

An Analysis of Skimming and Scanning Strategies in Teaching Reading Skill Used by the English Teacher at the Eighth Grade of UPTD SMP Negeri 1 Mandrehe Barat

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Abstract. This study aims to examine the use of skimming and scanning techniques in reading instruction implemented by the English teacher for eighth-grade students at UPTD SMP Negeri 1 Mandrehe Barat. The research focuses on how these techniques are applied during classroom activities and explores the challenges faced by the teacher in the teaching process. A qualitative descriptive approach was employed, with data collected through classroom observations, teacher interviews, and supporting documentation. The findings reveal that the teacher was able to apply skimming and scanning effectively to improve students' reading comprehension. Skimming enabled students to identify the main ideas, themes, and general meaning of the text, while scanning facilitated the ability to locate specific information such as names, dates, and key terms. These techniques not only improved reading speed but also encouraged more active participation among students, creating a more interactive learning atmosphere. However, the study also identified several obstacles, including limited instructional time, variations in students' reading proficiency levels, and challenges related to inadequate vocabulary mastery, which sometimes hindered comprehension. Despite these challenges, the integration of skimming and scanning proved beneficial in motivating students to read more purposefully and strategically. The study concludes that these reading strategies play a vital role in enhancing comprehension and engagement in English language learning. It is recommended that teachers receive further professional development and be supported with appropriate teaching resources to optimize the application of skimming and scanning techniques in various classroom contexts.

Keywords: English Teacher, Reading Skill, Scanning, Skimming, Teaching Strategy

1. BACKGROUND

Education plays a crucial role in developing students' literacy abilities, particularly in understanding what they read. Reading is not just a basic skill for school; it's also a means to acquire information in various fields. Being able to read and understand different types of writing is essential for students' academic achievements and future opportunities. According to Snow (2020), understanding what one reads is a complex activity that needs mental involvement, background knowledge, and solid teaching guidance from instructors. To enhance students' reading skills, it is important to adopt practical techniques, like skimming and scanning.

In Indonesia's educational framework, the 2013 Curriculum highlights the significance of fostering literacy via engaging, learner-focused methods. The 2014 Ministerial Regulation

(Permendikbud) No. 79 from the Ministry of Education and Culture promotes the incorporation of diverse teaching strategies that cater to the individual traits and learning requirements of students. This adaptability empowers educators to implement inventive methods, like instructing on skimming and scanning skills, which can aid students in reading more effectively and comprehending texts with greater ease.

Fahrurrozi et al. (2020) stated that reading is a fundamental skill that supports students' overall learning experience, as many educational activities rely on students' reading ability. In support of this, Zarei and Alipour (2022) found that the use of metacognitive strategies, including skimming and scanning, significantly improves reading comprehension. These strategies help students to identify main ideas quickly and locate specific information in a text, thus enhancing both speed and understanding. Additionally, the integration of digital tools and technology-based materials has been shown to increase students' engagement in reading activities (Yunus et al., 2023).

On this topic, students are anticipated to enhance their reading skills by employing suitable and effective strategies such as skimming and scanning. Meanwhile, teachers are encouraged to adopt innovative and adaptive approaches when implementing these strategies, tailoring them to meet students' comprehension levels and individual learning styles. However, observations and interviews conducted by the researcher at UPTD SMP Negeri 1 Mandrehe Barat reveal that despite numerous efforts to improve reading instruction, both teachers and students still encounter significant challenges. Notable issues include low student engagement, classroom distractions, and a limited variety of reading strategies that cater to students' specific needs.

Taking these difficulties into account, this research intends to examine how English teachers utilize skimming and scanning techniques while teaching reading to eighth-grade students. The study also aims to uncover the challenges faced during the application of these techniques and suggest ways to enhance the process. Additional observations and interviews might take place to investigate elements like classroom management, teacher preparation, and student engagement, which might impact the success of reading education.

Therefore, this study underscores the critical role of teachers in students' reading comprehension through structured and innovative strategies such as skimming and scanning. By effectively implementing these evidence-based strategies, teachers can improve students' reading performance and better prepare them to face academic and real-world challenges.

Drawing on the observed phenomenon and earlier studies, the researcher wishes to investigate further the topic titled *"An Analysis of Skimming and Scanning Strategies in*

Teaching Reading Skill Used by English Teacher at Eighth Grade of UPTD SMP Negeri 1 Mandrehe Barat”.

2. THEORETICAL STUDY

Reading involves actions taken by individuals to grasp the ideas that the writer intends to share through texts or to comprehend the significance embedded in written content (Tarigan in Hariyanto, 2020). The primary aim of reading is to gather information, interpret a message, or derive pleasure from a text. This activity also encompasses recognizing words, grasping how sentences are formed, and connecting the information presented in the text with what one already knows or has experienced. Reading represents a multifaceted mental activity that entails interpreting symbols to extract meaning (Grabe and Stoller, 2021).

Reading plays a crucial role in mastering a language, in addition to listening, speaking, and writing. These four abilities are linked and together foster effective communication. The initial duo, reading and listening, are seen as receptive skills because they focus on comprehending information. On the other hand, speaking and writing are classified as productive skills since they relate to the active communication of thoughts and concepts.

Reading abilities, while one component of academic skills, are essential to the educational journey, alongside other key capabilities. This importance stems from the requirement for both learners and educators to immerse themselves in substantial reading to gain insights. The knowledge obtained from reading can subsequently be articulated through effective skills such as writing and speaking. If reading habits are weak, expressing thoughts through writing becomes a considerable difficulty. Therefore, reading is a fundamental practice in the academic experiences of both students and educators in higher education. For students, developing reading skills is crucial as it allows for rapid understanding and processing of texts, leading to a more productive learning experience.

Skimming is a fast reading technique that aims to get an overview or main idea of a reading without reading the entire text in detail. This technique is usually used when someone wants to find the main information in a short time. This technique allows readers to get an overview or main idea of a reading quickly, without having to read every word in detail. Skimming is extremely helpful in cases where a person needs to grasp the material quickly, like when searching for key details in a piece of writing, whether it be an article, a journal, or a book. When readers become familiar with skimming techniques, they can improve their reading abilities to be more productive and efficient.

Rahim (2019) stated that Skimming is reading the entire reading to find out the general idea or part of a reading quickly. Seodarso (2010) stated that Skimming means looking for important things from the reading such as main ideas and important details. In this case, it is not always at the beginning of the paragraph, sometimes in the middle of the paragraph and at the end. Skimming is often employed to swiftly condense information from a text. In order to effectively summarize, we need to go through the whole piece and identify both the key concepts and the central themes within it.

A person's reading speed is still associated with the purpose of reading. Someone who reads with the aim of getting complete information will of course have a different reading speed than someone who reads only to find important information. Speed reading is reading that prioritizes speed and does not ignore the understanding of the contents of the reading. When someone reads, speed is very important. However, understanding the contents of the reading is also considered. Therefore, speed reading and reading comprehension cannot be separated. Based on the previously mentioned point of view, it can be inferred that speed reading allows us to comprehend material more effectively while also reading more quickly.

In reading skills, there are various techniques that can be used to understand text effectively and efficiently. One reading technique that is often used in certain situations is scanning. Scanning is the process of reading quickly to find keywords or certain information such as numbers, names, dates, or certain facts in a text.

Suryanto and Iskandarwassid (2021) state that scanning is a quick reading method utilized to locate particular details in a document without needing to read it completely. Readers concentrate solely on particular keywords or expressions that pertain to the information they seek. Similarly, Tarigan (2019) noted that scanning is a rapid reading approach designed to identify specific or particular information without the need to review the whole text.

Scanning is often referred to as scan reading. Speed reading refers to a technique that focuses on reading quickly while still maintaining understanding. Typically, the pace depends on the goals of the reader, their needs, and the type of text being read, which indicates that an effective speed reader adapts their reading rate based on different situations and contexts. The application of reading techniques is tailored to the specific reasons for reading, the aspects being examined (needs), and the significance of the material being read.

When someone employs the scanning technique while reading, they can enhance their skills, as noted by Sinaga (2019) in his publication, which indicates that scanning strategies can boost students' comprehension of narrative texts. This approach allows learners to locate

particular details swiftly without having to read the whole passage, thereby enhancing their reading efficiency.

3. RESEARCH METHODS

Researchers conducted this study employing qualitative research methods, specifically through descriptive qualitative approaches. The essence of qualitative research lies in its aim to gain a deeper understanding of various phenomena, which encompass behaviors, perceptions, motivations, and actions. These elements can be effectively captured and articulated through descriptive language that conveys the nuances of the situation at hand. The data collected in this study was analyzed qualitatively, utilizing inductive methods, focusing on deriving insights rather than making broad generalizations (Fiantika et al., 2022: 5).

This research utilized a qualitative descriptive method to thoroughly investigate the techniques educators utilize for teaching reading abilities, and to understand their views and experiences regarding the learning process. Consequently, it seeks to provide a detailed and clear comprehension of reading instruction methods in eighth-grade classrooms at UPTD SMP Negeri 1 Mandrehe Barat.

Respondents

The information was gathered through watching and conversing with teachers from the eighth grade and thirty students from the same grade at UPTD SMP Negeri 1 Mandrehe Barat, who served as the principal contributors of information for this research.

Instruments

Research tools are essential methods that researchers utilize to gather data for their studies. Murdiyanto (2020) states that these tools aid in the data collection process, allowing researchers to analyze the findings later. The caliber of research outcomes is significantly affected by both the data source and the tools' efficiency in uncovering the results. In this investigation, the researchers employed various instruments, including observation sheets, interview sheets, and documentation. The observation sheet was used to track the reading strategies implemented by the teacher in the classroom and included indicators related to reading approaches, such as techniques like skimming and scanning, as well as interactions between the teacher and students during reading sessions. The interview sheet served as the second instrument, enabling the researcher to document insights gained from discussions with the teacher about their perspectives on reading instruction strategies. Additionally, to complement the data, the researcher gathered documentation that included photographs and videos, all of which provided relevant information for the study.

Data Examination

In qualitative research, the examination of data takes place both throughout and after the process of gathering information within a specific timeframe. According to Miles and Huberman as cited in Nursapia (2020), the tasks involved in analyzing data in qualitative studies are done in an interactive manner and continue until the final results are achieved, ensuring that the data becomes comprehensive. The tasks included in data analysis are reducing data, presenting data, and drawing conclusions or validating findings. The steps of analyzing qualitative research data are:

1. **Data Collection**

The method of gathering information may include watching, detailed conversations, and written records, or a mix of these techniques. Through this strategy, the investigator seeks to examine the topic more comprehensively, leading to a more extensive and varied collection of data about the research focus.

2. **Data reduction**

Data reduction refers to the practice of condensing information and choosing important components, focusing on the essentials, and recognizing trends and themes. By condensing the data, researchers can gain a clearer perspective, which facilitates the collection of additional information.

3. **Data Presentation in Qualitative Analysis**

Data presentation represents a crucial phase in qualitative data analysis techniques. It involves systematically organizing and clearly displaying a set of data, making it easier to draw insightful conclusions.

4. **Conclusion drawing/ verification** Conclusion is the last step in a research period in the form of an answer to the problem formulation (Sugiyono 2017: 216). In this part, the researcher will present the information.

4. RESULTS AND DISCUSSION

A. Results of Observation on the Implementation of Skimming Strategy

Based on the findings from the observations, it can be determined that the educator has effectively and methodically employed the skimming technique. This is evident from the successful performance on the majority of the criteria outlined in the observation form. The instructor started the session by clarifying the aim of utilizing the skimming approach, which is to help learners swiftly identify the key concepts within a text without going

through it thoroughly. The clear explanation of this aim allowed students to grasp the advantages of skimming abilities both in their studies and everyday situations.

Next, the teacher asks students to look at the title of the text and the pictures provided as a basis for predicting the content of the reading. This step is important because it encourages students to use their prediction skills before reading, so that their concentration is more focused. The teacher then guides students to quickly read the first and last paragraphs, remembering that these two sections usually contain the main ideas that describe the entire content of the text.

The teacher also emphasized the importance of finding the main idea of each paragraph and keywords. At this stage, the teacher reminded students not to get caught up in details or examples, but to focus on the main ideas. This was reinforced by providing guiding questions, so that students had a clear direction in finding the main ideas. In addition, the teacher set a time limit for speed reading, which helped students become more skilled at managing their time when using the skimming strategy.

In terms of delivery, the teacher provided direct examples of how to skim, although in practice they did not always use supporting media such as LCDs or additional images. However, the teacher still provided opportunities for students to practice both individually and in groups. After the practice, the teacher discussed the skimming results with the students and linked the content of the reading to the moral values contained in the text. At the end of the activity, teachers provide feedback in the form of corrections, appreciation, and suggestions to assist students in enhancing their ability to read quickly. In general, the execution of the skimming technique was done successfully, and almost all the observation criteria were met, with the exception of the use of supplementary materials.

B. Results of Observation of Scanning Strategy Implementation

The implementation of the scanning strategy was also observed to be quite optimal. The teacher began the activity by explaining the purpose of the scanning strategy, which is to find specific information in the text, such as numbers, names of characters, places, and specific data. Next, the teacher introduced the narrative text genre and provided the title of the reading to activate the students' prior knowledge. This effort made the students more prepared to understand the content of the text before reading it in detail.

In real-life situations, educators instruct learners to focus on the title, subtitle, and pictures to gauge the material's subject. In addition, they encourage students to briefly review the introduction and conclusion of the text for context. Following this, instructors highlight the significance of identifying key terms or vital expressions that pertain to the

information they are looking for. To enhance the efficiency of the scanning technique, educators allocate a specific timeframe to ensure that students do not linger too long on every detail of the content.

As seen with the skimming approach, the educator also demonstrates clear examples of how to scan information, followed by both individual and collaborative tasks that are time-bound. Learners are tasked with locating pertinent details promptly. Once the tasks are done, the educator encourages students to share insights from the exercise and connect them to the themes or moral lessons of the reading. In conclusion, the educator reviews and provides constructive feedback on the students' responses, again highlighting the crucial role of the scanning technique in enhancing English reading skills. The observation findings reveal that all aspects of the scanning strategy were executed effectively, indicating that this method has been successfully put into practice. From the findings of both observations, it is evident that eighth-grade English teachers proficiently employed the skimming and scanning techniques in line with the recommended theoretical frameworks by literacy authorities (for instance, Grabe and Stoller, 2020). Skimming aids students in grasping the overall concept and key points of the text, whereas scanning develops their ability to swiftly locate specific details. Together, these strategies work hand in hand to significantly boost students' rapid reading abilities.

However, there are several important points to note. First, when applying skimming, teachers have not fully utilized supporting media such as LCDs or additional images to reinforce students' understanding. Second, more variety is needed in exercises so that students do not only practice individually or in groups, but also through collaborative activities such as games or simulations. This can make learning more interesting and increase student motivation.

C. Outcomes from observing how students applied skimming and scanning techniques

Based on the observations of students engaged in the narrative text "The Legend of Malin Kundang," it can be concluded that overall, students displayed excitement and active involvement, particularly when utilizing the skimming reading method. The majority of students successfully identified key details like the protagonist, the setting in terms of time and place, as well as the central conflict in a fairly brief duration. This indicated that they grasped the fundamental concepts of skimming and scanning techniques.

In practical activities, such as answering quick questions about the main idea of each paragraph, students were active and thoroughly engaged. They were also able to convey

their skimming and scanning results orally and discussed with peers, which showed that some students had begun to understand that skimming was not just speed reading, but also reading with a specific purpose to obtain the outline of the story. In addition, students also contributed to the discussion on the story structure and moral message of the Malin Kundang legend, indicating that they had started to have an understanding of the essence of narrative text.

However, there were some challenges that students still faced. One of the main obstacles was the vocabulary aspect. Many students had difficulty in understanding certain words in the text, especially vocabulary that was rarely used in everyday life or that had a figurative meaning. This challenge affected the comprehension of the text's overall message, particularly in grasping the central theme and ethical lesson of the narrative. Furthermore, certain learners remained focused on reading in a literal manner, without attempting to grasp the broader meaning or intent behind the author's words.

Some students also tended to focus on small details, such as character names, places, or sequence of events, without being able to connect these parts to form a complete understanding of the main idea of the story. This showed that although they were able to find surface information through skimming and scanning, the ability to process and synthesize the information into a deep understanding still needed to be improved. In addition, some students did not understand the function of the title as the main clue to the topic of the story. Others failed to recognize important key words such as “disobedient”, “curse”, “stone”, and “mother” as thematic elements that reflected the moral message of the story.

In the summarizing task, students' abilities varied greatly. Students with good comprehension were able to compose a short and precise summary, which included the main character, plot, setting, conflict, and moral message. Meanwhile, students with a moderate level of understanding were only able to capture the main storyline but often missed important details or composed a summary with a less clear structure. The struggling students often just copied sentences directly from the text without a thorough understanding, or mixed up irrelevant information.

Overall, the results of this observation showed that skimming and scanning techniques had begun to be understood and applied by most students quite well. However, further guidance was still needed, especially in improving the ability to understand contextual vocabulary, connect information to capture the main idea, and compose an effective summary. A more structured approach in guiding students to understand the function of

titles, recognize thematic keywords, and capture moral messages was also important to strengthen their understanding of narrative texts such as “The Legend of Malin Kundang”.

5. CONCLUSION AND SUGGESTIONS

This study shows that English teachers at UPTD SMP Negeri 1 Mandrehe Barat have successfully implemented skimming and scanning strategies in teaching reading skills to eighth-grade students, particularly through the narrative text *The Legend of Malin Kundang*. These strategies were applied systematically skimming to grasp the general idea and scanning to find specific details. As a result, students demonstrated increased enthusiasm and active participation during lessons. They could identify key information such as characters, settings, and conflicts more quickly and were engaged in class discussions and summarizing tasks.

The implementation of these strategies also helped foster students' understanding of narrative structure and moral values, as the story's content was connected with character education. Nevertheless, several challenges were noted. Some students still had difficulty understanding contextual vocabulary, interpreting the overall message of the text, and distinguishing between important and less relevant information. This limited their ability to create coherent summaries and fully comprehend deeper meanings.

Therefore, while the skimming and scanning strategies have shown a positive impact on enhancing reading comprehension, their effectiveness is influenced by factors such as vocabulary limitations, varying student abilities, and reading habits. Teachers play a crucial role in optimizing this strategy through clear instruction, consistent feedback, and motivational support. With continuous guidance, these strategies can become a powerful method to develop students' English reading competence more effectively.

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