role of Skimming and Scanning in Developing Student’s Reading Abilities**

Both skimming and scanning are specific reading techniques for quick and efficient reading comprehension (Grellet 1981). Mark (2009) assumed that skimming is a reading strategy that can be used as pre-reading technique and a speed-reading technique.

It is a pre-reading technique in terms that it can help student to connect his background knowledge about the subject to what is in the text, and helping the student to learn in advance what the main focus of the reading passage will be and building comprehension.

It is a speed-reading technique in terms of time management, meaning that it allows the reader to get the flavor of the reading passage without all of the details. It can help student to increase his reading comprehension when he returns to read the text in more details.

Mainly the role of scanning strategy is that it can help student to locate where the answers are found in the reading passage. Kumkum (2008) says that “skimming and scanning methods of reading save time”

According to Time (2011) skimming is used to quickly identification of the main ideas of a text, usually when there are a lot of materials to read in a limited amount of time. While scanning is used to look for detail that may answer questions, he added that “for difficult content, skimming and scanning can, at best, help in doing whatever is possible when one running out of time”

**Conclusion**

Both scanning and skimming are useful tools for any reader, regardless of reading skill.

Skimming refers to reading enough of something, including headlines and pictures, to understand the gist and the major details. Scaanning is used to find specific information, such as a name, date, statistic, or key word.

Skimming is more complex and requires greater skill. The reader must determine which words, phrases, and sentences are important and which to discard, and how they relate to main point of the text. They must then pull it all together to give a summary, whether verbal or written.

Scanning, on the other hand, reqires looking only for a word or phrase. There is no need to comprehend the words before or after the target phrase, except to the extent that they help answer a study question. Scanning is great for teaching students to identify key words quickly and to help students practice finding a key word repeatedly until they recognize it instantly. Skimming is great for teaching students how to quickly read and understand expository texts.

Skimming and Scanning are two different ways of speed-reading to glean specific information.

When you skim a document, you are looking for general information and the main idea. This technique works est for non-fiction books or documents. For example, if you are skimming a document about what happens to the body during pregnancy, then you might pick up key words like “first, second, and third trimester,” “morning sickness,” or “false labor”

The best way to scan a document is to read the first and last paragraphs, and then read the first sentence of every paragraph. Lastly, simply glance over the rest of the paragraphs to get an idea of what they are about.

Scanning a document, on the other hand, is what you do when you are looking for a specific piece of information. To go back to our example of the pregnancy article, if you were looking for information about the second trimester, then you would scan the document for those words, there are various tools you can use for scanning, such as a ruler or your finger, and your peripheral vision.

**Practice 2:** Read the following paragraphs, and answer the questions that follow

**Cows Crashed a Party**

BOXFORD, Mass. – Six cows crashed a party in Massachusetts and stole the beer, police said. The cows escaped from a nearby farm and headed straight to the graduation party. One of the attendees called 911. The homeowner told his daughter the revelry had gone too far. “She came inside and said, ‘Dad there’s a cow outside,’” Kevin Spencer said. “And I says, ‘That’s it. Party’s over.’”

Police said the cows were actually drinking the beer left on the picnic table. “They enjoyed it. They went right for the beer,” Lt James Riter said. “When one was done they’d knock another one over and take care of that beer.” Officers steered the cows back to their farm.

What is the main idea of the text?

1. Cows Crashed a Party and stole the beer
2. The cows drinking beer
3. The party crashed in Masschusetts
4. Officers steered the cows back to their farm

**The Good Stepmother**

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

Which statement is FALSE about the witch?

1. She locked Hansel in a cage
2. She planned to eat Hansel & Gretel
3. She fell into the ocean
4. She hated the children

**Explanation**

The first question is about “main idea”. When the students deal with this kind of question, what they need to do is to skimming the text. Why skimming? because the question itself ask about the important things about the news. The essence of the text. The essence of a text usually lies on the first paragraph or on the title of a text.

The second question is about “specific information”. Because the question asks about the false statemen of the witch, you only need to scan the keyword of the answer.

**Practice 3**: Read the following paragraphs. Answer the question with your explanation!

**Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White didn’t want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, “What is your name?”

Snow White said, “My name is Snow White.”

Then, Snow White told the dwarfs the whole story.

The dwarfs said, “If you want, you may live here with us.”

Snow White answered, “Oh, could I? Thank you.”

Finally, Snow White and the seven dwarfs lived happily ever after.

Why Snow White ran away to the woods?  
a. Her parents passed away  
b. Her uncle was angry with her  
c. Her uncle and aunt would go to America  
d. Snow White was happy to run away

When did Snow White run away to the woods?  
a. In the afternoon  
b. In the morning  
c. In the evening  
d. In the middle of night

According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?  
a. because she loved them very much  
b. as a result of forcing attitude from them  
c. because her parents were dead  
d. because she was afraid of the dwarfs

**Explanation:**

**The first question** asking about the reason why the snow white ran away to the woods. In order to answer this question, what you need to do is scanning and search the keyword first. The keyword “ran away to the woods”

**Practice 4**: Read the following paragraphs. Answer the questions with your explanation!

**Singapore to Develop Marine Tourism in Riau Islands of Indonesia**

**Singapore to Develop Marine Tourism in Riau Islands of Indonesia**

Singapore has expressed its interest in developing marine tourism in Natuna, Anambas and Lingga, three beautiful yet hidden regencies in the Riau Islands province of Indonesia.  
  
According to Riau Islands deputy Governor, Soeryo Respationo, the three areas have their own beauty but lack of adequate infrastructure to boost tourism.  
  
Singapore's investment in the tourism sector would perfectly match with the islands' need, he said recently. Soeryo said that Singapore Ambassador Anil Kumar Nayar visited the Riau islands asministration on Tuesday to show the country's commitment in developing the marine tourism sector.

Singapore is interested in making investment in ....

1. Top of Form
2. Tourism in the three islands in Riau Bottom of Form
3. Tourism in the sea around the three islands in Riau
4. Building marine infrastructure in the three islands in Riau
5. Building tourism infrastructure in the three islands in Riau

What is the main idea of paragraph 3?

1. Singapore shows its commitment in developing the marine tourism sector in the three islands in Riau
2. Singapore needs to invest in the three islands in Riau
3. Singapore ambassador visited the three islands in Riau
4. Anil Kumar Nayar is the Singapore ambassador in Indonesia

**Practice 4**: Read the following paragraphs. Answer the questions with your explanation!

1. **Answer these following questions correctly!**
2. **Please explain about Skimming and Scanning In your own words.**
3. **If you want to find a specific facts in the text, what do you need to do?**
4. **Please elaborate and explain about the steps which is exist in Skimming a text!**

**Exercise**

**Read the following paragraphs, and answer the questions that follow**

HOUSE HUSBANDS’ HEART RISK

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientists. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2.500 people in Boston, USA.  
  
According to Dr Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assign to them by society. Men who stay at home tend not to have the same levels of support from friends and family as women do the same.

Jack O’Sullivan, of the Father’s Direct group, was quoted as saying: “Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups.

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said “Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

They are crazy. Most men are not used to performing a variety of activities simultaneously (the kind of multi-tasking which is second nature to most women).”  
  
It is estimated that men have taken over the main homemaker’s role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

1. The main idea of the first paragraph is…
2. People living in the rat race tend to have heart attack
3. Scintist did some research on the people’s health in Boston
4. House husbands have understandable reasons why they gave up their jobs
5. The result of the research showed that house husbands tend to have heart attack
6. “Some men became stressed about performing a role not traditionally assign to them by society.” (Paragraph 2)

The statement above is the result of research done by…

1. A psychologist
2. Jack O’sullivan
3. Dr. Elaine Eaker
4. An American scientist
5. The purpose of the text is…
6. To describe what a house housband is
7. To persuade readers not to become a house husband
8. To report the result of a research carried on by Dr. Elain Eaker
9. To explain to readers why house husbands are subjects to heart attack
10. Some house husbands become streesed because…
11. They are jobless
12. They are not used to doing house keeping
13. They earn less than their wives
14. They do not join the daycare groups
15. From those explanation, we can conclude that…
16. Men are not suitable for housework
17. Being a rat race is good for health
18. Women aren’t capable enough to do multi-task
19. Men will be more socialable if they are at home
    1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

1. **Kegiatan Belajar 2**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kegiatan Belajar 3**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kunci Jawaban**
   1. Tes formatif 1

1. D

2. D

3. D

4. B

5. A

* 1. Tes formatif 2

text

* 1. Tes formatif 3

text

1. **Daftar Pustaka**

Reysh Kusuna Tansi, Fauriz Zuhri.S.P.M.,Hum.Esti Kurniasih.S.Pd.,M.Pd,2013.The Implemantation of Skimming and Scanning Strategies in Teaching Narrative Text to the Tenth Grade of SMAN21 Surbai.Journal Unesea.Volume1.University of Surbya.

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