

CHAPTER IV

RESULT & DISSCUSION

1.1 Result

1.1.1 Observation Result

Based on the research objective to analyze how skimming and scanning strategies are used by English teacher in teaching reading skill to students, the first step taken by the researcher was to observe teacher during English learning activities. The researcher conducted observations in the eighth grade on April 29 and May 06, 2025. The observation was conducted on an English teacher named Mr. Kornelius Zebua, S.Pd., who was teaching the Narrative Text material with the reading topic “The Legend of Malin Kundang.”

1. Results of Observation on the Implementation of Skimming Strategy

Based on the observation results, it can be concluded that the teacher has implemented the skimming strategy quite well and systematically. This can be seen from the achievement of most of the indicators listed in the observation sheet. The teacher began the lesson by explaining the purpose of using the skimming strategy, which is to enable students to find the main ideas of a text quickly without reading it in detail. The clarity of this purpose helped students understand the benefits of skimming skills in academic activities and daily life.

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 help students improve their speed reading skills. Overall, the implementation of the skimming strategy was carried out effectively, and nearly all observation indicators were achieved, except for the aspect of utilizing supporting media.

2. 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 practice, teachers ask students to pay attention to the title, subtitle, and images to estimate the content of the text. Teachers then guide students to quickly read the beginning and end of the text for orientation. After that, teachers emphasize the importance of recognizing keywords or important phrases related to the specific

information being sought. To support the effectiveness of the scanning strategy, teachers give a limited amount of time so that students do not spend too much time reading every detail of the text.

As with the skimming strategy, the teacher also provides direct examples of how to scan, then gives individual and group exercises with a time limit. Students are directed to find relevant information quickly. After the exercise is completed, the teacher invites students to discuss the results of the exercise and relate them to the content or moral message of the text. Finally, the teacher provides evaluation and feedback on the students' answers, emphasizing once again the importance of the scanning strategy in supporting reading skills in English. The observation results indicate that all indicators of the implementation of the scanning strategy were carried out effectively, so this strategy can be considered successfully implemented. Based on the results of both observations, it can be concluded that English teachers in eighth grade successfully applied skimming and scanning strategies in accordance with the theoretical steps recommended by literacy experts (e.g., Grabe & Stoller, 2020). Skimming helps students understand the general overview and main ideas of the text, while scanning trains them to quickly find specific information. These two strategies complement each other and are effective in improving students' rapid reading skills.

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.

3. Results of observations of students' implementation of skimming and scanning strategies

Based on the results of observations made of students in the learning activities of the narrative text “The Legend of Malin Kundang”, it was concluded that in general, students showed enthusiasm and active participation, especially when they were asked to do the skimming reading technique. Most students were able to identify general information such as the main character, time and place setting, and the main conflict in a relatively short time. This showed that they had understood the basics 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 difficulty had an impact on understanding the overall content of the text, including in capturing the main idea and moral message of the story. In addition, some students were still stuck in reading literally (word for word), without trying to understand the overall meaning or message that the author wanted to convey.

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”.

1.1.2 Interview Result

Further data collection was conducted through interviews. The purpose of this interview is to analyze how skimming and scanning strategies are used by English teachers in teaching reading skills to students as well as the obstacles faced. The interview was conducted by interviewing the 8th grade English teacher on behalf of Mr. Kornelius

Zebua on May 06, 2025 as for the results of the interviews that the researchers have conducted as follows:

Day/date	English teacher	Questions	Respons
Tuesday, 06/05/2025	Mr. Kornelius Zebua, S.Pd.	What do you know about skimming and scanning strategies when reading English texts?	Based on my understanding, skimming and scanning strategies are fast reading techniques that are very helpful in understanding English texts. Skimming is used to grasp the main ideas or overall picture of a text without reading it in detail, typically by focusing on the title, subtitles, or main sentences. Scanning, on the other hand, is used to find specific information within a text, such as names, dates, or particular data. I apply both of these strategies in my teaching activities to train students to read more efficiently, both in terms of understanding the general content and quickly locating specific information.
		How do you apply the skimming strategy when teaching narrative texts such as “The Legend of Malin Kundang”?	When teaching narrative texts such as The Legend of Malin Kundang, I apply a skimming strategy by directing students to quickly read the title, the first sentence of each paragraph, and important keywords. The aim is for students to grasp the general outline of the story without reading the entire text in detail. This strategy is usually carried

			out before in-depth reading, so that students are better prepared to understand the essence of the story and its narrative flow.
		How is the scanning strategy applied in class when discussing the text “The Legend of Malin Kundang”?	In teaching the text “The Legend of Malin Kundang,” the scanning strategy was applied by having the teacher direct students to focus on finding specific information from the text, such as the names of characters, places, or important events. This was done by asking guiding questions that helped students find answers directly without having to read the entire text in detail. This technique enabled students to find the information they needed more quickly and be more active in the reading process.
		What is the reason for using skimming and scanning strategies in teaching narrative texts to students?	I use skimming and scanning strategies so that students can more easily grasp the main ideas and important information from the text without having to read everything in detail.
		At what stage of the reading process do you use skimming and scanning (e.g., pre-reading, while-reading, post-reading)?	I usually use skimming in the pre-reading stage to get a general idea of the text's content, then scanning during reading to find specific information.

		What media or teaching materials do you use to support the implementation of skimming and scanning strategies?	In my teaching activities, I use various media and teaching materials to support the application of skimming and scanning strategies. These include reading texts from textbooks, student worksheets, and other materials. Other media such as PowerPoint cannot be used because the equipment is not yet available at the school.
		How prepared are students to understand and use skimming and scanning strategies?	During my teaching, I noticed that most students have begun to understand and use skimming and scanning strategies in their reading activities. They are becoming accustomed to quickly finding important information without having to read the entire text. However, there are still some students who need further guidance, especially in recognizing main ideas and keywords. In general, the students are quite well prepared, but they still need guidance so that these strategies can be applied more effectively.
		What obstacles or challenges did you encounter when implementing this strategy in the classroom?	This strategy is actually quite helpful, but there are challenges. Students still find it difficult to distinguish between main ideas and supporting details. Sometimes they lose focus, especially when the text is long. Class time is also limited, so it is not possible to

			explain everything one by one. However, they are slowly beginning to understand.
		How do you evaluate the success of using skimming and scanning strategies in narrative text learning?	I can see that students understand the content of the text more quickly. When asked to find the main ideas or important information, most of them are able to do so. Therefore, I believe that the skimming and scanning strategies are quite effective, although some students still need further guidance.
		Do skimming and scanning strategies help achieve learning objectives in narrative texts?	Yes, I think skimming and scanning strategies are quite helpful for students in understanding narrative texts. They are able to grasp the main ideas and important information more quickly, especially when reading stories such as legends. As a result, learning is more effective and students are more interested in participating actively.
		Do you have any plans or ways to develop this reading strategy to make it more effective?	Yes, I plan to provide more exercises and reading examples that are appropriate for the students' level in the future. I also want to use visual media or games to make them more enthusiastic and help them understand the text more easily. In essence, I want this reading strategy to be more enjoyable and

			effective for them.
		Do you have any advice or suggestions for other teachers on how to teach skimming and scanning in narrative texts?	In my opinion, teachers should provide simple and easy-to-understand explanations about skimming and scanning at the beginning of the lesson. To avoid confusion among students, teachers can start with interesting narrative texts, such as folk tales. Small exercises should also be given gradually so that students can get used to the techniques. During the process, teachers should continue to provide guidance, especially to students who still do not understand.

Based on an interview with Mr. Kornelius Zebua, S.Pd, it appears that skimming and scanning strategies have been actively implemented in learning activities to improve students' reading comprehension of English texts. The teacher explained that skimming is a fast reading technique that aims to capture the main ideas or general outline of a text without reading it in detail. This technique is carried out by focusing on important elements such as the title, subtitles, and main sentences in each paragraph. Conversely, scanning is used to find specific information in the text, such as names of characters, places, or important events. Both strategies are considered very helpful for students in reading efficiently, both in understanding the general content and quickly finding specific information.

In practice, when teaching narrative texts such as The Legend of Malin Kundang, teachers use skimming strategies by directing students to quickly read the title, the first sentence of each paragraph, and important keywords. The aim is for students to get a general idea of the

story before reading it in depth. This strategy is usually carried out at the pre-reading stage.

Next, during the reading stage, teachers apply the scanning strategy by asking students to find specific information from the text. This is done through guiding questions that help students find answers directly without having to read the entire text. This technique encourages students to be more active in the reading process and makes them faster in finding the information they need.

The teacher also stated that to support the implementation of this strategy, they use various media and teaching materials such as reading texts from textbooks and student worksheets. However, the use of digital media such as PowerPoint is not yet possible due to limitations in facilities and infrastructure at the school.

Based on his observations, most students have begun to understand and use skimming and scanning strategies in their reading activities. They are becoming more accustomed to finding important information quickly without reading the entire text. However, there are still some students who need further guidance, especially in recognizing main ideas and keywords. Additionally, another challenge faced is students' difficulty in distinguishing between main ideas and supporting details, as well as a tendency to lose focus when reading lengthy texts. Teachers also acknowledge that time constraints in the learning process hinder a thorough explanation of these strategies.

Despite these challenges, teachers consider skimming and scanning strategies to be quite effective in helping students understand the content of a text. Students are able to find main ideas and important information more quickly, making learning more efficient and interesting. Therefore, teachers plan to provide more reading exercises and text examples that are appropriate for the students' skill levels.

They also want to use visual media or games to make these strategies more enjoyable and easier for students to understand.

In conclusion, teachers recommend that skimming and scanning strategies be taught through simple and easy-to-understand explanations at the beginning of the learning process. Teachers also recommend starting with interesting narrative texts, such as folk tales, and providing exercises gradually so that students become familiar with these techniques. In the process, teachers need to continue providing guidance, especially to students who are still experiencing difficulties.

1.2 Diskusi

1.2.1 The Implementation of Skimming and Scanning Strategies

In the reading learning process in class VIII UPTD SMP Negeri 1 Mandrehe Barat, skimming and scanning strategies have been applied by English teachers as part of the method of developing students' reading skills. Based on the results of observations and interviews with the subject teacher, Mr. Kornelius Zebua, S.Pd, the application of the two strategies aims to assist students in understanding reading texts efficiently and effectively, both in terms of finding main ideas and specific information.

1. Implementation of Skimming Strategy

The skimming strategy is applied by teachers when students are presented with a narrative reading text, such as “The Legend of Malin Kundang”. In this activity, students are asked to skim the text and identify general information such as the main character, time and place setting, and the gist of the story without reading in detail each sentence.

The teacher facilitates skimming by giving clear initial instructions and guiding students to focus on the first and last sentence of each paragraph, as well as paying attention to the title and subtitle. The observation results show that most students are able to summarize the general idea of the text in a short time. The

teacher also provides light exercises such as answering questions about the main theme of the story to gauge their understanding of the skimming results.

Aryanti and Fitri (2020), skimming is an important reading strategy to help students understand the main idea of a text in a limited time, especially when dealing with long or complex readings. This strategy increases students' reading speed and inference ability to the structure and content of the text.

In addition, Zhou & Liu (2022) stated that students who regularly practice skimming are more confident in academic reading tasks and show better comprehension results because they are trained to prioritize relevant content and ignore unimportant details. This is consistent with the findings in this study, where students became more confident in answering questions related to the content of the text after skimming.

2. Implementation of Scanning Strategy

Scanning strategies are used by teachers when students are directed to find specific information in the text. For example, the teacher gives an assignment to find the name of a character, an important date, or a certain event in the reading. Students are trained not to read the entire text sequentially, but too immediately look for certain keywords or phrases related to the information they are looking for.

In implementing the scanning strategy, the teacher provides instructions on how to find specific information quickly, for example by looking at numbers, capital letters, or words that are often used in questions. The teacher also provides feedback on students' scanning results, corrects errors, and provides additional strategies such as the use of highlighting or visual markers.

Rahman & Siregar (2020) explained that scanning enables students to quickly locate information in a text, which is especially

beneficial in answering comprehension questions that require factual data. In the context of learning in junior high school, this strategy is very helpful for students in dealing with multiple choice or short fill-in questions that require finding specific information.

In line with that, Ningrum & Purwaningsih (2022) stated that scanning develops students' ability to navigate through texts and reinforces vocabulary recognition, as learners often look for key terms they have learned. In direct observation, students showed improvement in recognizing important vocabulary and understanding the context of the sentence in which the word is located.

3. Strategy Comparison and Alignment

Teachers do not apply skimming and scanning separately, but complement each other according to the learning objectives. At the beginning of learning, skimming is used to give students an overview. After that, scanning is applied to deepen understanding of important parts or answer detailed questions. This approach is in line with the integrated reading strategy approach, where reading strategies do not stand alone but are used in an integrated manner.

Wulandari & Mulyadi (2020) stated that a combination of skimming and scanning provides learners with a balanced approach to reading comprehension, allowing them to shift between general understanding and specific detail retrieval as needed. Such an approach not only speeds up the reading process, but also enriches students' analytical skills towards the text.

1.2.2 Students' Response and Engagement

Based on the results of observations and interviews conducted in class VIII UPTD SMP Negeri 1 Mandrehe Barat, students' responses and involvement in the use of skimming and scanning strategies in reading learning show a fairly positive and active response. This can

be seen from how students respond to teacher instructions, engage in exercises, and are able to complete tasks related to both strategies.

1 Student Responses to Skimming and Scanning Strategies

The majority of students showed enthusiasm when the teacher introduced skimming and scanning reading strategies. When asked to read the text quickly to capture the main idea (skimming) or find specific information such as the name of a character or place (scanning), students seemed to actively try to understand the instructions and apply them in practice.

This is supported by a statement from one of the students during the interview:

“In my opinion, skimming and scanning make me understand the content of the text faster without having to read everything from beginning to end.”

This positive response indicates that the strategy makes it easier for students to understand the reading, especially in the context of narrative texts such as “The Legend of Malin Kundang” They not only enjoy the learning process, but also find it helpful in solving reading-related questions.

Dewi & Wahyuni (2020), skimming and scanning strategies can increase students' confidence because they can find the information they need without being overwhelmed by the whole text. This strategy also encourages students' activeness in class because they feel they have control over their own comprehension process.

2 Active Engagement in Classroom Activities

Students' engagement during learning can also be seen from their participation in group discussions, practice questions, and questions and answers with the teacher. When the teacher gives instructions to skim the text, for example, most students

immediately open their textbooks and start looking for the main idea of the paragraphs within the specified time.

The observation also found that students:

- a. Able to identify general information such as main character, setting, and conflict in a short time.
- b. Actively answer quick questions from the teacher such as: “What is the main conflict in this story?” or “Who is the supporting character in the 3rd paragraph?”
- c. Ask questions to the teacher when they are confused by the meaning of words or sentence structure.

This shows that the strategy not only makes students more efficient in reading, but also encourages them to actively participate in the learning process, as stated by Yuliani (2021) that the use of active reading strategies such as skimming and scanning can increase the interaction between students and teachers in learning activities, especially in improving reading comprehension.

In addition, Fitriani et al. (2022), activity-based learning strategies such as skimming and scanning can create a collaborative and interactive learning atmosphere. This has a positive impact on student motivation and accelerates the process of achieving basic competencies in the English curriculum.

1. Obstacles and Student Responses

Although student engagement was generally high, some students still faced difficulties, especially with regard to new vocabulary and complex sentence structures. In the scanning activity, some students admitted to having difficulty finding specific information when keywords did not explicitly appear in the text.

However, the teacher provided guidance by re-explaining how to find keywords and providing additional practice. The students' response to the guidance was also positive. They

practiced more and began to understand the importance of understanding the context when scanning.

This is in line with Hartanto's (2023) opinion that teacher support and repeated practice are very important in the implementation of speed reading strategies. Teachers who are able to provide constructive feedback can encourage students' engagement and development of reading strategies more significantly.

1.2.3 Challenges Faced by Teachers in Teaching Skimming and Scanning Strategies

In the process of teaching skimming and scanning reading strategies in eighth grade, teachers face various significant challenges. Based on the results of interviews and observations conducted by researchers on English teachers at UPTD SMP Negeri 1 Mandrehe Barat, these challenges include time constraints, differences in student abilities, obstacles in students' vocabulary mastery, and the lack of learning resources that specifically support the strategy. A detailed explanation of these challenges is explained as follows:

1. Teaching Time Limitations

One of the main challenges is the limited time in classroom learning. Teachers stated that the time available in one meeting is often not enough to teach reading material, explain skimming and scanning strategies, and give students time to practice them optimally.

For example, teachers may only have about 35–40 minutes in one meeting to explain the material, provide examples, guide exercises, and evaluate student understanding. In this short time, it is difficult for teachers to pay special attention to mastering reading techniques such as determining the main idea through skimming or finding specific information through scanning.

This causes students to not yet be truly skilled at applying these strategies independently.

Rafiq & Fitria (2020), limited time in learning English is often an obstacle because the material that must be delivered is quite extensive, while the learning duration is limited. This causes teachers to have to combine strategies with other methods, which sometimes reduces the effectiveness of implementing these speed reading strategies.

Andini et al. (2022) also stated that in the context of junior high schools, teaching reading strategies often does not get an adequate portion of time in the curriculum, so teachers have difficulty evaluating students' understanding of skimming and scanning strategies in depth.

In addition, time constraints also prevent teachers from providing individual feedback on students' errors in applying skimming and scanning strategies. In fact, feedback is very important so that students can improve the way they understand the text.

2. Differences in Students' Reading Abilities and Interests

Teachers also face challenges in the form of heterogeneity in students' reading abilities. In one class, there are significant differences between students who have good reading abilities and students who still have difficulty understanding English texts. This causes the application of skimming and scanning strategies to be uneven.

a. Differences in Reading Ability:

- Skimming requires students to understand the main idea or gist of the reading quickly without reading the entire text. Therefore, students with good reading skills are usually better able to identify titles, key sentences, and general information in a short time. However, students with low reading skills often have difficulty

filtering out important information and can get lost in irrelevant details.

- Scanning requires careful attention to specific information, such as dates, names of people, numbers, or keywords. Students with high focus skills find it easier to use this strategy because they know what to look for, while students who are not trained can reread repeatedly or misinterpret information because they do not understand the context.

b. Differences in Reading Interest:

- Students who have a high interest in reading tend to enjoy skimming more, because they like to get an overview before deciding to read in more detail. They also see skimming as a tool to explore many types of texts in a short time, such as articles, short stories, or informative reading.
- On the other hand, students who have low interest in reading tend to be more comfortable with scanning, because this method is considered faster and has a clear purpose (e.g. finding answers to questions or specific information). They tend not to want to read the entire text, so scanning is considered an efficient option.

Rahmawati & Setiawan (2019) stated that one of the challenges in teaching reading is the differences in learning styles and individual abilities of students which require teachers to differentiate in teaching. Without a varied approach, reading strategies tend to be effective for only some students.

Furthermore, Yuliana & Pratama (2023) added that students' low motivation and interest in reading English texts is a serious inhibiting factor in implementing speed reading strategies such as skimming and scanning.

3. Low Vocabulary Mastery by Students

Low vocabulary mastery by students is one of the main obstacles in implementing skimming and scanning strategies in reading learning. When students have limitations in understanding the meaning of words in the text, they will have difficulty capturing the main idea when skimming or finding specific information when using scanning. This is because both of these strategies rely on students' ability to quickly recognize and understand key words in the text.

For example, in skimming, students must be able to read quickly and recognize important words to summarize the gist of the reading without reading the entire text in detail. However, if they do not understand the vocabulary used by the author, they will have difficulty determining the main idea or intent of the author. Likewise, in scanning, students are asked to find specific information such as dates, names of characters, or specific facts. If they do not know the meaning of the words they are looking for or do not recognize the various forms of words, the scanning process becomes ineffective.

According to research by Fitriani et al. (2019) and Sari & Putra (2021), weak vocabulary mastery often causes students to read more slowly and not be confident in using speed reading strategies. Rahman (2022) also added that lack of practice in enriching vocabulary causes low reading efficiency, so that students are unable to apply skimming and scanning strategies optimally in understanding English texts.

Thus, low vocabulary mastery is a significant inhibiting factor that teachers need to pay attention to in guiding students to use skimming and scanning strategies effectively. Intensive and contextual vocabulary learning is an important solution to overcome this obstacle.

1.2.4 Solutions that Teacher Can Apply in Skimming and Scanning Techniques in Teaching Reading Skill

In the process of teaching reading skills, particularly skimming (reading quickly to get the main idea) and scanning (reading quickly to find specific information), teachers often face various challenges. This is due to internal factors related to students (interest, ability, vocabulary) as well as external factors (learning media, methods, and time). There are several solutions that teachers can use to overcome problems with these techniques, including the following:

1. Simplifying the Understanding of Skimming and Scanning Concepts

The problem is that some students find it difficult to distinguish between skimming and scanning because both techniques involve speed reading. Therefore, Guru Solusi explains the differences in practical terms, for example:

Skimming: “Imagine you are looking for the main idea in an article.”

Scanning: “Imagine you are looking for a friend's phone number in the class list.”

You can also use short and familiar text examples (ads, class schedules, light articles) or, to make it easier to understand, create a comparison table or visual diagram of the differences between the two techniques.

2. Overcoming Limitations in English Vocabulary

The problem is that eighth-grade students in areas such as Mandrehe Barat have limited vocabulary, which hinders their understanding of the text. Therefore, the solution is to conduct pre-teaching vocabulary (teaching vocabulary before reading the text), use a simple glossary in each reading material, use images or synonyms in Indonesian to aid comprehension, and engage students in vocabulary games to increase motivation.

3. Increasing Interest and Motivation in Reading

The problem is that students tend to be less interested in reading English texts that are considered difficult or irrelevant. The appropriate solution is to choose texts that match the interests and local experiences of students (e.g., Nias folk tales translated into English), use digital learning media where possible (short videos, digital comics), and encourage students to discuss after reading so that they feel involved and heard.

4. Optimizing Learning Time

One of the problems is that English class time is often limited, so skimming and scanning techniques cannot be practiced to their full potential. Therefore, the solution that can be implemented is to incorporate skimming and scanning exercises into routine activities, such as warm-ups before the main lesson, then use short but consistent exercises (e.g., reading one paragraph for skimming in three minutes), and finally assign independent tasks with clear guidelines for practice at home.

1.2.5 Implication of the Findings

The findings of this study indicate that the use of skimming and scanning strategies in teaching reading to grade VIII students provides a significant contribution to improving their reading skills, especially in terms of speed in understanding texts and finding specific information. However, the implementation of this strategy is also not free from a number of challenges, such as low vocabulary mastery of students and limited teaching time.

1. Implications for English Language Teaching Practice

The results of this study imply that teachers need to design a more strategic and focused reading teaching approach, emphasizing skimming exercises to find main ideas and scanning to find important details. Both of these strategies are very helpful in improving students' reading efficiency.

The skimming strategy helps students understand the main idea or general description of the text in a short time. Meanwhile, scanning allows students to find specific information such as dates, character names, or other important data without having to read the entire text. This makes the reading process more efficient and focused, in accordance with learning objectives.

The use of this strategy requires students to be active and independent in reading. Students no longer rely entirely on teachers to understand the contents of the text, but are trained to find information themselves through strategic speed reading techniques. This is in line with the principle of the learner-centered approach in modern learning.

Nation (2020), reading strategies such as skimming and scanning are part of the macro reading strategy that can accelerate text comprehension if taught explicitly. Teachers must be facilitators who can provide concrete examples and structured exercises.

Furthermore, Grabe (2019) stated that reading strategies are not only taught as separate skills, but must be integrated into the context of understanding the text as a whole. This is in line with the results of research showing that students are more responsive to skimming and scanning strategies when the strategies are directly linked to interesting topics or stories, such as The Legend of Malin Kundang.

In the context of school learning which is often limited by time, this strategy is very helpful for teachers and students to optimize time. Students can understand the text in a relatively short time, so that there is room for further activities such as discussion, reflection, or assignments.

2. Implications for Curriculum Development and Teaching Materials

The findings also indicate the need to develop a reading curriculum that provides more space for fast reading strategies such as skimming and scanning. The current curriculum still places too much emphasis on literal and grammatical understanding of texts, thus providing less opportunity for students to develop adaptive reading strategies.

According to Yin et al. (2021), an effective reading learning curriculum in the digital literacy era must accommodate fast information processing strategies, where students are not only required to understand the contents of the text but also to be able to sort out important information in a short time. Thus, skimming and scanning strategies become very relevant.

Adjustment of teaching materials is also important. Text materials must be varied and relevant to the student's context, so that the reading strategies used do not feel mechanical. Zarei and Alikhani (2022) found that texts that are culturally and emotionally familiar to students encourage the use of skimming and scanning strategies more effectively.

3. Implications for Students' Roles in Learning

This study also implies the need to increase independence and strategic awareness in students. Skimming and scanning strategies are only effective if students are aware of when and how the strategies are used. The application of skimming and scanning strategies in reading learning brings significant changes to students' roles in the classroom. Students no longer play a passive role as recipients of information, but are active as information seekers and problem solvers.

With skimming, students are invited to think quickly and strategically in finding the main idea and understanding the general picture of the text. This makes them more active in making predictions, connecting the contents of the reading with previous knowledge, and compiling a framework of thought

before reading more deeply. This improves students' ability to compile an initial understanding of the text.

Meanwhile, the use of scanning strategies trains students to be more focused and directed in finding specific information, such as dates, names of characters, or other important details. Students are required to have selective skills, because they do not read the entire text, but only the parts related to the information they are looking for. Thus, students become more independent and directed in reading, and are accustomed to setting their reading goals clearly.

Afflerbach et al. (2020), effective readers are those who are able to organize reading strategies according to the purpose and type of text. Therefore, teaching strategies must be accompanied by metacognitive training that helps students understand their thinking processes while reading. In addition, this strategy also encourages students to practice critical and efficient thinking, because they must be able to determine what to look for and how to find it in a short time. This can increase students' confidence in dealing with complex and diverse reading texts, especially in the context of exams or other academic activities.