

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and also suggestion deducted from this research about the perception of students on skimming and scanning. Also, the suggestion on the teaching of skimming and scanning reading strategies within the reading classes in the English Department.

5.1 Conclusion

This study's objective was to find out the English Department students' perception on skimming and scanning reading techniques. The data was collected through the distribution of google form to the 2017 and 2018 batch of English Department students who have passed Reading D class. In order to provide clearer view of the data, it would be divided into two sections, provided in the form of tables. The first respondents were 87 students. However, only forty-nine students were able to be contacted to fill the questionnaire. After several discussions with the advisor, it was concluded that forty-nine students are sufficient to represent the whole 87 students.

In order to obtain the data of students' perception, the subjects were asked to fill in the questionnaire consisting of 20 questions, ten questions about skimming and the other ten is about scanning. The result of this study showed that the students' perception of skimming is positive and the same goes for the scanning reading technique.

Most students would agree that skimming and scanning helps them in comprehending text better, improving their reading skill, helping them in examinations, and even they believe that skimming and scanning will be useful for their future. Which ultimately shows that the students' perception of skimming and scanning is positive.

5.2 Suggestion

The suggestion part of this research is divided into two sections. The first suggestion is dedicated for the Reading course lecturers and the second suggestion is dedicated for the future researchers with the similar topic.

5.2.1 Suggestion for Reading course lecturers

It is believed that the lecturers have done their best in teaching reading in the class, whether it's reading A, B, C, or D. However, there are some suggestions that would come in handy in the matter of teaching skimming and scanning reading techniques. Firstly, both techniques should be taught as early as possible and with regular routines, so that the students would not find difficulties or not understanding the techniques in the upper level of reading. Secondly, the teaching of the technique should be taught explicitly, meaning that lecturers should give the students guidance in conducting those reading techniques, so that the students won't be confused on what to do using the techniques. Apart from those, lecturers should ask interesting questions regarding the text they skim or scan from to keep the students entertained and motivated to answer them.

5.2.2 Suggestion for the future researchers

It is being acknowledged that this research is far from perfect and complete. Therefore, the future researchers later on, would like to observe this topic further. The future researcher can also conduct this research in other levels of education or even other college students with different reading disciplines. Apart from that, the future researcher can find the different point of view of skimming and scanning, whether it is from the lecturer, a reading expert, or even writers. Or perhaps, based on this research, it would be interesting if there is someone who tried to find the opinions of students in how their educators should teach skimming and scanning in the future and improving the techniques and ways of teaching those techniques.

REFERENCES

- Abdelrahman, M. S. H. B., & Bsharah, M. S. (2014). The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language. *English Language Teaching*, 7(6), 168-174
- Alyousef, H. S. (2005). Teaching reading comprehension to ESL/EFL learners. *The Reading Matrix*, 5 (2), 143-154.
- Anjarsari, E. (2016). Students' Perception on The Implementation of Skimming and Scanning Strategies in Reading Class (A Descriptive Research on The Eight Grade Students of Junior High School Muhammadiyah Sampang in Academic Year 2015/2016). Bachelor thesis, UNIVERSITAS MUHAMMADIYAH PURWOKERTO.
- Beale, A. M. (2013). "Skimming and Scanning", Two Important Strategies for Speeding Up Your Reading.
- Celce-Murcia, M. (1991). Teaching English as a Second or Foreign Language. 2nd ed. Boston, Massachusetts: Heinle&Heinle Publishers
- Chang, A. (2010). The Effect of a Timed Reading Activity on EFL Learners: Speed, Comprehension, and Perceptions. *Reading in a Foreign Language*, 22(2), 284-303.
- Cramer, W. (1998). Speed reading for better grades. Walch Publishing.
- Démuth, A. (2013). Perception theories. Kraków: Trnavská univerzita.
- Deveci, T. (2018). Increasing students' interest in reading in a foreign language: a focus on skimming and scanning.
- Díaz, S & Laguado, J. (2013). Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research
- Ebrahimi, Shirin Shafiei. 2012. Reading Strategies of Iranian Postgraduate English Students Living at ESL Context in the First and Second

- Language. International Conference on Education and Management Innovation 30: 195-199.
- Efron, R. (1969). What is perception?. In Proceedings of the Boston Colloquium for the Philosophy of Science 1966/1968 (pp. 137-173). Springer, Dordrecht.
- Grabe W. and F. L. Stoller. (2002). Teaching and Researching Reading. Harlow: Pearson Education.
- Graham, C. C. (1869). What is perception? In C. C. Graham, The true philosophy of mind (p. 131–134)
- Grellet, F. (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge University Press.
- Grellet, F. (1999). Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise. Cambridge: Cambridge Press
- Harmer, J. (2001). How to Teach English. Malaysia: Pearson Education Limited.
- Malcolm, M. (2011). Reading Skills, Scanning vs Skimming.
- McDonald, S. M. (2011). Perception: A concept analysis. International Journal of Nursing Terminologies and Classifications, no-no.
- Nurohman, M. M. (2018). Analysis of The Students Perception Toward Reading Strategies (A Study of the 4th Semester Students of IAIN Salatiga)
- Parra Mendoza, V. (2021). Peer Assessment of Skimming and Scanning Facilitated by ICT and its Incidence in the Improvement of Reading Comprehension (Master's thesis, Universidad Casa Grande. Departamento de Posgrado).
- Richards, J. (1989). Profile of an effective L2 reading teacher. Prospect, 4(2), 13-29.
- Setiawan, A. H. (2019). The Use of Skimming and Scanning Techniques in Reading Comprehension for Toefl (An Experimental Research at UIN

Ar-Raniry Banda Aceh) (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Ulmi, L. N. H., Sundari, S., & Sukmaantara, I. P. (2015). The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Recount Texts Reading Comprehension Achievement at SMPN 1 Silo Jember.