

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

#### **A. Research Finding**

By combining observation, interview, and questionnaire as research tools, this study aims to understand how the Skimming and Scanning Technique is used to teach and learn reading as well as the challenges experienced by the teacher and students.

Observation was utilized to learn about the difficulties that the teacher and student encountered while teaching and learning to read. To learn about the difficulties the teacher is having teaching reading, an interview was conducted. In order to understand about the difficulties kids were having learning to read, a questionnaire was used. The teacher and pupils were observed while they taught and learned to read. Next, conduct an interview with the teacher to learn more about her comments and the challenges she faces while instructing students in reading utilizing skimming and scanning techniques. A questionnaire was the next tool used. After instruction and learning, students were given a questionnaire with the goal of identifying any issues they were having learning to read utilizing skimming and scanning techniques.

In the academic year 2022-2023, the study was conducted with students at TBI IAIN Madura's fourth semester. The research was done between 5 March 2023 and 30 April 2023. Included in this study were the following dates or work schedules:

1. On March 5th, met the Reading teacher to discuss the lesson plan and also asked about time schedule of Reading class.
2. On April 16-25 th, conducted the observation in the class.
3. On April 20 th, conducted interview via WhatApps to student

To learn how to teach and learn reading using scanning and skimming in one session, an observation was conducted. Reading activities were discussed at the meeting. Reading activities were used in this article to observe the teaching and learning of reading, particularly the difficulties that students and teachers encountered. Prepare an observation checklist and take field notes while you are observing the teaching process. From the beginning of class until the conclusion of the teaching and learning process, notes were taken from both the teacher and the students. In the discussion that follows, the observational data are identified.

The results of the researcher's observations when in class, the lecturer distributed one writing to be read by students and then later evaluated. The following text is used during the scanning class:

“We believe that the Earth is about 4.6 billion years old. Percent, we are forced to look to other bodies in the Solar System for clues about what Earth's early history was like. Studies of the Moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided abundant evidence that all these large celestial bodies were formed. That same bombardment had to affect the Earth as well. The lunar record shows that the number of collisions dropped to its current low about 4 billion years ago. On Earth, later erosion and crustal movements destroyed the craters that had to be formed during this era.

Scientists estimate the age of the Earth by measuring the proportions of various radioactive elements in rocks. The oldest rocks tested so far in the country are about 3 1/3 billion years old. But no one knows if these are the oldest rocks on earth. Experiments on moon rocks and meteorites show that they are about 4.6 billion years old. Scientists believe that this is the true age of the Solar System and probably the true age of the Earth.”

Then in the skimming class the text used for the material is as follows:

“Naval architects never claim that a ship is unsinkable, but the loss of the passenger and car ferry Estonia in the Baltic Sea should certainly never have happened. It was well designed and carefully maintained. It had the right number of lifeboats. It was thoroughly checked on the day of the fatal trip. However, Estonia capsized and sank hours later in a cold, stormy night. It descended so rapidly that most of those on board, trapped in their dark, flooded cabins, had no way of escape: of those who managed to climb overboard, only 139 survived. The rest died of hypothermia before rescuers could get them out of the cold sea. The final death toll was 912 souls. However, an unpleasant number of questions remain in the air, why Estonia sank and why so many survivors were men in their prime, while most of the dead were women, children and the elderly.”

Based on the results of interviews and documentation that researchers have done before, in this section the reading lecturer prepared herself in conducting teaching learning process. For more detailed the teaching learning process would be describe as follow:

- a. From the observations of researchers in the course of reading, skimming and Scanning material is divided into two meetings. The meeting that discussed scanning was held at the fourth meeting of the reading course, then at the next meeting at the sixth meeting, the material taught to students was skimming material.
- b. In the two Reading class the lecture did similiar teaching methods, First, the lecturer gave explanation the definition skimming and scanning, then after giving the explanation about definition of skimming and scanning, the reading lecture shared the example text that student can read and also learn. The lecturer give an explanation so the student can imitate.

- c. Second, after the lecturer gave explanation and example, the reading lecturer asked the student to read the text she shared before, and some student was asked to read with skimming and scanning.
- d. After the reading process are done, some student are being questioned to evaluate the reading results.

**1. How are the fourth semester students ability at skimming and scanning reading text**

To get data from students' abilities, researchers conducted tests on students. The test was conducted by asking students to work on questions that had been previously researched. The questions are in the form of multiple choice questions with points for each question of 5. These questions are divided into two main parts, namely the part of the question that asks students to work using skimming techniques, and the second part that asks students to work on questions using scanning techniques. The total number of questions was 20.

**Tabel 1 Student Ability data**

<b>No</b>	<b>NAMA</b>	<b>NIM</b>	<b>Score</b>
1	Istianah	21381032072	40 / 100
2	Moh. Alif Rahman Hidayat	21381031020	85 / 100
3	Izzatun Nafisah	21381032015	65 / 100
4	Maisaroh	21381032018	85 / 100
5	Istianah	21381032072	95 / 100
6	Nani Prawati	21381032066	65 / 100
7	Aniyatus Sirriyah	21381032007	90 / 100
8	Luthfiatur Rofiah	21381032017	80 / 100
9	Habib Naufal	21381032017	100 / 100
10	Ismail	21381031044	60 / 100
11	Nabila Dwi Mulyanti	21381032023	80 / 100
12	khorizah	21381032074	75 / 100

13	Shofia suhrotul wardah	21381032073	100 / 100
14	Ginayatul Fitriah	21381032043	75 / 100
15	Dewi Nur Agus Ningtiyas	21381032011	85 / 100
16	Masruroh	21381032019	85 / 100
17	Faiqur Rizki Ikmilia	21381032042	85 / 100
Nilai rata-rata			79,4
Nilai maksimum			100
Nilai minimum			40

To get data from students' abilities, researchers conducted tests on students. The test was conducted by asking students to work on questions that had been previously researched. The questions are in the form of multiple choice questions with points for each question of 5. These questions are divided into two main parts, namely the part of the question that asks students to work using skimming techniques, and the second part that asks students to work on questions using scanning techniques. The total number of questions was 20.

## **2. What are the important of skimming and scanning ability for the fourth semester students of english department?**

In table 1, 17 people filled out the test questions prepared by the researcher. The average score of the test was 79.4. These results show that in general students have a good ability to use skimming and scanning techniques. Then the highest score of the test results was owned by Shofia suhrotul wardah and the lowest score was owned by Istianah.

To support the data in the form of student test results, the researcher then presents direct responses from students regarding the skimming and scanning methods used by students when reading texts.

Following are the responses:

1. Diah Soraya Putri

From the results of the interview with Diah Soraya Putri, we can learn that the skimming technique in reading helps her to get information as quickly as possible because for her this technique makes it easier to find the facts and information she needs.

“I think Skimming is a technique of reading quickly to get an overview of a material. Scanning is also reading quickly to find certain facts”

Meanwhile, with the scanning reading technique, Diah Soraya Putri argues that the scanning technique helps her quickly find the facts or information needed.

“Scanning reading is reading quickly to find certain facts in a text.”

Even so, he does not always use skimming and scanning techniques in his daily reading. But there are times when he uses this reading technique because it really makes it easier for him when he has a task that he has to finish quickly.

“I think the advantage of this skimming is Skimming techniques can help students when they don't have or have the time to read each assignment”

For her, the main advantage of both reading techniques is the speed of obtaining information.

“The students are able to get the information quickly, directly, and specifically. And then the students are practiced to think of clues to find the specific information.”

## 2. Luthfiatur Rofi'ah

From the results of the interview with Luthfiatur Rofi'ah the researcher found that, in her opinion, the skimming reading technique is a very good technique to use to get the main idea which is one reading like a book. With this technique the reader does not need to read the words in the book one by one, but rather the important points contained therein.

“The skimming technique is a good reading technique to use when you want to find the overall main idea of a book. This method makes us read jumping from one section to another to see the main points, not by reading word for word”

Meanwhile, with scanning techniques, we can find information quickly and accurately.

“Scanning is a reading technique to get specific information quickly and accurately from a book”

Even with these advantages, Luthfiatur Rofi'ah doesn't always use both techniques, only when she wants to read something efficiently.

“Sometimes I use the technique for an efficient time“.

Then Luthfiatur Rofi'ah added that the reason she didn't use this technique was because she still had difficulty getting a comprehensive understanding of the text she was reading..

“For now, I still find it difficult to use skimming and scanning techniques in reading, such as unclear understanding”

### 3. Masruroh

Masruroh provided information regarding the skimming method, which is a fast reading technique to get an overview of reading material, while reading with a scanning technique is a fast reading method to get specific facts from a reading.

“Yes I know , skimming is reading rapidly in order to get a general overview of the material“

“Yes I know, Scanning is reading rapidly in order to find specific facts”

Even with a good understanding of skimming and scanning techniques, Masruroh stated that he rarely uses these two techniques.

“yes, I do some scanning and skimming while reading, but I don't do it very often”

Masruroh stated that he had no difficulty in using the two reading techniques.

“For me personally, I have never had any difficulty skimming and scanning while reading...”

### 4. Ginayatul Fitriah

From the researcher's interview with Ginayatul Fitriah, he gave a statement that according to him reading using skimming techniques requires good skills in comprehension and good reading skills while scanning, according to him, does not require good language skills.

“Skimming requires good understanding and reading skills. While scanning does not require language skills that are too good”

From this description Ginayatul Fitriah went on to say that she had difficulty using both techniques.

#### 5. Meilinda Dwina Wijayanti

Meilinda Dwina Wijayanti explained that skimming is the process of reading to determine the main idea of the text being read, and scanning is the process of reading to find specific information in the text.

“Skimming is the process of reading that used to make a conclusion about the passage, from that we will know the text is about what.”

“As I remember, scanning is the process of reading in order to get the answer of some question, it use to look for the specific information when we will answer the question of the passage.”

In reading, Meilinda Dwina Wijayanti argues that the use of skimming and scanning techniques is the fastest way to get information from long texts. Meilinda Dwina Wijayanti thinks that using skimming and scanning reading techniques is an easy way, so she always uses them.

“No, I don't. It's even give me the easier way in reading especially for long passage.”

#### 6. Istianah

In a research interview, Istianah suggested that skimming is a way to find the most important parts in a piece of writing without having to read it thoroughly. The most important part done by Istianah ' is the main idea that becomes the point of a writing. It can be in a book or in a book.

"Skimming is reading some important part of a book or text without reading it in full, and getting the important points"

While scanning according to Istianah is a method to find specific information contained in a writing.”

"Scanning is finding a certain important thing in a text without reading it in full"

Istianah States in using both techniques, and he again uses one of them when reciting. Especially when Istianah is trying to answer a question on a question or is answering an information quickly.

"When I read to get some information, I use it. Or when I have to answer a question using text in a short time, so I use it"

#### 7. Maisaroh

In an interview with Maisaroh, the researcher found that Maisaroh understanding was slightly different from skimming technique research in general.

"Skimming what I know about skimming is reading the text in more detail not just by Speed Reading.”

In the answer given by Maisaroh, Maisaroh explained that skimming is reading some text, while scanning according to Lubis, Syahputri and Rambe skimming is a technique used to find out whether a text needs to be read or not.

"According to what I understand, scanning only reads a few words, and skimming means reading the whole word"

Maisaroh explained that she found no problem in using skimming and scanning techniques using.

#### 8. Maulina Ainur Rahmah

From the researcher interview with Maulina Ainur Rahmah, the researcher found that Maulina Ainur Rahmah uses skimming and scanning reading technique in daily reading. Fitriyah using both techniques arena Maulina Ainur Rahmah feel like reading the book quickly, therefore Maulina Ainur Rahmah using both techniques.

"I think yes, soalnya saya kalau membaca buku suka males jadi pengen cepet cepet selesai"

But in terms of understanding, Fitriyah felt that she did not understand both theoretically, but applicatively.

"Sedikit mengerti"

Then after the researchers asked whether there are difficulties experienced by Rahmah in reading using both techniques Fitriyah replied

"I think yes, soalnya saya kalau membaca buku suka males jadi pengen cepet cepet selesai"

To confirm the information that had been submitted by respondents previously, the researcher added data from the questionnaire results. The data

contained four questions that asked about the ability and importance of skimming and scanning for them.

**Table 2 Student Survey**

<b>No</b>	<b>Information</b>	<b>Average Score</b>
1	How much do you think you understand skimming?	3,82
2	How much do you think you understand the scanning?	3,94
3	How important do you think reading is with scanning techniques?	4,18
4	How important do you think is skimming reading?	4,29

As a result, the average score of the question "How much do you think you understand skimming?" was 3.82. Followed by the second question "How much do you think you understand the scanning?" got an average score of 3.94. Getting an average score of 3.94. The importance of skimming and scanning in questions three and four were 4.18 and 4.29 respectively.

## **B. Discussion**

In this section, the researcher attempts to discuss all of the data that has been written above, all of which were discovered while the researcher was conducting the study. This section is concerned with two discussions of the problem from chapter one. As a result, the researcher starts off by setting up an arrangement based on the aforementioned data.

### **1. How are the fourth semester students ability at skimming and scanning reading text**

Reading is a very complicated process that no one has ever been able to adequately explain. Readers with an interest in psychology have two distinct psychology classrooms—behaviorism and cognitive—which have led to their fundamentally different opinions.

In this regard, specific components (such as perceptual or cognitive), phases (start or competent reading), or modes (oral or silent reading) are partially addressed by the majority of reading models. They are not attempting to account for every aspect of reading. There was no one model that could be deemed the most suitable<sup>1</sup>.

Skimming and scanning are reading strategies that make use of quick eye movements and keywords to skim through text quickly for slightly different objectives. Skimming is reading quickly to get a broad overview of the content. Reading quickly to locate specific facts is known as scanning. While skimming alerts you to the general information contained in a section, scanning aids in finding a specific piece of information. Scanners are more like pearl divers while skimmers are like snorkelers.

. From the research that researcher have done on the abilities possessed by IAIN Madura's TBI students, researchers found that students are generally able to use skimming and scanning reading techniques. From the tests conducted on them, the researcher only found one student who had a low score of 40, Istianah.

From their average score of 79.4, it can be said that their ability is at a level where they understand theoretically and apply skimming and scanning techniques in everyday reading. These results answer the

---

<sup>1</sup> Herri Susanto, "Reading Theories and Reading Comprehension; Review and Discussed," *E-Structural* 2, no. 2 (2020): 153–59, <https://doi.org/10.33633/es.v2i2.3231>.

research question of how the skimming and scanning skills of fourth semester TBI students at IAIN Madura.

## **2. What are the important of skimming and scanning ability for the fourth semester students of english department?**

Based on the result of interview and documentation has conducted by the researcher, the researcher able to understand the ability to read with skimming and scanning techniques of fourth semester student at TBI of IAIN Madura in a class academic year 2022/2023. The reading lecturer prepared herself in conducting teaching of reading with skimming and scanning.

- a. The reading lecture give explanation, example about the definition skimming and scanning. Then the lecture explain how and when to use the skimming and scanning techniques.
- b. The lecturer gave some text to the class for them to read with skimming and scanning.
- c. And then the class discuss the text they been read to know the understanding of the text after using skimming or scanning.

From the results of the observations that the researchers conducted, the researchers found that many of the TBI IAIN Madura students had a good understanding. The researchers concluded this from the researchers' observations of students.

Both skimming and scanning are so important to student. The advantages of using skimming and scanning techniques are increasing

overall work productivity, being able to save time and easily understand context when reading a text, so that you can focus more on optimizing activities or other tasks<sup>2</sup>.

Based on the result of interview and documentation has conducted by the researcher, the researcher able to know what are the important of skimming and scanning ability for the fourth semester students of TBI department. There are different students response when the researcher interview the student about the importance skimming and scanning method in reading text to gain information such as:

- a. The Students' easily do not always using skimming and scanning method when they are reading text. They use either skimming or scanning depend on the need to do their task quickly.
- b. The Students' don't easily understand the text they have read because reading with skimming or scanning actually read the text partially so sometimes they don't get the information comprehensively.
- c. The students rarely using the skimming and scanning method due to unclear information they receive.
- d. Actually the student think that using skimming and scanning method are actually hard to use.

---

<sup>2</sup> Lilia Alexandra Lira García, "Cooperative Skimming and Scanning to Improve Reading Comprehension," *Cooperative Reading Skills 1* (2021): 105–12.