

CHAPTER V

CONCLUSION & RECOMENDATION

1.1 Conclusion

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.

1.2 Recommendation

Based on the research results and findings, there are several recommendations for improving the implementation of skimming and scanning strategies in teaching reading skills, which are explained as follows:

1. For the English teacher of UPTD SMP Negeri 1 Mandrehe Barat, It is recommended that the teacher continue to deepen their understanding and teaching techniques related to skimming and scanning strategies. The teacher is encouraged to attend professional development programs or workshops focused on teaching reading strategies, and to apply a variety of engaging texts to help student's better practice identifying main ideas (skimming) and specific details (scanning). Regular reflection on classroom practices and student progress is also necessary to continuously improve the effectiveness of the strategy.
2. For the school, the school should provide support in the form of time allocation, teaching resources, and relevant training related to reading strategies. Facilities such as English reading books, worksheets, digital media, and access to teaching modules should be improved to help teachers implement skimming and scanning strategies more effectively. Collaborative learning environments, such as peer teaching or professional learning communities, can also be established to foster the exchange of teaching experiences among English teachers.
3. For students, Students should be encouraged to use skimming and scanning strategies not only during classroom activities but also in their independent reading practices. Teachers and schools can guide students to develop their reading habits and strategy awareness through self-evaluation, reading journals, or structured reading tasks.
4. For future researchers, Future research is expected to explore the effectiveness of skimming and scanning strategies in various levels of education, as well as in different reading genres or texts. It is also suggested to include a larger number of teacher and student participants to gain broader insights and generalizations. Moreover, further studies can focus on how these strategies impact students with different reading abilities or language proficiencies.