

**PERCEPTION OF STAKEHOLDERS ABOUT THE USE OF SKIMMING
TECHNIQUE IN CRITICAL READING COMPREHENSION:
A CASE OF TBI 1 BATCH 2021**



SKRIPSI

Presented as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd) of English Tadris Study Program at the Tarbiyah and Teacher Training Faculty State Islamic University Datokarama Palu

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2024**

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I hereby declare that this thesis entitled: *“Perception of Stakeholders about the Use of Skimming Technique in Critical Reading Comprehension: A Case of TBI 1 Batch 2021”* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to the misconduct.

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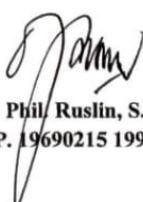
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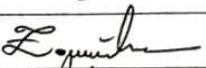
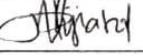


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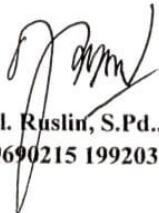
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The Researcher

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ABSTRACT

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Title : PERCEPTION OF STAKEHOLDERS ABOUT THE USE OF SKIMMING TECHNIQUE IN CRITICAL READING COMPREHENSION: A CASE OF TBI 1 BATCH 2021

This research investigates the perceptions of students and lecturers on the use of the skimming technique in enhancing reading comprehension, focusing on the TBI 1 batch 2021 at UIN Datokarama Palu. The research is grounded in the increasing importance of efficient reading strategies in academic contexts, where students are often required to process large volumes of information quickly. Skimming, as a reading technique, offers the potential to improve reading efficiency by enabling readers to identify key ideas without delving into every detail.

The objective of this research was to find out the students' and lecturers' perceptions about the use of the skimming technique in critical reading comprehension. The research question of this research was, "How is the students' and lecturers' perception about the use of skimming technique in critical reading comprehension?".

Through a mixed-methods approach, including questionnaires, interviews, and document reviews, the research explores how students utilize skimming, its effectiveness, and the challenges they encounter.

The findings reveal that most students find skimming beneficial: 77% use it frequently, 84% believe it helps identify main ideas quickly, and 83% agree it aids in managing reading assignments efficiently. However, while skimming is effective for quick comprehension, it poses challenges in understanding details, especially in complex texts. Lecturers also support skimming for enhancing reading efficiency but emphasize the need for more structured guidance and practice to maximize its benefits. Overall, both students and lecturers positively view skimming but recognize the need for improved instruction to balance it with deeper reading strategies.

Based on the result of the research, it can be concluded that skimming is valued by students and lecturers for its efficiency in identifying key ideas quickly, though it faces challenges with complex texts. To maximize its effectiveness, the researcher suggested that students should combine skimming with detailed reading and vocabulary enhancement, while lecturers are encouraged to provide targeted support and integrate skimming techniques into their curriculum.

CHAPTER I

INTRODUCTION

A. *Research Background*

Reading skills are crucial in learning English because proficient reading allows people to access vast amounts of information globally. According to Neufeld, comprehension involves creating a supportive foundation for understanding a text. He highlighted that comprehension requires active engagement with the text and the appropriate use of background knowledge for interpretation.¹

Harmer noted that reading serves additional purposes; any exposure to English, as long as students understand it to some extent, is beneficial for learners. Some language elements are absorbed as part of the language acquisition process, and if the text is particularly interesting and engaging, the acquisition is likely to be even more effective.²

Therefore, proficient reading skills are essential in learning English as they enable individuals to access a vast array of global information. Neufeld highlights that effective comprehension involves building a supportive foundation through active engagement and the use of relevant background knowledge. Harmer adds that reading also benefits learners by exposing them to English in a way that supports language acquisition, especially when the text is interesting and

¹Paul Neufeld, "Comprehension Instruction in Content Area Classes," *The Reading Teacher* 59, no. 4 (2005): 302-312.

²Jeremy Harmer, *How to Teach English* (England: Pearson Education, 1998), 78.

engaging. Thus, developing strong reading skills is crucial for comprehensive language learning and effective information acquisition.

In recent years, the field of education has seen a growing emphasis on the development of critical reading skills among students. Critical reading comprehension, defined as the ability to analyze, evaluate, and interpret texts in a nuanced manner, is recognized as a crucial component of academic success and lifelong learning. In response to this, educators have explored various strategies and techniques to enhance students' critical reading abilities.

One such technique that has gained attention is skimming, a reading technique that involves quickly glancing through a text to get an overview of its main ideas and structure. Skimming is often viewed either as a technique for swiftly grasping surface-level understanding or as a cognitively demanding skill. The importance of skimming in higher education will be examined by addressing reading challenges encountered by tertiary students, elucidating the concept of skimming, reviewing pertinent research on skimming in tertiary education, and concluding with recommendations for its effective teaching.³ Similarly, according to Bamford regard skimming as a method of reading for the main idea, characterized by rapid comprehension aimed at identifying key points within a passage.⁴ While skimming can be a valuable tool for navigating large volumes of information efficiently, its effectiveness in promoting deeper understanding and critical engagement with texts remains a topic of debate among educators and stakeholders.

³Chiew Hong, “Teaching of Skimming at Tertiary Level: Theoretical and Pedagogical,” *International Journal of Bilingual & Multilingual Teachers of English* 8, no. 5 (2013): 1-7.

⁴Julian Bamford and Richard R. Day, *Extensive Reading in the Second Language Classroom* (UK: Cambridge University Press, 1998), 50.

Understanding the perceptions of various stakeholders, including students and educators is vital in evaluating the effectiveness and acceptance of the skimming technique in critical reading comprehension. Stakeholders' insights can provide valuable feedback on the practicality, benefits, and potential challenges of implementing this strategy in educational curricula.

According to Stronge, students' perceptions inherently reflect their learning styles and practices. Understanding these perceptions is a crucial aspect of measuring teacher effectiveness, as students are primary stakeholders with direct, regular experience of classroom practices.⁵ And, Akram also stated that knowing what helps students learn comfortably is important because it influences their participation and significantly impacts their learning outcomes. Exploring the relationship between students' perceptions of teaching effectiveness and their achievements can provide teachers with valuable insights for refining their teaching strategies.⁶ Therefore, aligning students' and teachers' perceptions on teaching techniques is essential.

Based on the observations conducted on December 2023, the result revealed that both students and lecturers in TBI (Tadris Bahasa Inggris) 1 Batch 2021 actively incorporated skimming techniques into their teaching and learning practices. This preliminary data set the stage for a deeper investigation into the perceptions and experiences surrounding this method.

⁵James H. Stronge, *Qualities of Effective Teachers* (Alexandria: The Association for Supervision and Curriculum Development (ASCD), 2002), 89.

⁶Akram, Muhammad, Qamar Naseem, and Imtiaz Ahmad. 2016. "Correlating Students' Perceptions of Teacher Effectiveness and Student." 4 *The Sindh University Journal of Education*, no. 2 (2016): 1–20.

A preliminary survey of 25 students from TBI 1 Batch 2021 indicated that a significant majority utilize skimming as a primary strategy for reading comprehension. The students reported that using skimming was to manage extensive reading assignments efficiently and to quickly grasp the main ideas of the texts. Initial feedback suggested a mixed response regarding its effectiveness, with some students expressing satisfaction with their improved reading speed and others highlighting difficulties in retaining detailed information.

The lecturers teaching critical reading comprehension to TBI 1 Batch 2021 have noted a noticeable uptake of the skimming technique among students. According to their observations, students who effectively use skimming tend to perform better in understanding the general structure and key arguments of texts. However, educators also observe that these students may sometimes struggle with deeper analysis and detailed comprehension, suggesting a need for balanced reading strategies.

Based on the observation, this thesis seeks to explore the perception of stakeholders, including lecturers and students, regarding the use of skimming technique in critical reading comprehension within the context of TBI 1 Batch 2021. TBI represents one of study programs in UIN Datokarama Palu, and Batch 2021 refers to the cohort of students enrolled in that program during the specified academic year.

By conducting in-depth interviews, this research aims to elucidate the various viewpoints, experiences, and attitudes of stakeholders towards the use of skimming technique. Additionally, it intends to examine the perceived benefits, challenges, and potential implications of incorporating skimming into the

curriculum for enhancing critical reading comprehension skills among students in TBI 1 Batch 2021.

Through a comprehensive analysis of stakeholder perceptions, this research aims to contribute valuable insights to the ongoing discourse on effective pedagogical strategies for fostering critical reading abilities in educational settings. Furthermore, the findings of this study may inform curriculum development, instructional practices, and educational policies aimed at improving reading comprehension outcomes and promoting academic success among students.

The findings of this research are expected to contribute to the broader understanding of effective reading strategies in language education. By highlighting the views of stakeholders, the research aims to inform policy decisions and teaching practices that can enhance critical reading comprehension among students. Furthermore, it seeks to identify best practices and potential areas for improvement in the use of skimming as a pedagogical tool.

In summary, this thesis investigates stakeholders' perceptions on the use of skimming technique in critical reading comprehension within the context of TBI 1 Batch 2021. The study aims to bridge the gap between theoretical knowledge and practical application, providing valuable insights to enhance educational practices and outcomes.

B. Research Question

Based on the background above, the question of this research is:

“How is the students' and lecturer's perception about the use of skimming technique in critical reading comprehension?”

C. Objective and Significance of Research

Related to the research question above, the researcher intended to find out the objective of this research:

“To find out the students’ and lecturer’s perception about the use of skimming technique in critical reading comprehension”

The significances of this research are:

1. Theoretical Significance

This research will contribute to academic literature by providing empirical data on the effectiveness of skimming techniques in higher education, particularly in the context of critical reading comprehension. It will help identify best practices and support or challenge existing theoretical models of reading strategies, offering a foundation for future research and enhancing the understanding of how skimming impacts learning and comprehension.

2. Practical Significance

The findings will offer practical benefits by informing educators on how to improve teaching practices and curriculum development. By understanding the benefits and challenges of skimming, educators can better support students in developing effective reading strategies. The research will also guide educational policymakers in making informed decisions and help address diverse learning needs, ultimately fostering a more inclusive and effective educational environment.

D. Operational Definition

1. Perception

Perception refers to the attitudes, beliefs, opinions, and subjective interpretations that stakeholders (students and lecturers) have regarding the effectiveness, usefulness, and impact of the skimming technique in enhancing critical reading comprehension among TBI 1 Batch 2021 students. In this research, the researcher explored the stakeholders' perception, including students and lecturer, especially on the use of skimming technique in critical reading comprehension class that are taught to TBI 1 batch 2021 of UIN Datokarama Palu.

2. Skimming Technique

The "skimming technique" refers to a reading strategy where individuals quickly scan a text to identify main ideas and key points without focusing on details. In this research, skimming technique is the technique that is used by the students of TBI 1 batch 2021 of UIN Datokarama Palu in critical reading comprehension class. This research finds out the perception of stakeholders regarding the use of this technique in the subject of critical reading comprehension in the class of TBI at UIN Datokarama Palu.

3. Critical Reading Comprehension

Critical reading comprehension refers to a subject taught to TBI 1 Batch 2021 students, focusing on the ability to read texts analytically, evaluating content to understand deeper meanings and arguments. The researcher mentions the term of critical reading comprehension in this research because it is the subject where the students used the skimming technique as their strategies to comprehend an

English reading. The researcher explored the perception of stakeholder about the use of skimming technique especially in critical reading comprehension class. This research will explore how students and lecturers perceive the role of skimming in mastering critical reading comprehension, focusing on its benefits, challenges, and suggestions for curriculum improvement.

4. Stakeholders

In this research, "stakeholders" refer to the individuals directly involved in or affected by the use of the skimming technique in critical reading comprehension within TBI 1 Batch 2021. Specifically, 18 students enrolled in TBI 1 Batch 2021 who utilized the skimming technique as part of their reading comprehension strategies. And, are a lecturer who taught critical reading comprehension to TBI 1 Batch 2021.

E. Outline of Contents

The researcher presents this proposal in three chapters which are Introduction, Literature Review, and Research Methodology, The content outlines of this proposal are described as follows;

Chapter I is Introduction. This chapter explains about the background information on the rationale behind conducting this research, the research question, the objective and significance of this research, operational definition, and outline of contents.

Chapter II is Literature Review. It elucidates the theories relevant to this research, aiming to enhance the reader's understanding of the terminology employed. The researcher divides this explanation into several sections, which are previous research, theoretical framework, and conceptual framework.

Chapter III is Research Methodology. This chapter outlines the methodology through which the researcher will conduct this research. Therefore, the researcher organizes this chapter into several sections, there are approach and research design, research location, researcher presence, data and data source, technique of data collection, technique of data analysis, and validity test.

Chapter IV is titled Results and Discussion. This chapter presents the findings of the research and offers a detailed discussion of the outcomes. It includes an in-depth description of all the findings derived from the research. In the discussion section, the researcher analyzes the collected data to address the research problem statement.

Chapter V is titled Conclusion and Suggestion. This final chapter of the skripsi presents the conclusions drawn from the research and provides recommendations for future researchers, teachers, and students.

CHAPTER II

LITERATURE REVIEW

This chapter provides an overview of the theories and literature relevant to this research, offering a deeper understanding of the concepts and perceptions involved. It is divided into three sections: previous research, theoretical review, and conceptual framework.

A. Previous Research

Three previous research are related to the current research. The results of these studies are presented below.

Elsa Anjasari¹, in her thesis entitled "*Students' Perception on the Implementation of Skimming and Scanning in Reading Class (A descriptive Research on the Eighth Grade Students of Junior High School Muhammadiyah Sampang in Academic Year 2015/2016)*". The objective of this thesis is to know what students' perception toward the implementation of skimming and scanning technique in reading class on the VIII grade at SMP Muhammadiyah Sampang. The result of this study showed that 86% of the students perceived that skimming helps them finding clue words, typographical cues, and finding the unusual words to determine the main idea of the text. While, 84% of the students stated that scanning is a good technique for finding specific information.

¹Elsa Anjasari, "Students' Perception on the Implementation of Skimming and Scanning in Reading Class (A descriptive Research on the Eighth Grade Students of Junior High School Muhammadiyah Sampang in Academic Year 2015/2016)" (unpublished skripsi, English Department, Muhammadiyah University of Purwokerto, Banyumas, 2016).

The above study was concerning only on the students' perception in two techniques of reading class which are skimming and scanning. While, this research will focus only the skimming technique that are used in the critical reading comprehension class and will describe not only on the students' perception but all the stakeholders related to the critical reading comprehension class.

Yuri² conducted a research entitled, "*Students Perception on Skimming and Scanning in Reading Class*". The primary objective of this research is to investigate students' perceptions of skimming and scanning reading techniques in their reading class. Additionally, it aims to explore students' opinions on how teachers instruct these techniques. This descriptive study employs a survey design, utilizing a questionnaire with a five-point Likert scale to gauge respondents' agreement with various statements. Following the questionnaire, interviews are conducted with respondents who provide contradictory answers—specifically, those who find the techniques challenging yet report no issues with comprehending the reading text. The study's subjects are forty-nine English Department students from the academic year 2017/2018. The questionnaire results indicate that most students have a positive or favorable view of skimming and scanning techniques. However, interview findings reveal that some respondents are confused about finding the techniques challenging while also having no trouble with comprehension.

²Yuri, "Students' Perception on Skimming and Scanning in the Reading Class" (unpublished skripsi, English Education Study Program, Widya Mandala Chatolic University, Surabaya, 2021).

The current research focuses on perceptions regarding the skimming technique within critical reading comprehension, involving 25 students from TBI 1 Batch 2021 and 2 lecturers, using semi-structured interviews for qualitative insights. In contrast, the previous study examined students' perceptions of both skimming and scanning techniques in a reading class with 49 English Department students from the academic year 2017/2018, utilizing a survey with a five-point Likert scale followed by interviews for mixed-method insights.

A research conducted by Nur, Ahmad, and Kartini³ entitled, "*Exploring Teacher's Perception of Using Critical Reading Strategy in Reading Comprehension of Narrative Text in Senior High School*". This study aims to identify the critical reading techniques employed by teachers and the reasons behind their use. The research is a qualitative case study involving an English teacher as the participant. The teacher utilized two critical reading strategies in the classroom: reflecting, and outlining and summarizing. Findings from interviews and observations indicate that critical reading helps students acquire new knowledge, think critically, and expand their vocabulary from the narrative texts they read.

The research was only identifying teachers' perception while the current research will identify students and lecturers perception. The difference is also on the technique or strategy that is analyzed. The research analyzed the critical reading strategy, while the current research will analyze the skimming technique. But both research is concerning on reading comprehension subject.

³Fathia Haidy Nur, Yousef Bani Ahmad, and Dede Kartini, "Exploring Teacher's Perception of Using Critical Reading Strategy in Reading Comprehension of Narrative Text in Senior High School," *Journal of Social Science Research* 4, no. 1 (2024): 3433-3444.

B. Theoretical Review

This section presents theories and key terms relevant to this study.

1. Perception Theory

a. Definition of Perception

According to KBBI, perception is the process of someone knowing several things through their five senses.⁴ Therefore, perception is the process by which organisms interpret and organize sensory information to represent and understand the environment. It involves the recognition and interpretation of sensory stimuli based on memory and prior experiences. Perception is not just a passive receipt of signals but an active process involving cognitive functions and is influenced by various factors such as emotions, expectations, and cultural background.

Another definition comes from Rookes and Willson, they stated that Perception involves recognizing and interpreting stimuli that our senses detect. A person studying sensory processes might ask questions like, "How does the eye register electromagnetic radiation?" In contrast, a psychologist interested in perception might ask, "How do you recognize that object?" "How far away do you think it is?" "Where is it in relation to other objects around you?" Essentially, perception concerns how we understand and interpret our surroundings.⁵

In conclusion, perception is the process through which we recognize and interpret sensory stimuli to make sense of our environment. While sensory process studies focus on how our senses detect stimuli, the study of perception is more

⁴"Persepsi" *KBBI VI Daring*. <https://kbbi.kemdikbud.go.id/entri/persepsi> (May 29th, 2024)

⁵Paul Rookes and Jane Willson, *Perception: Theory, Development and Organization* (London: Routledge, 2000), 1.

concerned with how we interpret these stimuli to recognize objects, judge distances, and understand spatial relationships. Ultimately, perception is essential for navigating and understanding the world around us.

Perception does not happen instantly; it involves several processes. As Rookes and Willson explain, human perception consists of two types of processing: bottom-up processing and top-down processing.⁶

Top-down and bottom-up processing are two fundamental approaches to understanding how we perceive the world around us. They describe different ways in which sensory information is processed and interpreted.

1) Bottom-Up Processing

Bottom-up processing is a type of information processing that starts with the sensory input, the stimulus. Thus, perception begins with the sensory receptors and works up to the brain's integration of this sensory information. It is data-driven and relies on the physical stimuli we encounter in our environment to build a perceptual experience. Here's how it works:

a) *Detection of Stimuli*

Sensory receptors (e.g., eyes, ears, skin) detect the physical properties of a stimulus (light, sound, touch). Detection of stimuli refers to the process by which sensory receptors perceive environmental signals, such as light, sound, or temperature, and convert them into electrical signals that are transmitted to the brain. These signals are then processed and interpreted, allowing the organism to become aware of and respond to the stimuli. This process is crucial for survival,

⁶Ibid., 14.

as it enables organisms to react to changes in their environment. In a similar manner, critical reading comprehension involves detecting and interpreting textual information, where readers identify main ideas and details to understand and analyze the text thoroughly.

b) Transmission to Brain

These sensory signals are sent to the brain via neural pathways. Detection of stimuli refers to the process by which sensory receptors perceive environmental signals, such as light, sound, or temperature, and convert them into electrical signals that are transmitted to the brain. These signals are then processed and interpreted, allowing the organism to become aware of and respond to the stimuli. This process is crucial for survival, as it enables organisms to react to changes in their environment. In a similar manner, critical reading comprehension involves detecting and interpreting textual information, where readers identify main ideas and details to understand and analyze the text thoroughly.⁷

c) Processing

The brain processes these signals, constructing a perception based solely on the sensory input. Processing in the brain is the final step in detecting stimuli, where the electrical signals transmitted by sensory neurons are interpreted and integrated. This involves various brain regions specialized for different types of sensory input, such as the visual cortex for sight and the auditory cortex for sound. During processing, the brain analyzes the signals, compares them with stored information, and integrates them to form a coherent perception of the stimulus.

⁷Ibid., 15.

This enables organisms to understand their environment, make decisions, and initiate appropriate responses.

For example, when you look at a flower, your eyes detect the colors, shapes, and edges, and this raw sensory data is processed by your brain to form the perception of the flower.

2) Top-Down Processing

Top-down processing, on the other hand, involves perception that is driven by cognition. Your brain applies what it knows and what it expects to perceive and fills in the gaps, making sense of the sensory input. It is concept-driven and relies on prior knowledge, experiences, expectations, and context to interpret sensory information. Here's how it works:⁸

a) *Expectation and Knowledge*

The brain uses previous knowledge, expectations, and context to interpret sensory information. Expectations are predictions based on prior experiences, while knowledge is our stored information about the world. In perception, these factors guide how we interpret and make sense of sensory inputs. For example, when reading, expectations based on context help us predict upcoming words, and our knowledge of language aids in understanding. This top-down influence allows us to quickly interpret ambiguous or incomplete stimuli by drawing on our past experiences and understanding of the world, making perception more efficient and effective.

⁸Ibid., 17.

b) Guiding Perception

This existing knowledge influences how we perceive the sensory input. Guiding perception refers to the influence of expectations, knowledge, and prior experiences on how we interpret and make sense of sensory information. This process, known as top-down processing, involves using higher-level cognitive processes to guide and shape our perception. Expectations allow us to predict and anticipate what we are likely to perceive, while knowledge provides a framework for understanding and interpreting sensory inputs. Together, these factors help us navigate and interpret our environment by allowing us to quickly make sense of complex stimuli based on our past experiences and understanding of the world.⁹

c) Interpretation of Stimuli

The brain interprets the sensory information, filling in gaps and resolving ambiguities based on what it expects or knows. The interpretation of stimuli refers to the process by which sensory inputs are analyzed, understood, and given meaning within the brain. After sensory signals are transmitted via sensory neurons and processed in specialized brain regions, such as the visual or auditory cortex, they undergo interpretation. This process involves comparing the incoming sensory information with stored knowledge and expectations to form a coherent perception of the stimulus. The interpretation of stimuli allows organisms to comprehend and respond to their environment effectively, guiding behaviors and decision-making based on the perceived meaning of the sensory inputs received.

⁹Ibid., 19.

For example, if you see a partially obscured object that you recognize as a flower, your brain uses its knowledge of what flowers look like to fill in the missing parts, enabling you to perceive it as a whole flower even though you can't see all of it.

In reality, perception typically involves a combination of both bottom-up and top-down processing. The brain constantly uses sensory input (bottom-up) and existing knowledge (top-down) to construct a coherent understanding of the environment. This integrated approach allows us to efficiently and accurately perceive the world around us.

b. Visual Perception Theory

To obtain information from the environment, humans rely on sense organs such as the eye, ear, and nose. Each sense organ is part of a sensory system that receives input from the environment and sends this information to the brain.

Psychologists face the challenge of explaining how the physical energy detected by these sense organs becomes the foundation of our perceptual experiences. Sensory inputs undergo a transformation into perceptions of objects like desks, computers, flowers, buildings, cars, and planes. This includes experiences of sight, sound, smell, taste, and touch.

Psychologist Richard Gregory argued that perception is a constructive process primarily relying on top-down processing. According to Gregory, perception is akin to forming a hypothesis.¹⁰

¹⁰Richard Gregory, *The Intelligent Eye* (UK: Weidenfeld & Nicolson, 1970), 20.

Gregory posited that perception involves making inferences about what we see and attempting to make the best guess. He emphasized the importance of prior knowledge and past experiences in this process. When we observe something, we create a perceptual hypothesis based on our existing knowledge. Gregory suggested that the hypotheses we form are usually accurate. However, there are rare occasions when the data we perceive contradicts or disconfirms our perceptual hypotheses.

c. Changes of Perception

Perception is not static but can change over time.¹¹ The first change process is influenced by the psychological processes of the nervous system in human senses. If a stimulus remains unchanged, adaptation and habituation occur, leading to a progressively weaker response to the stimulus. Habituation refers to a decrease in sensitivity of receptors after repeated exposure to a stimulus, while adaptation occurs when the response diminishes after frequent exposure. Regular stimuli are more easily adapted to than irregular ones.

The second change occurs through psychological processes, particularly in the formation and alteration of attitudes. Attitudes are responses that are typically described in psychology as learning processes or cognitive processes. In learning processes, the focus is on external stimuli, while in cognitive processes, it is on the individual's own intentions or will.

Perception varies between individuals, as what is perceived and its meaning can differ. This is because what the five senses detect is not necessarily

¹¹Ibid., 22.

synonymous with reality. Individuals interpret objects and situations based on their perceptions and give them meaning, which influences their actions and behaviors.

The purpose of perception has shifted in meaning. As mentioned by Marr,¹² perception is believed to be about extracting information from the external world. This shift in perception's purpose is rooted in an evolutionary perception that suggests perception is crucial for enhancing the survival chances of organisms.

Different creatures respond to stimuli in unique ways and interpret them based on their experiences, detecting and responding to stimuli as either "positive" or "negative".

d. Stakeholders Perception

In this discussion, the perception of stakeholders is explained. It involves the student's perception and lecturers/teachers' perception.

1) Students' Perception

According to Shidu¹³, students' perceptions refer to their viewpoints on what occurs during the learning process in class, which they articulate through suggestions or arguments to improve their learning. The process of observation can be a challenging and interesting experience that enhances students' awareness of the entire teaching process and their own learning. Based on this definition,

¹²David Marr, *Vision: A Computational Investigation into the Human Representation and Processing of Visual Information* (US: W. H. Freeman and Company, 1982), 9.

¹³Gurnam Kaur Sidhu, "Literature in the Language Classrooms: Seeing through the Eyes of Learners," in Ganakumaran and Edwin Malaci, eds., *Teaching of Literature in ESL/EFL Context* (Petaling Jaya: Sasbadi-Melta ELT Series, 2003), 88-110.

students' perception reflects their thoughts and responses to what they have done or learned.

Regarding teaching, students who adopt deep approaches to learning tend to describe a wider variety of teaching strategies compared to those with surface approaches. They also demonstrate a greater understanding of active learning and higher-order thinking that their teachers seek to encourage. In contrast, students with surface approaches often focus on the transmission and reproduction of information. Similarly, differences in understanding emerge when students are asked about their perceptions of what their teachers want them to learn. Those with deep approaches tend to consider broader objectives related to both process and content.

In terms of learning, students with deep approaches generally report taking a more active role in their own learning and using a greater variety of methods. Conversely, students with surface approaches tend to focus more narrowly on repetition and reproduction of information.

Additionally, students expect teachers to employ effective teaching methods in a conducive environment and to provide accessible assistance during class (Chang, 2010)¹⁴. Students prefer learning strategies that allow them to manage their time effectively and choose conducive learning environments. They also seek assistance from teachers or classmates when encountering difficulties in their learning.

¹⁴Ya-Ching Chang, "Students' Perceptions of Teaching Styles and the Use of Learning Strategies" (Unpublished Thesis, Master of Science Degree, The University of Tennessee, Knoxville, 2010), 30.

Furthermore, students need to understand the objectives of the class and assess the effectiveness of the teacher's teaching methods. They appreciate teachers who provide clear expectations for success in the classroom and value specific details provided by their teachers.

2) Lecturers' Perception

According to Marble, Finley, and Ferguson,¹⁵ Lecturers' perceptions should include their willingness to adapt to the applied system, such as the curriculum, and fulfill their responsibilities while actively developing their teaching abilities. They are eager to explore and understand the role and responsibilities of teachers within the system, seeking to enhance their contributions to the overall success of the school.

In conclusion, according to Marble, Finley, and Ferguson, lecturers' perceptions encompass their readiness to adapt to the established system, such as the curriculum, and to fulfill their duties while actively enhancing their teaching skills. They demonstrate enthusiasm for exploring and comprehending the roles and responsibilities inherent in teaching, with a goal of augmenting their impact on the overall success of the school community.

Moreover, Campbell and her friends stated that as a result of their hard work, teachers form expectations for students' performance in the classroom. Teachers desire students to be actively engaged in their own learning and to work

¹⁵Stephen Marble, Sandy Finley, and Chris Ferguson, *Understanding Teachers' Perspective on Teaching and Learning* (Texas: Wholly, 2000), 19.

in an investigative manner, but they are somewhat constrained by the demands of the curriculum in adopting teaching and learning approaches.¹⁶

e. Indicators of Perception

According to Robbins, there are two indicators of perception:¹⁷

- 1) Acceptance/Reabsorption

This indicator pertains to the physiological stage of perception, involving how the five senses function to capture external stimuli.

- 2) Understanding/Evaluation

After external stimuli are captured, they undergo subjective evaluation. This process leads to different perceptions among individuals in the same environment.

2. Skimming Technique

Brown¹⁸ stated that skimming helps readers anticipate the main idea, primary topic, message, or some potential supporting ideas in an entire text. Students can be trained to skim by reading the text in thirty seconds, then closing it and retelling what they have read. If students understand the content, they can retell it well and fluently. This method is effective in classrooms for obtaining information efficiently through reading.

¹⁶Jennifer Campbell, et al., "Students' Perceptions of Teaching and Learning: The Influence Students' Approaches to Learning and Teachers' Approach to Teaching," *Teachers and Teaching* 7, no. 2 (2001): 26.

¹⁷Stephen P Robbins, *Organizational Behavior* (New Jersey: Pearson Prentice Hall, 2003), 10.

¹⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd Edition; California: Longman, 2000), 75.

According to Kartika¹⁹, skimming involves reading quickly to gather information from a large amount of material, aiming to save time. Wainwright²⁰ added that skimming enables rapid eye movement across the page, without reading every word or line. It usually focuses on headings, subheadings, or the first and last sentences of paragraphs to identify the text's keywords, providing a general understanding or outline of the content.

There are three methods to achieve reading comprehension using the skimming technique:²¹

a. Sampling

Sampling focuses on the first sentence of every paragraph to identify key information. This involves looking at headings, subheadings, introductory sentences, and key terms or phrases throughout the material. By sampling, readers can identify the main ideas and important points without reading every word. This method helps in understanding the structure and general message of the text, enabling readers to decide which parts require more detailed reading and which can be skimmed over more lightly.

b. Locating

Locating involves a zigzag eye movement to find specific information. This approach is particularly useful when looking for answers to particular

¹⁹Kartika, "Teaching Reading Ability Using Skimming Technique at the Second Grade Students of SMP Muhammadiyah 2 Bandung" (Unpublished Skripsi, Fakultas Ilmu Pendidikan, Institut Ilmu Keguruan dan Ilmu Pendidikan Siliwangi, 2012), 13.

²⁰Gordon Wainwright, *How to Read Faster and Recall More* (3rd Edition; United Kingdom: How to Books, 2007), 76.

²¹Ecampus Ontario, "Reading Strategies: Skimming and Scanning Techniques," *Writing and Critical Thinking Skills for BUSN732 Students*, <https://ecampusontario.pressbooks.pub> (18th August 2024)

questions or seeking specific data points. Readers might use keywords, numbers, or phrases to quickly find relevant sections. Locating helps in efficiently gathering targeted information without the need to read through the entire text, making it a valuable strategy for quickly accessing necessary details within a large amount of content.

c. Previewing

Previewing combines sampling and locating to draw conclusions about the specific information needed. This method includes looking at the title, abstract, headings, subheadings, and any summaries or conclusions. By previewing, readers can form expectations about the text and create a mental framework that aids in comprehension. This technique helps in setting a purpose for reading, allowing the reader to focus on important sections and better understand the overall argument or narrative of the text.

In conclusion, skimming is a valuable technique for improving reading comprehension and efficiency. Brown²² highlights its utility in enabling readers to anticipate the main idea, primary topic, message, or supporting ideas quickly. Training students to skim and retell texts can enhance their understanding and fluency. According to Kartika, skimming allows readers to process large amounts of material rapidly, thus saving time. Wainwright further explains that skimming involves quick eye movements across the page, focusing on headings, subheadings, and key sentences to grasp the text's overall meaning and key points.

²²Brown, *Teaching*, 85.

This method proves effective for both classroom use and individual reading practices.

3. Critical Reading Comprehension

Shehu²³ noted that reading comprehension is a crucial aspect of language learning and is considered a challenging process for achieving high results. It is deemed difficult because grasping the meaning of sentences requires a thorough understanding of the text. Anderson²⁴ states that sentence meaning is conceived to be the deterministic product of the lower-order levels of analysis and, presumably, the meaning of a text is a concatenation of the meanings of its component sentences. This highlights the importance of reading comprehension, as it compels readers to understand the specific information within the text. People read for various reasons, including acquiring information, reading for enjoyment, or seeking a deeper understanding of a topic.

In conclusion, reading comprehension is a vital yet challenging component of language learning, essential for achieving high academic results. This difficulty arises because understanding sentence meaning requires a deep comprehension of the text. The meaning of a text is a combination of the meanings of its individual sentences underscores this complexity. Reading comprehension is crucial as it necessitates that readers grasp specific information from the text. People engage in reading for various purposes, including gaining information, enjoying the process, or attaining a deeper understanding of a subject.

²³Irena Shehu, “Factors that Influence Students’ Reading Comprehension Achievement in the Foreign Language,” *Anglisticum Journal (IJLLIS)* 4, no. 13 (2015): 231-235.

²⁴Richard C. Anderson, *Schema Directed Processes in Language Comprehension* (Washington DC: National Inst. Of Education (DHEW), 1977), 86.

A critical reading comprehension is one of the subjects that are taught in TBI of UIN Datokarama Palu. It concern about the ability to read, understand, analyze, and evaluate texts in a thoughtful and discerning manner. It goes beyond basic understanding to involve deeper engagement with the material.

Critical Reading Comprehension involves engaging with text at a deeper, more analytical level beyond mere surface understanding. This process requires readers to evaluate, interpret, and question the material they read. It encompasses analyzing arguments by identifying main ideas and supporting details, and evaluating the validity and reliability of the evidence presented. Understanding the context, including the author's purpose, perception, and the historical, cultural, and social factors surrounding the text, is crucial.

Critical readers constantly question the text, asking what the author is trying to say, why they are saying it, and what assumptions underlie their arguments. They reflect on the broader implications of the text, considering how it relates to other knowledge and what it means for their understanding of the topic. Synthesizing information involves connecting ideas within the text to other knowledge, integrating new information with existing understanding, and drawing well-informed conclusions. Recognizing biases and assumptions is key, as critical readers are aware of potential biases in the text and evaluate whether the assumptions behind the arguments are justified.

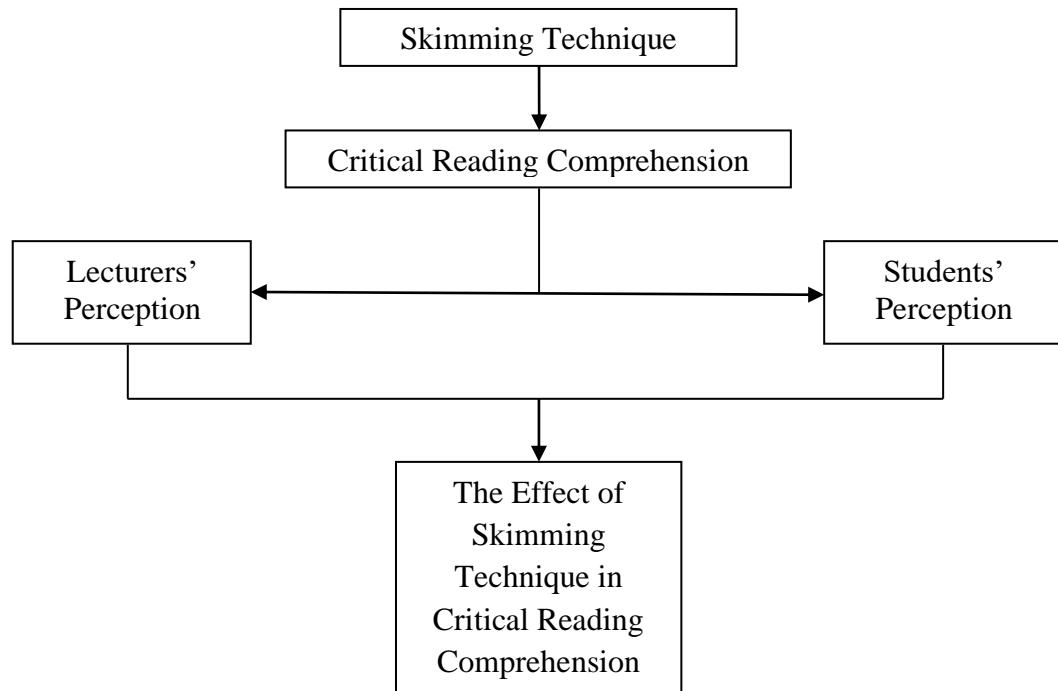
Critical thinking skills such as logical reasoning and making inferences are essential for analyzing arguments, identifying logical fallacies, and interpreting meanings not explicitly stated. The importance of critical reading comprehension

lies in its ability to enhance understanding, enable informed decision-making, improve academic performance, and support lifelong learning. Developing critical reading skills requires regular practice with a variety of texts, active reading techniques like taking notes and highlighting key points, discussing texts with others to gain different perceptions, and seeking feedback to refine one's abilities. By engaging in critical reading, individuals can acquire and critically evaluate new knowledge continuously.

C. Conceptual Framework

The process of developing a better skimming technique in critical reading comprehension is illustrated in Figure 2.1. It begins with examining the skimming technique currently employed by many lecturers. The research aims to identify different and similar viewpoints on the effectiveness of these methods. Students will spontaneously share their personal opinions, reflecting their learning styles. The next step involves comparing and contrasting the perceptions of students and lecturers to find out the effect of skimming technique in critical reading comprehension. This process will generate both similar and distinct perceptions from lecturers and students. Ultimately, by aligning students' and lecturers' viewpoints, the discussion method will be optimized, incorporating new indicators of effectiveness and ensuring the best application in teaching-learning critical reading comprehension, thereby meeting the needs of both parties.

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers key aspects related to the research methodology. It includes the approach and research design, research location, researcher presence, data and data source, technique of data collection, technique of data analysis, and validity test. Further explanations about those terms are presented as follows. Detailed explanations of these elements are provided below.

A. Approach and Research Design

The method employed in this research was a descriptive qualitative approach. This approach was designed to explore the perception of stakeholders about the use of the skimming technique in critical reading comprehension. Qualitative research involved process-oriented methods aimed at understanding, interpreting, describing, and developing theories about phenomena or settings. It was a systematic and subjective approach used to describe life experiences and assign them meaning.

Descriptive qualitative research focused on words, language, and experiences rather than measurements, statistics, or numerical data. The researcher adopted a person-centered and holistic perception to comprehend students' experiences. The data was collected from participants to interpret and depict their experiences, thereby generating empathetic and experiential understanding. Moreover, the population of this research was 40 students of TBI

Batch 2021 of UIN Datokarama Palu, and the sample consisted of 18 respondents, all of whom were female students.

B. Research Location

The researcher carried out this research at UIN Datokarama Palu, located at Kampus II Desa Pombewe, Kec. Sigi Biromaru, Kab. Sigi, in Palu, Central Sulawesi. Several reasons justified this choice of location. Firstly, during pre-observation, the researcher noted that the use of the skimming technique in the critical reading comprehension subject taught to TBI 1 students, Batch 2021, could have various effects on both students and lecturers, whether positive or negative. Secondly, the researcher believed that the diverse social and cultural backgrounds of both the student and lecturer population could significantly influence the research findings.

C. Researcher Presence

As the primary researcher for this study, the role encompassed the design, execution, and analysis of the research project titled, "Perception of Stakeholders about the Use of Skimming Technique in Critical Reading Comprehension: A Case of TBI 1 Batch 2021." The responsibilities included the development of research questions, conducting the literature review, data collection and analysis, and synthesizing findings into coherent conclusions and recommendations.

During data collection, the researcher interacted with students and lecturers from TBI 1 Batch 2021. These interactions were guided by ethical research practices, ensuring informed consent, confidentiality, and respect for stakeholders' perceptions. The researcher's role was to facilitate open and honest

communication, encouraging informants to share their genuine experiences and opinions regarding the use of skimming in critical reading comprehension.

The researcher personally designed the interview guides used in this study, drawing on established research instruments and adapting them to the specific context of TBI 1 Batch 2021. Qualitative data from interviews were transcribed, coded, and thematically analyzed. Throughout this process, the researcher remained cognizant of potential biases, continually reflecting on how the stakeholder background and perceptions might influence the interpretation of data.

To further ensure the credibility and reliability of the research, the researcher engaged in reflective journaling throughout the study. This practice helped the researcher critically examine assumptions, decision-making processes, and interactions with participants. Additionally, peer debriefing sessions with colleagues provided external checks on the research process, enhancing the validity of the findings.

Adhering to ethical research standards was paramount in this research. The researcher ensured that all informants were fully informed about the purpose of the research, their rights, and the measures taken to protect their anonymity and confidentiality. Ethical approval was obtained from the relevant institutional review board before commencing the research.

By acknowledging the researcher's positionality and actively engaging in reflexive practices, the researcher strived to conduct this research with integrity, aiming to contribute valuable insights into the perceptions of stakeholders on the use of the skimming technique in critical reading comprehension.

D. Data and Data Source

This research used a qualitative approach to gather in-depth insights into the perceptions of stakeholders regarding the use of the skimming technique in critical reading comprehension. Data was collected exclusively through semi-structured interviews, questionnaires, and documentation, allowing for a rich, detailed exploration of individual experiences and viewpoints.

The primary data of this research is collected through semi-structured interviews and questionnaires. These methods provide direct insights from stakeholders (students and lecturer) about their perceptions of the skimming technique. The secondary data is the documentation reviewed, which provides contextual background or supplementary information that is not directly gathered from the primary sources but supports the research findings.

1. Interview

An interview is a method of data collection in research where the researcher engages in a direct conversation with an informant or a group of informants to gather information on specific topics.¹ Interviews are typically characterized by the use of questions and answers, allowing researchers to explore the perceptions, experiences, attitudes, and insights of the participants.²

There are three types of interviews; Structured Interviews: These follow a strict script with predefined questions, ensuring uniformity across all interviews. This format is more common in quantitative research. Semi-Structured Interviews:

¹Vered Lev-On, *Interviews in Qualitative Research* (California: SAGE Publications, 2018), p. 15 <https://us.sagepub.com> (18th August 2024)

²L. R. Gay, Geoffrey E. Mills, and Peter Airasian. *Educational Research: Competence for analysis and Application* (10th Edition: New York: Macmillan Brown Company, 2006), 175

These have a set of prepared questions but allow for additional questions based on the interviewee's responses. They are widely used in qualitative research to balance consistency and depth. Unstructured Interviews: These are conversational and do not follow a specific set of questions. They are highly flexible and can adapt to the flow of conversation, suitable for exploratory research.

a. Interviews with Students

Informants : 10 students from TBI 1 Batch 2021.

Instrument : Structured interview guide.

Focus Areas :

- 1) Experiences with using the skimming technique.
- 2) Perceived impact on reading comprehension and critical thinking.
- 3) Benefits and challenges encountered.
- 4) Overall satisfaction and suggestions for improvement.

b. Interviews with Lecturer

Informants : 1 lecturer who teaches critical reading comprehension to TBI 1 Batch 2021 with a total of 18 students.

Instrument : Structured interview guide.

Focus Areas:

- a. Observations on students' use of skimming.
- b. Perceptions of the technique's effectiveness in enhancing comprehension.
- c. Challenges faced in teaching skimming techniques.
- d. Recommendations for better integration of skimming in the curriculum.

2. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and prompts designed to gather information from respondents. It is a common tool used in both qualitative and quantitative research to collect data on various topics such as opinions, behaviors, experiences, and demographic information.

There are five types of questionnaires: *Closed-Ended Questions*: Respondents choose from a set of predefined answers (e.g., multiple choice, yes/no, Likert scale). For example, "How satisfied are you with our service? (Strongly agree, agree, neutral, disagree, strongly disagree)" *Open-Ended Questions*: Respondents provide their own answers in their own words. For example, "What do you like most about our product?". *Rating Scales*: Respondents rate something on a scale (e.g., from 1 to 5). Example, "On a scale of 1 to 10, how would you rate your overall experience?" *Demographic Questions*: Collect background information about respondents (e.g., age, gender, income level). Example, "What is your age? (Under 18, 18-24, 25-34, 35-44, 45-54, 55-64, 65+)"

However, this research used closed-ended questions of the Likert Scale which is; strongly agree, agree, neutral, disagree, strongly disagree. The kind of questionnaire was an adapted questionnaire. Adapt questionnaire is a survey or set of questions that have been modified from the original version to better suit the specific context, population, or research objectives of a new study or application. The goal of adapting a questionnaire is to maintain the reliability and validity of the original instrument while making it appropriate for the new context in which it

was used. The questionnaire of this research was adapted from the Likert Scale on Gay book entitled, “Educational Research: Competence for Analysis and Application”³.

3. Document Review

The document review for this research involved a comprehensive examination of existing literature, educational materials, policy documents, and prior research studies relevant to the skimming technique in critical reading comprehension. This review serves multiple purposes, including establishing a theoretical framework, identifying gaps in current knowledge, and providing context for the research findings.

Firstly, the review delves into scholarly articles and research papers that discuss various reading comprehension strategies, with a particular focus on skimming. Skimming is a technique used to quickly identify the main ideas of a text, which is crucial for efficient information processing in academic settings. The review highlights how skimming can aid in critical reading comprehension by allowing readers to prioritize key information and understand the overall structure of the text.

Secondly, the review examines educational resources and textbooks used in the TBI 1 Batch 2021 curriculum. This analysis helps to understand how the skimming technique is integrated into the teaching materials and whether it is explicitly taught as a strategy for improving reading comprehension. By

³Ibid., 276.

reviewing these documents, the study can assess the alignment between educational practices and theoretical recommendations regarding skimming.

Moreover, policy documents and guidelines from educational authorities are reviewed to determine the institutional stance on reading comprehension strategies, including skimming. This includes national education standards, curriculum frameworks, and assessment criteria. Understanding the policy context provides insights into the institutional support and expectations for implementing skimming as a technique in reading instruction.

Additionally, prior research studies and theses related to reading comprehension and skimming are reviewed to identify methodologies, findings, and conclusions that can inform the current study. This includes studies conducted in similar educational settings or with comparable student populations. By synthesizing these studies, the document review helps to build a foundation for the research design and methodology of the current thesis.

In conclusion, the document review in this thesis was a critical component that informs the research by providing a thorough understanding of existing knowledge, practices, and policies related to the skimming technique in critical reading comprehension. It helps to contextualize the perceptions of stakeholders within a broader academic and educational framework, thereby contributing to the overall validity and relevance of the study's findings.

E. Technique of Data Collection

Interviews were utilized when the researcher engages both lecturer and students in discussions. The responses from these interviews were recorded in

transcripts, which serve as the basis for concluding the perceptions of stakeholders regarding the use of skimming technique in critical reading comprehension. The conversation involved two parties: the interviewer, who poses the questions, and the interviewee, who responds. The purposes of conducting interviews include: constructing an understanding of people, events, organizations, feelings, motivations, and guidance; reconstructing past experiences; projecting future expectations; and verifying, modifying, and expanding the constructs developed by researchers through member checks.⁴

To gather data on the use and perceptions of the skimming technique in critical reading comprehension, a structured questionnaire was administered to 18 students and 1 lecturer from TBI 1 batch 2021. The questionnaire utilized a Likert scale⁵ format, allowing participants to indicate their frequency of use, perceived effectiveness, satisfaction, and challenges associated with the skimming technique. Students respond to items such as the frequency of skimming usage, its impact on their reading comprehension, and their overall satisfaction with the technique. Lecturer provide insights on their observations of student usage, the technique's effectiveness, and potential areas for improvement. This method enabled the collection of standardized data that can be statistically analyzed to identify patterns and trends, thereby offering a comprehensive overview of stakeholders' perceptions on skimming in the context of critical reading comprehension.

⁴L. R. Gay, *Educational Research*, 386.

⁵Ibid. , 157.

The document review was also the instrument of this research to gain additional data of this research. The document review involves relevant educational materials, policy documents, and curriculum guidelines to understand the integration and support of the skimming technique within the TBI 1 Batch 2021 program. This includes analyzing textbooks, lesson plans, and institutional policies related to reading comprehension.

F. Technique of Data Analysis

1. Quantitative Data Analysis

Quantitative data analysis begins with the application of descriptive statistics to summarize questionnaire responses. The frequency distribution of each response option is calculated to understand how stakeholders perceive the skimming technique. Percentages are computed to reflect the proportion of responses for each option, providing a clear picture of general opinions and trends. Measures of central tendency, including mean, median, and mode, are used to determine the average perception and common responses among the students. Additionally, measures of dispersion, such as standard deviation and variance, are calculated to assess the variability of responses and to understand how opinions differ within the sample.

Data reduction in quantitative analysis involves several critical steps. Initially, the data is cleaned and filtered to remove incomplete or inconsistent responses, ensuring that only high-quality data is used for analysis.⁶ The next step is summarizing the data, where responses are aggregated to highlight significant

⁶John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th Eds; California: SAGE Publications, 2014). 35.

trends. For instance, the percentage of students who find the skimming technique effective is calculated to provide a summary statistic. Visual representations such as bar charts, pie charts, and histograms are then used to display the summarized data, making it easier to identify key trends and patterns.⁷

To analyze the research data, a Likert scale was used to measure students' perception about the use of skimming technique in critical reading comprehension. Each response (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) was assigned a point value (5, 4, 3, 2, 1).⁸ The Scores were calculated by summing the point values for each respondent across all statements.

Following data collection, interviews were classified to reinforce and clarify the information obtained. Interviews helped to strengthen and clarify information gained from the research.

Table 3.1. Questionnaire Score

Positive Statement Score	Category	Negative Statement Score
1	Strongly Disagree	5
2	Disagree	4
3	Neutral	3
4	Agree	2
5	Strongly Agree	1

⁷Andy Field, *Discovering Statistics Using IBM SPSS Statistics* (5th Eds; California: SAGE Publications, 2018), 56.

⁸Ibid.

After gathering the data, the researcher examined the questionnaire data by utilizing score for analysis. According to Malik⁹, the percentages of each question's frequency was calculated using the formula below.

$$P = \frac{f}{N} \times 100\%$$

Description:

P : Percentage

F : The frequency of each answer to the questionnaire

N : Number of respondents

100 : fixed value

The following is the interpretation of the categorization:

Table 3.2 Categorization

Qualification	Interval
Very Strong	81% - 100%
Strong	61% - 80%
Underdedicated	41% - 60%
Low	21% - 40%
Strongly Low	0% - 20%

2. Qualitative Data Analysis

Qualitative data analysis involves thematic analysis of interview transcripts. The process starts with transcribing interviews and coding the textual data. Initial codes are applied based on predefined categories related to the research questions, as well as emergent codes that arise during the analysis. For

⁹Adam Malik, *Pengantar Statistika Pendidikan* (Yogyakart: Deepublish, 2018), 107.

example, codes might include "Effectiveness," "Challenges," "Implementation," and "Student Engagement."

Once coding is complete, the next step is categorizing these codes into broader themes. This grouping helps in organizing the data into coherent categories that capture the main aspects of stakeholders' perceptions. Themes are identified through repeated review of the coded data, revealing patterns and key issues. For instance, common themes might include "Effectiveness of Skimming," "Challenges Faced by Students," and "Lecturer Support."

Data reduction in qualitative analysis involves summarizing the coded data into concise descriptions of each theme. This summary captures the core insights and patterns identified during coding. Representative quotes from interviews and open-ended survey responses are extracted to illustrate each theme, providing context and depth to the findings. Synthesizing these findings involves integrating the themes from different stakeholder groups—students, teachers, and administrators—to present a comprehensive view of the perceptions regarding the skimming technique.

3. Document Analysis

The analysis of documents involves reviewing and coding relevant educational materials, policy documents, and curriculum guidelines related to the skimming technique. Content analysis is used to identify and categorize sections of these documents that pertain to the implementation and support of the skimming technique in critical reading comprehension. The findings from

document analysis are summarized to highlight how the skimming technique is integrated into the curriculum and supported by institutional policies.

This summary is then synthesized with survey and interview data to provide a contextual understanding of the stakeholders' perceptions. By comparing the document-based evidence with the perceptions reported by participants, the study can offer insights into how well the theoretical and practical aspects of the skimming technique align.

4. Integration of Quantitative and Qualitative Data

To enhance the validity and reliability of the findings, the study employs triangulation by integrating quantitative and qualitative data. This involves comparing quantitative statistics with qualitative themes to verify consistency and provide a comprehensive analysis. For example, quantitative data on the effectiveness of the skimming technique is cross-checked with qualitative insights from interviews to validate the extent of stakeholders' perceptions.

Mixed-methods synthesis involves combining the statistical summaries with thematic findings to provide a nuanced understanding of the research problem. This approach ensures that the analysis captures both the breadth of opinions (quantitative data) and the depth of contextual understanding (qualitative data), resulting in a robust and thorough examination of stakeholders' perceptions regarding the skimming technique.

Through these detailed data analysis techniques, including data reduction, the study aims to provide a clear, reliable, and comprehensive assessment of the

perceptions of stakeholders about the skimming technique in critical reading comprehension.

G. Validity Test

Validity in qualitative research refers to the credibility and trustworthiness of the findings. To ensure the validity of this study on the perceptions of stakeholders regarding the use of skimming techniques in critical reading comprehension, the triangulation method was employed.

In researching stakeholders' perceptions regarding the utilization of the skimming technique in critical reading comprehension for TBI 1 batch 2021, the validity of findings is ensured through the application of triangulation. Triangulation involves integrating multiple data sources and methods to enhance the credibility and reliability of research outcomes.¹⁰ Through the integration of both data obtained from the Likert scale questionnaire and insights garnered from interviews, a comprehensive understanding of stakeholders' viewpoints was achieved. By comparing metrics such as mean scores on skimming effectiveness with themes derived from interview responses, consistency, and reliability of findings are ensured.

Furthermore, employing methodological triangulation by utilizing both questionnaires and interviews validates research outcomes across different data collection methods. Involving multiple researchers or interviewers in data analysis mitigates potential researcher bias and ensures diverse perceptions are considered in interpreting data.

¹⁰Gay, *Educational*, 393.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers key aspects related to the research methodology. It includes the approach and research design, research location, researcher presence, data and data source, technique of data collection, technique of data analysis, and validity test. Further explanations about those terms are presented as follows. Detailed explanations of these elements are provided below.

A. Approach and Research Design

The method employed in this research was a descriptive qualitative approach. This approach was designed to explore the perception of stakeholders about the use of the skimming technique in critical reading comprehension. Qualitative research involved process-oriented methods aimed at understanding, interpreting, describing, and developing theories about phenomena or settings. It was a systematic and subjective approach used to describe life experiences and assign them meaning.

Descriptive qualitative research focused on words, language, and experiences rather than measurements, statistics, or numerical data. The researcher adopted a person-centered and holistic perception to comprehend students' experiences. The data was collected from participants to interpret and depict their experiences, thereby generating empathetic and experiential understanding. Moreover, the population of this research was 40 students of TBI

Batch 2021 of UIN Datokarama Palu, and the sample consisted of 18 respondents, all of whom were female students.

B. Research Location

The researcher carried out this research at UIN Datokarama Palu, located at Kampus II Desa Pombewe, Kec. Sigi Biromaru, Kab. Sigi, in Palu, Central Sulawesi. Several reasons justified this choice of location. Firstly, during pre-observation, the researcher noted that the use of the skimming technique in the critical reading comprehension subject taught to TBI 1 students, Batch 2021, could have various effects on both students and lecturers, whether positive or negative. Secondly, the researcher believed that the diverse social and cultural backgrounds of both the student and lecturer population could significantly influence the research findings.

C. Researcher Presence

As the primary researcher for this study, the role encompassed the design, execution, and analysis of the research project titled, "Perception of Stakeholders about the Use of Skimming Technique in Critical Reading Comprehension: A Case of TBI 1 Batch 2021." The responsibilities included the development of research questions, conducting the literature review, data collection and analysis, and synthesizing findings into coherent conclusions and recommendations.

During data collection, the researcher interacted with students and lecturers from TBI 1 Batch 2021. These interactions were guided by ethical research practices, ensuring informed consent, confidentiality, and respect for stakeholders' perceptions. The researcher's role was to facilitate open and honest

communication, encouraging informants to share their genuine experiences and opinions regarding the use of skimming in critical reading comprehension.

The researcher personally designed the interview guides used in this study, drawing on established research instruments and adapting them to the specific context of TBI 1 Batch 2021. Qualitative data from interviews were transcribed, coded, and thematically analyzed. Throughout this process, the researcher remained cognizant of potential biases, continually reflecting on how the stakeholder background and perceptions might influence the interpretation of data.

To further ensure the credibility and reliability of the research, the researcher engaged in reflective journaling throughout the study. This practice helped the researcher critically examine assumptions, decision-making processes, and interactions with participants. Additionally, peer debriefing sessions with colleagues provided external checks on the research process, enhancing the validity of the findings.

Adhering to ethical research standards was paramount in this research. The researcher ensured that all informants were fully informed about the purpose of the research, their rights, and the measures taken to protect their anonymity and confidentiality. Ethical approval was obtained from the relevant institutional review board before commencing the research.

By acknowledging the researcher's positionality and actively engaging in reflexive practices, the researcher strived to conduct this research with integrity, aiming to contribute valuable insights into the perceptions of stakeholders on the use of the skimming technique in critical reading comprehension.

D. Data and Data Source

This research used a qualitative approach to gather in-depth insights into the perceptions of stakeholders regarding the use of the skimming technique in critical reading comprehension. Data was collected exclusively through semi-structured interviews, questionnaires, and documentation, allowing for a rich, detailed exploration of individual experiences and viewpoints.

The primary data of this research is collected through semi-structured interviews and questionnaires. These methods provide direct insights from stakeholders (students and lecturer) about their perceptions of the skimming technique. The secondary data is the documentation reviewed, which provides contextual background or supplementary information that is not directly gathered from the primary sources but supports the research findings.

1. Interview

An interview is a method of data collection in research where the researcher engages in a direct conversation with an informant or a group of informants to gather information on specific topics.¹ Interviews are typically characterized by the use of questions and answers, allowing researchers to explore the perceptions, experiences, attitudes, and insights of the participants.²

There are three types of interviews; Structured Interviews: These follow a strict script with predefined questions, ensuring uniformity across all interviews. This format is more common in quantitative research. Semi-Structured Interviews:

¹Vered Lev-On, *Interviews in Qualitative Research* (California: SAGE Publications, 2018), p. 15 <https://us.sagepub.com> (18th August 2024)

²L. R. Gay, Geoffrey E. Mills, and Peter Airasian. *Educational Research: Competence for analysis and Application* (10th Edition: New York: Macmillan Brown Company, 2006), 175

These have a set of prepared questions but allow for additional questions based on the interviewee's responses. They are widely used in qualitative research to balance consistency and depth. Unstructured Interviews: These are conversational and do not follow a specific set of questions. They are highly flexible and can adapt to the flow of conversation, suitable for exploratory research.

a. Interviews with Students

Informants : 10 students from TBI 1 Batch 2021.

Instrument : Structured interview guide.

Focus Areas :

- 1) Experiences with using the skimming technique.
- 2) Perceived impact on reading comprehension and critical thinking.
- 3) Benefits and challenges encountered.
- 4) Overall satisfaction and suggestions for improvement.

b. Interviews with Lecturer

Informants : 1 lecturer who teaches critical reading comprehension to TBI 1 Batch 2021 with a total of 18 students.

Instrument : Structured interview guide.

Focus Areas:

- a. Observations on students' use of skimming.
- b. Perceptions of the technique's effectiveness in enhancing comprehension.
- c. Challenges faced in teaching skimming techniques.
- d. Recommendations for better integration of skimming in the curriculum.

2. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and prompts designed to gather information from respondents. It is a common tool used in both qualitative and quantitative research to collect data on various topics such as opinions, behaviors, experiences, and demographic information.

There are five types of questionnaires: *Closed-Ended Questions*: Respondents choose from a set of predefined answers (e.g., multiple choice, yes/no, Likert scale). For example, "How satisfied are you with our service? (Strongly agree, agree, neutral, disagree, strongly disagree)" *Open-Ended Questions*: Respondents provide their own answers in their own words. For example, "What do you like most about our product?". *Rating Scales*: Respondents rate something on a scale (e.g., from 1 to 5). Example, "On a scale of 1 to 10, how would you rate your overall experience?" *Demographic Questions*: Collect background information about respondents (e.g., age, gender, income level). Example, "What is your age? (Under 18, 18-24, 25-34, 35-44, 45-54, 55-64, 65+)"

However, this research used closed-ended questions of the Likert Scale which is; strongly agree, agree, neutral, disagree, strongly disagree. The kind of questionnaire was an adapted questionnaire. Adapt questionnaire is a survey or set of questions that have been modified from the original version to better suit the specific context, population, or research objectives of a new study or application. The goal of adapting a questionnaire is to maintain the reliability and validity of the original instrument while making it appropriate for the new context in which it

was used. The questionnaire of this research was adapted from the Likert Scale on Gay book entitled, “Educational Research: Competence for Analysis and Application”³.

3. Document Review

The document review for this research involved a comprehensive examination of existing literature, educational materials, policy documents, and prior research studies relevant to the skimming technique in critical reading comprehension. This review serves multiple purposes, including establishing a theoretical framework, identifying gaps in current knowledge, and providing context for the research findings.

Firstly, the review delves into scholarly articles and research papers that discuss various reading comprehension strategies, with a particular focus on skimming. Skimming is a technique used to quickly identify the main ideas of a text, which is crucial for efficient information processing in academic settings. The review highlights how skimming can aid in critical reading comprehension by allowing readers to prioritize key information and understand the overall structure of the text.

Secondly, the review examines educational resources and textbooks used in the TBI 1 Batch 2021 curriculum. This analysis helps to understand how the skimming technique is integrated into the teaching materials and whether it is explicitly taught as a strategy for improving reading comprehension. By

³Ibid., 276.

reviewing these documents, the study can assess the alignment between educational practices and theoretical recommendations regarding skimming.

Moreover, policy documents and guidelines from educational authorities are reviewed to determine the institutional stance on reading comprehension strategies, including skimming. This includes national education standards, curriculum frameworks, and assessment criteria. Understanding the policy context provides insights into the institutional support and expectations for implementing skimming as a technique in reading instruction.

Additionally, prior research studies and theses related to reading comprehension and skimming are reviewed to identify methodologies, findings, and conclusions that can inform the current study. This includes studies conducted in similar educational settings or with comparable student populations. By synthesizing these studies, the document review helps to build a foundation for the research design and methodology of the current thesis.

In conclusion, the document review in this thesis was a critical component that informs the research by providing a thorough understanding of existing knowledge, practices, and policies related to the skimming technique in critical reading comprehension. It helps to contextualize the perceptions of stakeholders within a broader academic and educational framework, thereby contributing to the overall validity and relevance of the study's findings.

E. Technique of Data Collection

Interviews were utilized when the researcher engages both lecturer and students in discussions. The responses from these interviews were recorded in

transcripts, which serve as the basis for concluding the perceptions of stakeholders regarding the use of skimming technique in critical reading comprehension. The conversation involved two parties: the interviewer, who poses the questions, and the interviewee, who responds. The purposes of conducting interviews include: constructing an understanding of people, events, organizations, feelings, motivations, and guidance; reconstructing past experiences; projecting future expectations; and verifying, modifying, and expanding the constructs developed by researchers through member checks.⁴

To gather data on the use and perceptions of the skimming technique in critical reading comprehension, a structured questionnaire was administered to 18 students and 1 lecturer from TBI 1 batch 2021. The questionnaire utilized a Likert scale⁵ format, allowing participants to indicate their frequency of use, perceived effectiveness, satisfaction, and challenges associated with the skimming technique. Students respond to items such as the frequency of skimming usage, its impact on their reading comprehension, and their overall satisfaction with the technique. Lecturer provide insights on their observations of student usage, the technique's effectiveness, and potential areas for improvement. This method enabled the collection of standardized data that can be statistically analyzed to identify patterns and trends, thereby offering a comprehensive overview of stakeholders' perceptions on skimming in the context of critical reading comprehension.

⁴L. R. Gay, *Educational Research*, 386.

⁵Ibid. , 157.

The document review was also the instrument of this research to gain additional data of this research. The document review involves relevant educational materials, policy documents, and curriculum guidelines to understand the integration and support of the skimming technique within the TBI 1 Batch 2021 program. This includes analyzing textbooks, lesson plans, and institutional policies related to reading comprehension.

F. Technique of Data Analysis

1. Quantitative Data Analysis

Quantitative data analysis begins with the application of descriptive statistics to summarize questionnaire responses. The frequency distribution of each response option is calculated to understand how stakeholders perceive the skimming technique. Percentages are computed to reflect the proportion of responses for each option, providing a clear picture of general opinions and trends. Measures of central tendency, including mean, median, and mode, are used to determine the average perception and common responses among the students. Additionally, measures of dispersion, such as standard deviation and variance, are calculated to assess the variability of responses and to understand how opinions differ within the sample.

Data reduction in quantitative analysis involves several critical steps. Initially, the data is cleaned and filtered to remove incomplete or inconsistent responses, ensuring that only high-quality data is used for analysis.⁶ The next step is summarizing the data, where responses are aggregated to highlight significant

⁶John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th Eds; California: SAGE Publications, 2014). 35.

trends. For instance, the percentage of students who find the skimming technique effective is calculated to provide a summary statistic. Visual representations such as bar charts, pie charts, and histograms are then used to display the summarized data, making it easier to identify key trends and patterns.⁷

To analyze the research data, a Likert scale was used to measure students' perception about the use of skimming technique in critical reading comprehension. Each response (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) was assigned a point value (5, 4, 3, 2, 1).⁸ The Scores were calculated by summing the point values for each respondent across all statements.

Following data collection, interviews were classified to reinforce and clarify the information obtained. Interviews helped to strengthen and clarify information gained from the research.

Table 3.1. Questionnaire Score

Positive Statement Score	Category	Negative Statement Score
1	Strongly Disagree	5
2	Disagree	4
3	Neutral	3
4	Agree	2
5	Strongly Agree	1

⁷Andy Field, *Discovering Statistics Using IBM SPSS Statistics* (5th Eds; California: SAGE Publications, 2018), 56.

⁸Ibid.

After gathering the data, the researcher examined the questionnaire data by utilizing score for analysis. According to Malik⁹, the percentages of each question's frequency was calculated using the formula below.

$$P = \frac{f}{N} \times 100\%$$

Description:

P : Percentage

F : The frequency of each answer to the questionnaire

N : Number of respondents

100 : fixed value

The following is the interpretation of the categorization:

Table 3.2 Categorization

Qualification	Interval
Very Strong	81% - 100%
Strong	61% - 80%
Underdedicated	41% - 60%
Low	21% - 40%
Strongly Low	0% - 20%

2. Qualitative Data Analysis

Qualitative data analysis involves thematic analysis of interview transcripts. The process starts with transcribing interviews and coding the textual data. Initial codes are applied based on predefined categories related to the research questions, as well as emergent codes that arise during the analysis. For

⁹Adam Malik, *Pengantar Statistika Pendidikan* (Yogyakart: Deepublish, 2018), 107.

example, codes might include "Effectiveness," "Challenges," "Implementation," and "Student Engagement."

Once coding is complete, the next step is categorizing these codes into broader themes. This grouping helps in organizing the data into coherent categories that capture the main aspects of stakeholders' perceptions. Themes are identified through repeated review of the coded data, revealing patterns and key issues. For instance, common themes might include "Effectiveness of Skimming," "Challenges Faced by Students," and "Lecturer Support."

Data reduction in qualitative analysis involves summarizing the coded data into concise descriptions of each theme. This summary captures the core insights and patterns identified during coding. Representative quotes from interviews and open-ended survey responses are extracted to illustrate each theme, providing context and depth to the findings. Synthesizing these findings involves integrating the themes from different stakeholder groups—students, teachers, and administrators—to present a comprehensive view of the perceptions regarding the skimming technique.

3. Document Analysis

The analysis of documents involves reviewing and coding relevant educational materials, policy documents, and curriculum guidelines related to the skimming technique. Content analysis is used to identify and categorize sections of these documents that pertain to the implementation and support of the skimming technique in critical reading comprehension. The findings from

document analysis are summarized to highlight how the skimming technique is integrated into the curriculum and supported by institutional policies.

This summary is then synthesized with survey and interview data to provide a contextual understanding of the stakeholders' perceptions. By comparing the document-based evidence with the perceptions reported by participants, the study can offer insights into how well the theoretical and practical aspects of the skimming technique align.

4. Integration of Quantitative and Qualitative Data

To enhance the validity and reliability of the findings, the study employs triangulation by integrating quantitative and qualitative data. This involves comparing quantitative statistics with qualitative themes to verify consistency and provide a comprehensive analysis. For example, quantitative data on the effectiveness of the skimming technique is cross-checked with qualitative insights from interviews to validate the extent of stakeholders' perceptions.

Mixed-methods synthesis involves combining the statistical summaries with thematic findings to provide a nuanced understanding of the research problem. This approach ensures that the analysis captures both the breadth of opinions (quantitative data) and the depth of contextual understanding (qualitative data), resulting in a robust and thorough examination of stakeholders' perceptions regarding the skimming technique.

Through these detailed data analysis techniques, including data reduction, the study aims to provide a clear, reliable, and comprehensive assessment of the

perceptions of stakeholders about the skimming technique in critical reading comprehension.

G. Validity Test

Validity in qualitative research refers to the credibility and trustworthiness of the findings. To ensure the validity of this study on the perceptions of stakeholders regarding the use of skimming techniques in critical reading comprehension, the triangulation method was employed.

In researching stakeholders' perceptions regarding the utilization of the skimming technique in critical reading comprehension for TBI 1 batch 2021, the validity of findings is ensured through the application of triangulation. Triangulation involves integrating multiple data sources and methods to enhance the credibility and reliability of research outcomes.¹⁰ Through the integration of both data obtained from the Likert scale questionnaire and insights garnered from interviews, a comprehensive understanding of stakeholders' viewpoints was achieved. By comparing metrics such as mean scores on skimming effectiveness with themes derived from interview responses, consistency, and reliability of findings are ensured.

Furthermore, employing methodological triangulation by utilizing both questionnaires and interviews validates research outcomes across different data collection methods. Involving multiple researchers or interviewers in data analysis mitigates potential researcher bias and ensures diverse perceptions are considered in interpreting data.

¹⁰Gay, *Educational*, 393.

CHAPTER IV

RESULT AND DISCUSSION

A. *Research Results*

This chapter presents the findings of the research conducted to investigate the perception of stakeholders about the use of skimming technique in critical reading comprehension in the case of TBI 1 batch 2021 of UIN Datokarama Palu. The data was collected through a questionnaire, interview, and document review.

1. The Result of the Questionnaire

a. *Students' Questionnaire*

Table 4.1 Item 1 (I often use the skimming technique in my reading assignments.) (Positive statement). The results are presented below.

Table 4.1. Item 1

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	10	40
3	Neutral	3	4	12
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
Total			18	69
Percentage				77%

The table shows that most of the students Agree with the statement which is there are 10 students of 18 students chose the "Agree" statement on the

questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{69}{90} \times 100\% = 77\%$. So based on the categorization table in Chapter III, the result of this question is categorized as strong.

Table 4.2 Item 2 (I think the skimming technique is effective helping me identify main ideas quickly.) (Positive statement). The results are presented below.

Table 4.2. Item 2

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	8	40
2	Agree	4	6	24
3	Neutral	3	4	12
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total		18		76
Percentage				84%

The table shows that most of the students Strongly Agree with the statement which is there are 8 students in total from 18 students chose the “Strongly Agree” statement on the questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{76}{90} \times 100\% = 84\%$. So based on the categorization table in Chapter III, the result of this question is categorized very strong.

Table 4.3 Item 3 (Skimming has improved my overall reading comprehension.) (Positive statement). The results are presented below.

Table 4.3. Item 3

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	10	40
3	Neutral	3	4	12
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
Total		18		69
Percentage				77%

The table shows that most of the students Agree with the statement which is there are 10 students in total from 18 students chose the “*Agree*” statement on the questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{69}{90} \times 100\% = 77\%$. So based on the categorization table in Chapter III, the result of this question is categorized strong.

Table 4.4 Item 4 (I face challenges in understanding details when using the skimming technique) (Negative statement). The results are presented below.

Table 4.4. Item 4

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	1	2
3	Neutral	3	2	6
4	Disagree	4	5	20
5	Strongly Disagree	5	10	50
Total		18		78
Percentage				87%

The table shows that most of the students Strongly Disagree with the statement which is there are 10 students in total from 18 students chose the “*Strongly Disagree*” statement on the questionnaire. The percentage was calculated

from the total of sum of scores divided by the maximum score which is $\frac{78}{90} \times 100\% = 87\%$. So based on the categorization table in Chapter III, the result of this question is categorized as very strong.

Table 4.5 Item 5 (I find skimming useful for better time management in reading assignments) (Positive statement). The results are presented below.

Table 4.5 Item 5

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	7	35
2	Agree	4	7	28
3	Neutral	3	4	12
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total		18		75
Percentage				83%

The table shows that most of the students Strongly Agree with the statement which is there are 7 students in total from 18 students chose the “Strongly Agree” statement on the questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{75}{90} \times 100\% = 83\%$. So based on the categorization table in Chapter III, the result of this question is categorized as very strong.

Table 4.6 Item 6 (I am satisfied with the result I achieve using the skimming technique.) (Positive statement). The results are presented below.

Table 4.6 Item 6

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	6	30
2	Agree	4	7	28

3	Neutral	3	5	15
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total		18	73	
Percentage		81%		

The table shows that most of the students Agree with the statement which is there are 7 students in total from 18 students chose the “Agree” statement on the questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{73}{90} \times 100\% = 81\%$. So based on the categorization table in Chapter III, the result of this question is categorized as very strong.

Table 4.7 Item 7 (I would recommend the skimming technique to other students.) (Positive statement). The results are presented below.

Table 4.7 Item 7

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	5	20
3	Neutral	3	8	24
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total		18		69
Percentage				77%

The table shows that most of the students Agree with the statement which is there are 8 students in total from 18 students chose the “Neutral” statement on the questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{69}{90} \times 100\% = 77\%$. So based on the

categorization table in Chapter III, the result of this question is categorized as strong.

Table 4.8 Item 8 (I believe the skimming technique should be more integrated into the curriculum.) (Positive statement). The results are presented below.

Table 4.8 Item 8

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	3	12
3	Neutral	3	10	30
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total		18		67
Percentage				74%

The table shows that most of the students are Neutral with the statement which is there are 10 students in total from 18 students chose the “*Neutral*” statement on the questionnaire. The percentage was calculated from the total of sum of scores divided by the maximum score which is $\frac{67}{90} \times 100\% = 74\%$. So based on the categorization table in Chapter III, the result of this question is categorized as strong.

Below is the table of the score accumulation of the students’ response to the questionnaire delivered by the researcher during conducting the research:

Table 4.9 Accumulation Score of Students' Questionnaire

No.	Questions	Category					Total	Percentage
		SA	A	N	D	SD		
1	I often use the skimming technique in my reading assignments.	15	40	12	2	0	69	77%
2	I think the skimming technique is effective helping me identify main ideas quickly.	40	24	12	0	0	76	84%
3	Skimming has improved my overall reading comprehension.	15	40	12	2	0	69	77%
4	I face challenges in understanding details when using the skimming technique.	0	2	6	20	50	78	87%
5	I find skimming useful for better time management in reading assignments.	35	28	12	0	0	75	83%
6	I am satisfied with the result I achieve using the skimming technique.	30	28	15	0	0	73	81%
7	I would recommend the skimming technique to other students.	25	20	24	0	0	69	77%
8	I believe the skimming technique should be more integrated into the curriculum.	25	12	30	0	0	67	74%

Based on the table 4.9, the conclusions regarding students' perceptions and experiences with the skimming technique in critical reading comprehension presented below:

- 1) Frequent Use of Skimming: A majority of students (77%) reported often using the skimming technique in their reading assignments, indicating its widespread adoption.

- 2) Effectiveness in Identifying Main Ideas: A high percentage (84%) of students believe that the skimming technique is effective for quickly identifying main ideas, showing strong confidence in its utility for understanding central concepts.
- 3) Impact on Reading Comprehension: 77% of students agree that skimming has improved their overall reading comprehension, suggesting that it positively affects their ability to understand texts.
- 4) Challenges with Details: A significant portion of students (87%) face challenges in understanding details when using skimming, indicating that while it helps with general comprehension, it may not be as effective for grasping finer points.
- 5) Time Management Benefits: 83% of students find skimming useful for better time management in reading assignments, highlighting its value in efficiently navigating large amounts of text.
- 6) Satisfaction with Results: 81% of students express satisfaction with the results achieved through the skimming technique, showing a generally positive perception of its effectiveness.
- 7) Recommendation to Peers: 77% of students would recommend the skimming technique to others, reflecting their overall endorsement of its benefits.
- 8) Integration into Curriculum: 74% believe the skimming technique should be more integrated into the curriculum, indicating a desire for more structured and formal instruction on this method.

Table 4.10 Distribution Percentage of the Students' Response

Aspects	Statement	Score	Percentage	Classification
Personal Use of Skimming	Item 1	69	77%	77%
Effectiveness of Skimming	Item 2	76	84%	81%
	Item 3	69	77%	
Challenges Faced When Skimming	Item 4	78	87%	70%
The Benefits of Skimming	Item 5	75	83%	83%
Satisfaction and Recommendation	Item 6	73	81%	79%
	Item 7	69	77%	
The Role of Skimming in Education	Item 8	67	74%	74%

In the table above, it can be seen that the aspect that has the highest score is the aspect of the challenges when using skimming which has a total score of 87% which means that many students didn't feel that skimming technique was a challenge. Then, the aspect of the benefits of skimming got an 83% score which means that many students felt that skimming was useful for their reading assignment. Not far from that aspect, the aspect of effectiveness of skimming got an 81% score which means that most of the students felt that skimming was effective. The aspect of personal use of skimming and satisfaction and recommendation have scores that are not much different, namely 77% and 79%. Meanwhile, the aspect of the role of skimming in education got a 74% score.

b. Lecturer's Questionnaire

Table 4.10 presents the result of the lecturer's questionnaire and its accumulation scores. The results are presented below.

Table 4.11 Accumulation Score of Lecturer's Questionnaire

Name	Questions					
	1	2	3	4	5	6
Ruslin, S. Pd., M. Pd., M. Sc., Ph. D	Agree	Agree	Strongly Agree	Agree	Agree	Agree
Score	4	4	1	4	4	4
Total	21					
Percentage	70%					

Based on the table, it can be seen that the total scores of the lecturer's questionnaire result is 21 from 30 of the maximum scores. The percentage was calculated by $\frac{21}{30} \times 100\% = 70\%$ which means that the score of the lecturer is categorized as strong.

The table shows that on the positive statements (Question number 1, 2, 4, 5, and 6), the lecturers mostly chose "agree" which means that the lecturer holds a positive view of the skimming technique as used by students. The lecturer frequently observed students employing skimming in their reading, which suggests that this technique is commonly practiced and recognized in their educational environment. The lecturer believes that skimming is not only effective in enhancing reading comprehension but also plays a crucial role in improving students' ability to identify key points quickly. This indicates that the lecturer views skimming as a valuable tool for students to process and understand large amounts of information more efficiently.

Moreover, the lecturer expresses satisfaction with how students are currently using the skimming technique in class. This satisfaction suggests that the lecturer is pleased with the outcomes associated with skimming and believes it is being applied correctly by students. Additionally, the recommendation to integrate

the skimming technique more effectively into the curriculum highlights the lecturer's belief in its potential benefits for a wider range of students. The lecturer likely sees the technique as a vital component of reading instruction that, if implemented more systematically, could enhance students' overall academic performance.

In summary, the lecturer's agreement across all statements indicates a strong endorsement of the skimming technique as an effective, beneficial, and valuable strategy for improving reading comprehension and academic success.

The table 4.10 also shows that the lecturer chose "Strongly Agree" on the negative statement which is "Students face challenges in applying the skimming technique consistently". It can be concluded that the lecturer perceives significant difficulties among students when it comes to consistently using the skimming technique. This strong agreement indicates that while the technique may be recognized and even encouraged, there are noticeable obstacles that prevent students from applying it effectively across different contexts or reading materials.

The lecturer likely observes that, despite the potential benefits of skimming, students struggle with maintaining the technique as a regular part of their reading strategy. These challenges could stem from a variety of factors, such as a lack of understanding of how to apply skimming effectively, difficulties in distinguishing key information quickly, or perhaps insufficient practice or instruction on when and how to use the technique appropriately.

In conclusion, the lecturer's strong agreement suggests a concern that, although the skimming technique has value, students are facing considerable

barriers that hinder its consistent application. This insight may imply a need for additional support, training, or curriculum adjustments to help students overcome these challenges and better integrate skimming into their reading practices.

2. The Result of Interview

a. Students' Interview

1) Experiences with Using the Skimming Technique

Most of the students find the skimming technique highly efficient for quickly grasping the main ideas of a text without spending excessive time on details. They often use this strategy to manage large reading assignments and to answer questions about the main ideas. Skimming allows them to focus on key elements like titles, subtitles, and essential sentences, enabling them to complete reading tasks more quickly. It can be seen from the response of the students' interview below.

As a student, I often face a lot of reading that I have to understand. To save time, I use the skimming technique. Skimming is reading quickly to get the main idea, without reading each sentence in detail. When using skimming, I focus on the title, sub-title, opening and closing sentences, and important words. That way, I can quickly grasp the essence of the reading.

The skimming technique is good to use when doing reading assignments because this technique can save time.

2) Perceived Impact on Reading Comprehension and Critical Thinking

Skimming, as a reading technique, has been found to significantly enhance reading efficiency by allowing readers to quickly grasp the main ideas and overall structure of a text. This method aids in rapidly identifying key concepts without the need to read every detail. For instance, 1 student notes that skimming helps in gaining the main idea of a text without delving into every paragraph, making it

easier to understand the text's topic. Another student also further elaborates that skimming provides a quick overview, helping readers to understand the topic, purpose, and structure of the text efficiently. It can be seen from the response of the students' interview below.

It helps me a lot to gain the main idea of the text.
Skimming allows me to read more quickly and efficiently.

However, while skimming facilitates a rapid understanding and overview, it may also lead to missing important details and nuanced information, which can affect deeper comprehension. As Person 6 points out, skimming helps in obtaining a general overview but often results in the omission of critical details that are necessary for a thorough understanding of complex texts. This suggests that while skimming is effective for gaining a broad understanding, it may fall short in capturing all the intricate details of the text. It can be seen from the response of the students' interview below.

Skimming helps get a quick overview of the text, but can reduce in-depth understanding and important details are often missed. This is efficient for finding information quickly, but less effective for understanding complex concepts thoroughly.

3) Benefits and Challenges Encountered

The skimming technique is highly regarded for its ability to save time and provide a quick overview of texts. Many respondents appreciate how skimming allows them to grasp the essential elements of a text without investing extensive time in reading every detail. For example, both students below highlighted,

Skimming is an effective way to read more efficiently, understand text better, and focus on the important things.

Saves time by quickly getting an overview of the text and makes it easier to find main ideas and important points.

Skimming can be particularly challenging when dealing with complex texts or unfamiliar vocabulary. Some respondents find it difficult to fully engage with or analyze texts that contain new or difficult words. For instance, a student points out that:

Lack of vocabulary mastery
Analyzing new vocabulary

It highlights a limitation in handling diverse linguistic content and can hinder the effectiveness of skimming, suggesting that a robust vocabulary is essential for successfully using this technique.

Another challenge reported is the potential for inconsistent understanding and forgetfulness. Some respondents mention that skimming can lead to incomplete comprehension and difficulty in retaining information. For example, a student describes how skimming can result in a "lack of in-depth understanding" and how information read may not be well remembered, indicating that skimming might not support long-term retention and thorough analysis. Another student notes a tendency to "forget previous information after reading other information" which can impact the overall effectiveness of skimming in retaining and connecting key points.

In summary, while skimming is valued for its efficiency and ability to quickly identify main ideas and important information, it also presents several challenges. These include the risk of missing critical details, difficulties with complex texts and unfamiliar vocabulary, and potential issues with inconsistent

understanding and memory retention. To address these challenges, improvements could focus on enhancing vocabulary skills, developing strategies to mitigate information loss, and finding ways to balance speed with depth of understanding.

4) Overall Satisfaction and Suggestions for Improvement

The satisfaction levels with the skimming technique vary among students, with experiences ranging from high satisfaction to moderate and low contentment. A significant number of students express a positive experience, noting the technique's impact on their reading efficiency and ability to identify key points quickly. For instance, Resti Anggriyani is "really satisfied" with the technique, highlighting its significant impact on their reading ability, while Eva expresses being "very satisfied," emphasizing how it helps in easily identifying key points without spending excessive time on long texts.

I'm really satisfied with this technique because it is so impactful to my reading ability.

very satisfied, because I can identify the key point easily without spend time to read the long text

However, some students, like Ratu Balgis Mang, find the results less satisfying, indicating that the technique may not fully meet their reading needs. Additionally, even those generally satisfied with skimming acknowledge its limitations. For example, Nur Khaliffa finds the results "quite satisfying" but also notes the need for improvement, suggesting that while skimming is beneficial, it may require additional strategies to address its shortcomings.

The results I got from using skimming were quite satisfying, but there is still room for improvement so that I can use this technique more effectively based on the shortcomings I have explained earlier.

Several students suggest that skimming could be more effective if combined with detailed reading practices. This combination would allow for a balance between efficiency and depth of understanding. Nur, for instance, recommends "combining the skimming technique with detailed reading" to ensure a more comprehensive understanding of the material after obtaining an initial overview through skimming. This approach helps mitigate the risk of missing important details while still benefiting from the time-saving aspects of skimming. Additionally, enhancing vocabulary and sharpening focus on key elements of the text are also suggested as ways to improve the use of skimming. Sindi emphasizes the importance of having a "lot of vocab if you want to read clearly," highlighting how a strong vocabulary base can enhance the effectiveness of skimming.

Maybe it can be a note for me and a suggestion for users of this technique to be able to combine the skimming technique with Detailed Reading. So after skimming to get an overview, I will read in detail to understand the material more comprehensively. This helps balance efficiency and depth of understanding of the material. Then you can also make Key Notes. When skimming, I will try to note down key ideas, titles, sub-titles, and other important points to help me stay focused and not lose important details in the reading.

You need to have a lot of vocab if you want to read clearly.

Ratu Balgis Mang and Nur Tasya both emphasize the importance of regular practice in refining skimming skills, suggesting that consistent application of the technique can lead to better results over time. Some respondents stress the importance of understanding the correct application of skimming to maximize its benefits. For instance, Person 8 mentions that knowing the "rules" of skimming is essential for applying the technique effectively, implying that a clear understanding

of how and when to use skimming can make it a more powerful tool in reading practices.

We can much practice in using this skimming technique.

Set a goal, focus on the title and main sentences, and combine it with in-depth reading if necessary. Regular practice also helps improve skimming skills.

In summary, the overall satisfaction with the skimming technique varies, with many respondents finding it beneficial for quick reading and identifying key points but also recognizing its limitations in providing detailed comprehension. Suggestions for improvement include combining skimming with detailed reading, enhancing vocabulary, practicing the technique regularly, and understanding the correct application of skimming to maximize its effectiveness. By addressing these areas, readers may find a more balanced approach that leverages the strengths of skimming while mitigating its potential drawbacks.

b. Lecturer's Interview

The interview with the lecturer of reading sheds light on the use of skimming as a reading strategy among students. A key observation is that while students do employ the skimming technique,

not many students are able to understand the use of skimming technique. They may use it, but they don't know what is the name of the technique.

This indicates a gap in students' awareness and understanding of the technique, which affects their ability to apply it effectively.

The lecturer of reading notes that students often struggle to utilize skimming effectively to answer questions or identify key information in texts.

The behaviors of students when you ask questions, the majority are not able to answer or to pinpoint the answers... they are not able to pinpoint which technique is suitable for what text.

This challenge isn't due to the complexity of the texts but rather stems from students not mastering when and how to employ skimming appropriately.

Regarding the effectiveness of skimming, the lecturer of reading highlights that although skimming can aid in grasping the general idea of a text, students often fail to fully understand the technique.

Our students are not able to identify the skimming technique in a complete way... they don't know whether this is skimming technique or not skimming technique.

This suggests that students may recognize skimming by name but lack a deeper comprehension of its nature and application.

In terms of critical thinking, the lecturer of reading points out that skimming, when taught properly, can enhance students' comprehension and critical thinking skills. He gives an example of using a text about the history of Coca-Cola, noting that through skimming,

they understand the text itself and at the same time, they also understand the history meaning so this is to me this is how skimming is very important.

This demonstrates that engaging with meaningful texts can help students grasp broader concepts.

The lecturer of reading also shares his approach to teaching skimming. He emphasizes that he doesn't teach skimming in isolation but integrates it with other techniques like scanning and the SQ4R method.

I don't really teach skimming technique because I don't teach strategy, but I teach reading. But I show them, I provide different techniques including scanning, including SQ4R.

He believes that while skimming is a foundational strategy in reading comprehension, it should be complemented by other methods for maximum effectiveness.

When it comes to student responses, the lecturer of reading mentions that the effectiveness of skimming is limited by students' vocabulary range.

Skimming would not help students who have very low range of vocabulary. So the more you master the vocabulary in the text, the most possible you're able to help students understand the text.

This highlights that students with limited vocabulary may struggle more with reading comprehension, making skimming less effective for them.

For curriculum integration, the lecturer of reading recommends that skimming should be combined with other reading strategies.

Students need to understand skimming at the same time they need to understand scanning and SQ4R and other types of reading comprehensive strategies. So integrating is very important.

This holistic approach is vital for enhancing students' comprehension skills.

Lastly, the lecturer of reading stresses the importance of regular practice for effectively using skimming.

The more you exercise the ability of skimming... the more capable you will be in the future.

He believes that understanding the nature of skimming and practicing it consistently are key to mastering the technique.

In summary, while skimming is a valuable tool for reading comprehension, its effectiveness depends on students' understanding of the technique, their vocabulary, and the integration of skimming with other strategies in the curriculum.

Regular practice and a holistic approach to teaching reading are essential for students to benefit fully from skimming. To sum up, the effectiveness of skimming as a reading comprehension tool depends on students' understanding of the technique, their vocabulary, and regular practice within a comprehensive teaching approach.

B. Discussion of the Research

The findings from this research provide valuable insights into the perceptions of both students and lecturers regarding the use of skimming techniques in critical reading comprehension. The data collected through questionnaires, interviews, and document reviews highlight the varied experiences and effectiveness of this technique among students in the TBI 1 batch of 2021 at UIN Datokarama Palu.

1. Students' Perceptions and Effectiveness of Skimming

The results from the students' questionnaires suggest a generally positive attitude towards skimming. The majority of students agreed that skimming helps students quickly identify main ideas, improving overall reading comprehension, and enhancing time management in reading assignments. For instance, 84% of students strongly agreed that skimming is effective in helping them identify main ideas quickly, which was categorized as very strong. This aligns with the interview responses where students noted that skimming allows them to efficiently grasp the essence of texts, particularly in managing large reading assignments.

However, while the technique is recognized for its efficiency, there are notable challenges. Students reported difficulties in understanding details and

retaining information when relying solely on skimming. This is reflected in the 87% of students who disagreed that they face challenges with skimming, indicating that while they find it useful, they also acknowledge its limitations. The interview data further support this, with some students expressing concerns about missing critical details, particularly when dealing with complex texts or unfamiliar vocabulary.

2. Lecturer's Perception and Concerns

From the lecturer's perspective, there is a strong endorsement of the skimming technique as beneficial for students. The lecturer of reading, for instance, agreed with the effectiveness of skimming in improving reading comprehension and recommended its integration into the curriculum. However, a critical point raised was the gap in students' understanding and application of skimming. The lecturer of reading highlighted that although students may use skimming, many do not fully understand the technique or recognize it by name, which undermines its effectiveness.

"Not many students are able to understand the use of skimming technique. They may use it, but they don't know what is the name of the technique."

This suggests that while skimming is employed by students, there is a need for more explicit instruction and awareness to maximize its benefits.

3. Balancing Skimming with Detailed Reading

The discussion points towards the need for a balanced approach to reading strategies. While skimming offers efficiency, it may not always be sufficient for deep comprehension or retention of complex information. Some students suggested combining skimming with detailed reading to ensure a more comprehensive understanding of the material. This strategy could mitigate the risk of missing

important details while still benefiting from the time-saving aspects of skimming. Additionally, enhancing vocabulary and regular practice were identified as key areas that could improve the effectiveness of skimming.

4. Implications for Teaching and Curriculum Development

The findings suggest several implications for teaching and curriculum development. First, there is a clear need for more focused instruction on skimming techniques, ensuring that students not only use the technique but also understand how and when to apply it effectively. Incorporating skimming as a part of a broader reading strategy that includes detailed reading could provide students with a more well-rounded approach to comprehension. Moreover, addressing the challenges of vocabulary and information retention could further enhance the effectiveness of skimming in academic contexts.

In conclusion, while the skimming technique is perceived as a valuable tool for reading efficiency, its full potential is not being realized due to gaps in understanding and application. By addressing these challenges through targeted instruction and curriculum enhancements, students can better leverage skimming as a part of their critical reading toolkit.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research examined the perceptions of students and lecturers regarding the skimming technique in critical reading among the TBI 1 batch of 2021 at UIN Datokarama Palu. Findings reveal that most students find skimming beneficial: 77% use it frequently, 84% believe it helps identify main ideas quickly, and 83% agree it aids in managing reading assignments efficiently. However, while skimming is effective for quick comprehension, it poses challenges in understanding details, especially in complex texts. Lecturers also support skimming for enhancing reading efficiency but emphasize the need for more structured guidance and practice to maximize its benefits. Overall, both students and lecturers positively view skimming but recognize the need for improved instruction to balance it with deeper reading strategies.

B. Suggestions

The following are the researcher's suggestions according to the conclusion of this research.

1. For Students

To enhance reading comprehension, students should combine skimming with detailed reading to balance speed with depth, focus on building a strong

vocabulary to navigate complex texts effectively and engage in regular practice to refine their skimming skills over time.

2. For Lecturers

Lecturers are encouraged to integrate skimming techniques into the curriculum through structured training sessions and to provide additional support to help students overcome challenges, particularly in consistently applying skimming alongside other reading strategies.

3. For Further Researchers

Future research should explore the effectiveness of skimming in different academic contexts and investigate its long-term impact on reading comprehension and academic performance to provide a more comprehensive understanding of its benefits and limitations.

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APPENDICES

Appendix 1. Lembar Pengajuan Judul Skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

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PENGAJUAN JUDUL SKRIPSI

Nama	Muhammad Fadel Aras	NIM	171160102
TTL	Palu, 13 July 1998	Jenis Kelamin	Laki - laki
Program Studi	Tadris Bahasa Inggris	Semester	13
Alamat	Jl. Veteran No. 12A Palu	HP	0812 4502 0298
Judul	Skripsi		

Judul I

Perspective of Stakeholders about the use of Skimming technique in Critical Reading comprehension : A case of TBI 1 Batch 2021

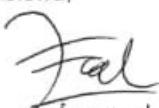
Judul II

Improving Student's reading Comprehension using Skimming technique

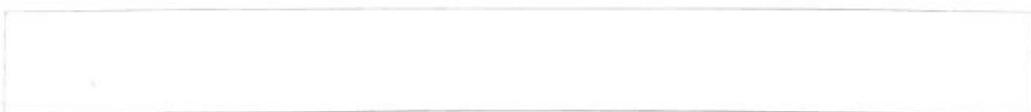
Judul III

The implementation of Skimming technique in teaching descriptive

Sigi, 20 December 2023
Mahasiswa,


Nama: Muhammad Fadel Aras
NIM: 171160102

Telah disetujui penyusunan skripsi dengan catatan:



Pembimbing I: Ruslin, S.Pd., M.Pd., M.Sc., Ph.D

Pembimbing II: Hijrah Syam, M.Pd

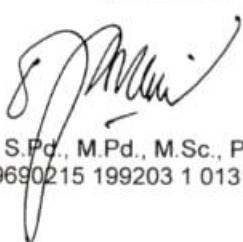
a.n. Dekan

Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan


Dr. Hj. Naima, S.Ag., M.Pd.

NIP. 19751021 200604 2 001

Ketua Program Studi,


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Appendix 2. SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2665 TAHUN 2023

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat
- 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - 3. Peraturan Presiden No 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu;
 - 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - 5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 - 6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
 - 7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 - 8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

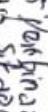
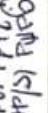
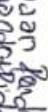
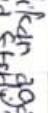
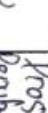
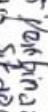
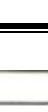
M E M U T U S K A N

- Menetapkan
- ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU
- Menetapkan saudara :
- 1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
 - 2. Hijrah Syam, M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Muhammad Fadel Aras
NIM : 171160102
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : PERSPECTIVE OF STAKEHOLDERS ABOUT THE USE OF SKIMMING TECHNIQUE IN CRITICAL READING COMPREHENSION : A CASE OF TBI 1 BATCH 2021
- KEDUA
- Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA
- Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT
- Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA
- SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Ditetapkan di : Sigi
Tgl. : 10 Desember 2023
Dekan,

Dr. Saefudin Mashuri, S.Ag., M.Pd.I.
NIP. 1973022005011070

Appendix 3. Kartu Seminar Proposal

KARTU SEMINAR PROPOSAL SKRIPSI				NAMA	MUHAMMAD FADEL ARAF
FAKULTAS TARBIYAH DAN ILMU KEGURUAN				NIM	: 171160102
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU				PROGRAM STUDI	: TADRIS BHS. INGGRIS
NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	
					TANDA TANGAN DOSEN PEMBIMBING
1	Senin/07-09-2020	ISMAN NURDIN	Proses perkembangan pendekar orang Islam terhadap pengaruh pendekar yang beragama	1. Dr. Sugir M. Amin M. Pd. 2. Hildawati S. Pdi, M. Pd.i	 
2	Kamis, 14, 05-2020	WAGIYAH IRMANAH	Ukuran Islam yang berukuran sarimanah pada Champs (studi, praktik, risip kebutuhan)	1. Dr. Syahril. Mba 2. Eni, Imigrant Indonesia Sipid. M	 
3	Senin, 08-09-2020	WIDYA Dwi Astuti	Persepsi perkembangan suku dan dampak Islam pada pendekar Islam desas desus	1. Drs. Bahar M. Ht 2. Mrs. Hj. Hanan M. Pd.i	 
4	Rabu, 20-01-21	ALDI SAPUTRA	The Correlation between Student Grammar Competency and their speaking ability of the right grade students in giving presentation	1. Dr. Hj. Nur Amaliati, S.Ag, M.Hum.  2. Tuni, S. Pd, M. Pd.	 
5	Senin, 15-03-21	MCH. FAHRI	Self assessment of speaking skill of the second semester of TADRIS English program at the second semester of TADRIS English program	1. Prof. Dr. Perli, S.Ag, M.Sc, SE 2. Aun Kulithard, S.Pd, M.Pd	 
6	Senin, 15-03-21	LANDI	The teaching of speaking using e-learning e-learning Applied to the second semester student English IAIN PALU	1. Prof. H. Nordin, S.G.S, S.Pd, M.Com 2. Aun Kulithard, S.Pd, M.Pd	 
7	Kamis, 03-09-21	CICI FAUZIA	Applying drilling Technique to enhance Student's Pronunciation of Suffix -er in regular verb At The English Class IAIN Palu	1. Drs. Mohammad Ihsan, M.A 2. Aun Kulithard, S.Pd, M.Pd	 
8	Jumat, 23 April 2021	Ito Sugiarso L	The Analysis of students on the use of Google translate in translation subject at English tadris study program IAIN Palu	1. Drs. Muhammad Ihsan, M.A 2. Aun Kulithard, S.Pd, M.Pd	 
9	Senin, 05-09-21	Fadilia	the use of short video to improve writing skills in elementary five of grade IV of IAIN 2 Palu	1. Drs. Muhammad Ihsan, M.A 2. Aun Kulithard, S.Pd, M.Pd	 
10	Senin, 14 Juni 2021	Moh. Hidayat	The effect of clustering technique in Students' writing recent test	1. Dr. Hj. Nur Amaliati, S.Ag, M.Hum. 2. Aun Kulithard, S.Pd, M.Pd	 

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Appendix 4. Buku Konsultasi Pembimbingan Skripsi

Buku Konsultasi Pembimbingan Skripsi

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1	Sebسا, 11 Juni 2029	1	<p>Research Method Jadi Research Methodology, Tabel In Background hasil Observasi</p> <p>Ganti Research Question dari what ke (know), Gathering Research Question, Educator</p> <p>Ganti Lecturer, Operational Definition dilengkapi bagian Stakeholder</p> <p>2. Tahukah penulisan bagian Detection of Stimuli, Trans- mission of Error, processing.</p>	
			<p>Ganti Objective of Research jadi Objective of Significance of Research, Previous Studies Ganti Previous Research, Bibliography Ganti Reference</p>	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
2	Senin, 20 Juni 2024	1	<p>Tambah Footnote tipis saja.</p> <p>Contoh previous research kedua.</p> <p>3. Participant gentle informant, Validity test kembangkan.</p> <p>Tambah questionare</p>	<p>✓</p> <p>✓</p>

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	Senin, 25 Juni 2024	1	<p>6. Ambil A proposal ke proposal.</p> <p>Spasi besar bagian chapter dari 1 ke 6.</p> <p>3. Tambah Penjelasan di interview, di questionnaire</p> <p>Tambah dokumentasi di teknik data</p> <p>Koreksi: Grammar.</p>	<p>✓</p> <p>✓</p>

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
4.	Jumat, 05 Juli 2024	1	Judul Perspective tentang Perception.	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
				

LAPORAN PENYELESAIAN BIMBINGAN DARI DOSEN PEMBIMBING

Yth : Ketua Program Studi
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
UIN Daokarama Palu

Yang bertanda tangan dibawah ini :

1. Nama : **Rusli, S.Pd., M.Pd., M.Sc., Ph.D**
NIP : **19680215 199203 1013**
Pangkat/ Golongan :
Jabatan Akademik :
Sebagai : Pembimbing I
2. Nama : **Hijrah Syah, M.Pd.**
NIP : **19860304 202321 2052**
Pangkat/ Golongan :
Jabatan Akademik :
Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa :

Nama : **Muhammad Fadel Aras**
NIM : **13116002**
Program Studi : **Pendidikan Bahasa Inggris**
Judul : **Perception of Stakeholders about the use of Skripsi**
Telah selesai dibimbing dan siap untuk diujikan di hadapan sidang ujian
munaqasah skripsi.

Pembimbing I

Palu,
Pembimbing II


Jaffra H

NIP. _____

Appendix 5. Undangan Seminar Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فاله
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 3008 Un.24 F.I PP.00.9/07/2024 Palu, 03 Juli 2024
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Hijrah Syam, S.Pd., M.Pd (Pembimbing II)
3. Dzakiah, M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Muhammad Fadel Aras
NIM : 171160102
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Perspective of stakeholders about the use of skimming technique in critical reading comprehension : A case of TBI 1 Batch 2021

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 05 Juli 2024
Waktu : 14:00 - 15.30
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan Tadris Bahasa Inggris



RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAII Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 6. Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتو كاراما الإسلامية الحكومية بالـ

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Paloalo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website: www.uindatokarama.ac.id, email: humas@uindatokarama.ac.id

Nomor : 3727 /Un.24/F.I/PP.00.9/07/2024
Lampiran :
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 31 Juli 2024

Yth. Ketua Jurusan Tadris Bahasa Inggris Uin Datokarama Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Muhammad Fadel Aras
NIM	:	171160102
Tempat Tanggal Lahir	:	Palu, 13 Juli 1998
Semester	:	XIV (EmpatBelas)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Veteran No. 12 a
Judul Skripsi	:	PERSPECTIVE OF STAKEHOLDERS ABOUT THE USE OF SKIMMING TECHNIQUE IN CRITICAL READING COMPREHENSION : A CASE OF TBI 1 BATCH 2021
No. HP	:	081245020298

Dosen Pembimbing :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Hijrah Syam, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Prodi Yang Bapak/Ibu Pimpin

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,



Appendix 7. Interview Sheet

INTERVIEW SHEET FOR STUDENTS

1. Experiences with Using the Skimming Technique:

- a. Can you describe your experience with using the skimming technique in your reading assignments?

- b. How often do you use skimming compared to other reading strategies?

2. Perceived Impact on Reading Comprehension and Critical Thinking:

- a. In what ways do you think skimming has affected your reading comprehension?

- b. How has skimming influenced your ability to think critically about the texts you read?

3. Benefits and Challenges Encountered:

- a. What benefits have you noticed from using the skimming technique?

- b. What challenges have you encountered when using skimming in your reading process?

4. Overall Satisfaction and Suggestions for Improvement:

- a. How satisfied are you with the results you get from using the skimming technique?

- b. Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?

INTERVIEW SHEET FOR LECTURER

1. Observations on Students' Use of Skimming:

- a. Based on your observations, how frequently do students use the skimming technique in their reading assignments?
- b. Can you describe any common patterns or behaviors you've noticed among students when they employ skimming?

2. Perceptions of the Technique's Effectiveness in Enhancing Comprehension:

- a. In your opinion, how effective is skimming in enhancing students' reading comprehension?
- b. Have you noticed any improvements in students' critical thinking skills as a result of using the skimming technique?

3. Challenges Faced in Teaching Skimming Techniques:

- a. What challenges have you encountered in teaching the skimming technique to students?
- b. How do students typically respond to learning and using skimming as part of their reading strategy?

4. Recommendations for Better Integration of Skimming in the Curriculum:

- a. What recommendations do you have for integrating skimming more effectively into the reading curriculum?
- b. Are there any specific strategies or tools you believe would support better use of skimming by students?

Appendix 8. Interview Transcript

STUDENTS' INTERVIEW

Nifta Gina Safira	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	I can efficiently skim a text and gain a solid understanding of its content without spending too much time on every detail.
How often do you use skimming compared to other reading strategies?	when researching for a presentation
In what ways do you think skimming has affected your reading comprehension?	I have both positive and negative effects on reading comprehension.
How has skimming influenced your ability to think critically about the texts you read?	Skimming has influenced my ability to think critically about the texts I read by allowing me to quickly grasp the main ideas and key points.
What benefits have you noticed from using the skimming technique?	These benefits make skimming a valuable tool for efficient and effective reading.
What challenges have you encountered when using skimming in your reading process?	Skimming requires a fast reading pace, which can be difficult for some readers
How satisfied are you with the results you get from using the skimming technique?	I can't provide a personal satisfaction rating.
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	No, i don't

Nur Khaliffa	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	<p>As a student, I often face a lot of reading that I have to understand. To save time, I use the skimming technique. Skimming is reading quickly to get the main idea, without reading each sentence in detail.</p> <p>When using skimming, I focus on the title, subtitle, opening and closing sentences, and important words. That way, I can quickly grasp the essence of the reading.</p> <p>The advantage of skimming is that I can complete my reading assignments faster. I can also focus directly on the most important parts, without having to read everything completely.</p> <p>Although skimming helps, I still have to read in detail to really understand the contents of the reading. So, skimming and detailed reading are two complementary techniques in my reading assignments as a student.</p>
How often do you use skimming compared to other reading strategies?	<p>As a student, I often use the skimming technique in reading assignments. I usually also apply it when reading articles, for example. Of my total reading time, about 10-15 minutes are used for skimming.</p> <p>After that, about 20-30 minutes of my total reading time, I use to read important parts in more detail.</p> <p>The combination of these two techniques - skimming and detailed reading - helps me save time but still get a good understanding of the content of the reading.</p>
In what ways do you think skimming has affected your reading comprehension?	<p>Skimming affects my reading comprehension by helping me get an overview. I can quickly understand the topic, purpose, and overall structure of the text. This gives me useful context as I read more in detail. It also saves me time.</p> <p>Skimming allows me to read more quickly and efficiently. I don't have to memorize every detail, but can focus on the important ideas. This saves me time while still getting a good understanding. So in simple terms, skimming helps me understand the text more quickly and get the big picture, before I read more deeply.</p>

<p>How has skimming influenced your ability to think critically about the texts you read?</p>	<p>Skimming affects my ability to think critically about a text by giving me an initial insight. When I skim, I can capture the main points in the text. This gives me an initial insight into the author's themes, arguments, and logic. It can also focus my attention on the more important information that is important to read. After skimming, I know which parts are important to understand more deeply. This helps me focus on critical parts when reading in detail.</p>
<p>What benefits have you noticed from using the skimming technique?</p>	<p>Simply put, skimming is an effective way to read more efficiently, understand text better, and focus on the important things. This is a very useful skill, especially when dealing with long or complex readings.</p>
<p>What challenges have you encountered when using skimming in your reading process?</p>	<p>The main challenge I face is Losing Details. When I focus too much on big ideas through skimming, I can sometimes miss important details that can enrich my understanding and can lead to Misinterpretation. When I only skim, there is a risk that I misinterpret the author's intent or jump to conclusions.</p>
<p>How satisfied are you with the results you get from using the skimming technique?</p>	<p>The results I got from using skimming were quite satisfying, but there is still room for improvement so that I can use this technique more effectively based on the shortcomings I have explained earlier.</p>
<p>Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?</p>	<p>Maybe it can be a note for me and a suggestion for users of this technique to be able to combine the skimming technique with Detailed Reading. So after skimming to get an overview, I will read in detail to understand the material more comprehensively. This helps balance efficiency and depth of understanding of the material. Then you can also make Key Notes. When skimming, I will try to note down key ideas, titles, sub-titles, and other important points to help me stay focused and not lose important details in the reading.</p>

Ratu Balgis Mang	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	The skimming technique can make it easier for me to find important things and the idea of principal idea.
How often do you use skimming compared to other reading strategies?	Sometimes
In what ways do you think skimming has affected your reading comprehension?	Skimming technique can quickly identify the principal ideas without having to read the whole text.
How has skimming influenced your ability to think critically about the texts you read?	Skimming techniques can increase our focus in searching for important parts of a reading text.
What benefits have you noticed from using the skimming technique?	The skimming technique can vefficent our time in finding an information.
What challenges have you encountered when using skimming in your reading process?	This skimming technique can make us confusion in reading a text. because there are some sentences we pass through and can cause obscurity
How satisfied are you with the results you get from using the skimming technique?	Not very satisfied.
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	We can much practice in using this skimming technique.

Nur Aida Kasi Nanda	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	This technique is very helpful for finding various information that readers want to look for in a reading
How often do you use skimming compared to other reading strategies?	When answering questions related to reading, I use this technique
In what ways do you think skimming has affected your reading comprehension?	When reading, you are usually always directed towards understanding the overall meaning of the reading. This skimming technique is a technique that is often used by many people. This technique really has an impact on readers because readers can find reading information without reading the whole thing.
How has skimming influenced your ability to think critically about the texts you read?	It is very influential, especially in answering questions where time is limited or determined by the teacher
What benefits have you noticed from using the skimming technique?	Can get information in a short time
What challenges have you encountered when using skimming in your reading process?	Lack of vocabulary mastery
How satisfied are you with the results you get from using the skimming technique?	Good enough
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	My advice is more for readers who need to expand the vocabulary they know

Eva Fajrianti	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	when I using skimming technique, I find out easily the porpuse of the text
How often do you use skimming compared to other reading strategies?	just when I feel difficult to find out the key point or the main pargraph of the text
In what ways do you think skimming has affected your reading comprehension?	when I face a long text and don't know when can I start to read
How has skimming influenced your ability to think critically about the texts you read?	I'm not sure about that
What benefits have you noticed from using the skimming technique?	<ol style="list-style-type: none"> 1. Easily to find out the main paragraph of the text 2. It doesn't take much time when reading long texts
What challenges have you encountered when using skimming in your reading process?	must to know the rules/the correct way when I use that technique
How satisfied are you with the results you get from using the skimming technique?	very satisfied, because I can identify the key point easily without spend time to read the long text
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	in my opinion, when we want to practice that technique in reading we must to know the rules, bacause the important things is the correct way when we apply it, than we can use that technique easily

Yulianisa	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	Read quickly and skip reading
How often do you use skimming compared to other reading strategies?	Quite often
In what ways do you think skimming has affected your reading comprehension?	In case you want to know a particular topic from several books.
How has skimming influenced your ability to think critically about the texts you read?	Pick up main ideas quickly.
What benefits have you noticed from using the skimming technique?	Can you help mageran people?
What challenges have you encountered when using skimming in your reading process?	The challenges faced are sometimes difficult to understand correctly and don't know the flow
How satisfied are you with the results you get from using the skimming technique?	Quite satisfied
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	I don't have any idea

Windiani	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	The skimming technique is good to use when doing reading assignments because this technique can save time.
How often do you use skimming compared to other reading strategies?	More than the other techniques.
In what ways do you think skimming has affected your reading comprehension?	This technique is effective, Because we look for the important main idea so that we understand a reading, even though we don't read the whole reading.
How has skimming influenced your ability to think critically about the texts you read?	It slightly affects my critical reading
What benefits have you noticed from using the skimming technique?	Understand the reading without spending a lot of time
What challenges have you encountered when using skimming in your reading process?	I usually forget previous information after reading other information.
How satisfied are you with the results you get from using the skimming technique?	Yes, I am
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	Read the main idea and conclusion at the end of a paragraph. I think that's makes me get enough information from the paragraph, then reading other paragraph of a reading.

Nur Tasya	
Questions	Answers
Can you describe your experience with using the skimming technique in your reading assignments?	Using skimming techniques in reading helps me understand the gist of the text quite quickly. I focus on titles, subtitles, and the first and last sentences of the paragraph to capture the main idea.
How often do you use skimming compared to other reading strategies?	Quite often
In what ways do you think skimming has affected your reading comprehension?	Skimming helps get a quick overview of the text, but can reduce in-depth understanding and important details are often missed. This is efficient for finding information quickly, but less effective for understanding complex concepts thoroughly.
How has skimming influenced your ability to think critically about the texts you read?	If it is to influence critical thinking skills, Skimming makes it a little difficult for me to think critically because it only looks at general information, thereby missing important details that are necessary for in-depth analysis and full understanding of the text.
What benefits have you noticed from using the skimming technique?	Saves time by quickly getting an overview of the text, Makes it easier to find main ideas and important points, Makes it easier to find specific information in long texts.
What challenges have you encountered when using skimming in your reading process?	The challenge of using skimming that I usually face is that sometimes there is a lack of in-depth understanding of the text being read, the information read may not be remembered well.
How satisfied are you with the results you get from using the skimming technique?	The results of skimming can be satisfying for getting a quick overview and finding key information. However, it may be less satisfying if it requires in-depth understanding or complete detail.
Do you have any suggestions for how the use of skimming could be improved in your reading assignments or study practices?	Set a goal, focus on the title and main sentences, and combine it with in-depth reading if necessary. Regular practice also helps improve skimming skills.

LECTURER'S INTERVIEW

Ruslin, S. Pd., M. Pd., M. Sc., Ph. D	
Questions	Answers
Based on your observations, how frequently do students use the skimming technique in their reading assignments?	Students use skimming technique. However, not many students are able to understand the use of skimming technique. They may use it, but they don't know what is the name of the technique. That's the problem.
Can you describe any common patterns or behaviors you've noticed among students when they employ skimming?	The behaviors of students when you ask questions, the majority are not able to answer or to pinpoint the answers. Not because the text is very difficult, but they are not able to pinpoint which technique is suitable for what text. That's the point. responses. This is the most frequent behaviour of students. They don't give you a response during the questions.
In your opinion, how effective is skimming in enhancing students' reading comprehension?	Because by looking at the whole text, we are able to pinpoint what is the text all about. However, our students are not able to identify the skimming technique in a complete way. What I mean by complete way is, as they only know skimming technique by name, but not understand the nature. by looking at one sentence or two sentences at the first. However, they don't know whether this is skimming technique or not skimming technique.
Have you noticed any improvements in students' critical thinking skills as a result of using the skimming technique?	When I taught reading comprehension, I normally chose the text which not only provides understanding of students about reading comprehension itself, which is meaningful for them, for example, let me give you an example about the history of Coca-Cola by reading this text, they understand the text itself and at the same time, they also understand the history meaning so this is to me this is how skimming is very important.

<p>What challenges have you encountered in teaching the skimming technique to students?</p>	<p>I don't really teach skimming technique because I don't teach strategy, but I teach reading. But I show them, I provide different techniques including scanning, including SQ4R, where students need to do survey and then review. that try to recite. So not only one technique, but skimming in general is the first teaching reading comprehension strategy, which is more effective than anything else. Because by having this skimming technique, students are able to pinpoint what is the text all about in the first place.</p>
<p>How do students typically respond to learning and using skimming as part of their reading strategy?</p>	<p>Reading comprehension is not an easy skill. Students need some time to understand the range of vocabularies. To understand reading in a complete way, somebody needs to have a broad range of vocabulary. Isn't it? So, skimming would not help students who have very low range of vocabulary. So the more you master the vocabulary in the text, the most possible you're able to help students understand the text. If not, scheming technique is not working very well. It's not workable. It's not effective in a way.</p>
<p>What recommendations do you have for integrating skimming more effectively into the reading curriculum?</p>	<p>Many strategies in teaching, but if you are able to integrate one another in your curriculum, for example, which is accentuated in your lesson plan, which is implemented in your lesson plan. Then this is how skimming will be beneficial for the students. Otherwise it will not work. Only one strategy for teaching reading comprehension, especially critical reading comprehension. Students need to understand skimming at the same time they need to understand scanning and SP4R and other types of reading comprehensive strategies. So integrating is very important.</p>

Are there any specific strategies or tools you believe would support better use of skimming by students?

In order for skimming to be effective, the students need to train themselves to exercise, not only once, but many times. The more you exercise the ability of skimming, reading using skimming technique, the more capable you will be in the future. But if you are not training, if you are not exercising consistently, you are not able to expect better. So here you understand what you need to do is understand the skimming technique naturally, the nature of skimming technique, and after that you are able to implement it. Once you are able to implement it, you need to exercise more, you need to practice more the more you practice this technique, the more capable you will be in the future when you encounter reading comprehension text. That's all.

Appendix 9. Questionnaire

Section 1: Demographic Information

What is your role in TBI 1 Batch 2021?

- Student
- Lecturer

Section 2: Skimming Technique Usage

Questionnaire for Students

No.	STATEMENT	SA	A	N	D	SD
1.	I often use the skimming technique in my reading assignments.					
2.	I think the skimming technique is effective helping me identify main ideas quickly.					
3.	Skimming has improved my overall reading comprehension.					
4.	I face challenges in understanding details when using the skimming technique.					
5.	I find skimming useful for better time management in reading assignments.					
6.	I am satisfied with the result I achieved using the skimming technique.					
7.	I would recommend the skimming technique to other students.					
8.	I believe the skimming technique should be more integrated into the curriculum.					

Questionnaire for Lecturers

No.	STATEMENT	SA	A	N	D	SD
1.	I frequently observe students using the skimming technique.					
2.	The skimming technique is effective in enhancing students' reading comprehension.					
3.	Students face challenges in applying the skimming technique consistently.					
4.	Skimming has improved students' ability to identify key points quickly.					
5.	I am satisfied with the students' use of the skimming technique in my class.					
6.	I recommend integrating the skimming technique more effectively into the curriculum.					

Please indicate your level of agreement with each statement by selecting the appropriate option. (SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree)

Thank you for your participation!

Appendix 10. Informants' Questionnaire

Name	Questions								
	1	2	3	4	5	6	7	8	9
Nanda	Student	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Windiani	Student	Neutral	Strongly Agree	Neutral	Strongly Disagree	Strongly Agree	Agree	Agree, Neutral	Neutral
Nur Khalifia	Student	Agree	Agree	Agree	Strongly Disagree	Strongly Agree	Neutral	Agree	Strongly Agree
Nur Tasya	Student	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Rahadatul Aisy	Student	Agree	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Agree	Strongly Agree	Agree
Mistang	Student	Agree	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Agree	Neutral	Agree
Yulianisa	Student	Strongly Agree	Agree	Agree	Disagree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
Ratu Balgis Mang	Student	Strongly Agree	Agree	Agree	Disagree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
Riski Rosnanda	Student	Strongly Agree	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Agree	Strongly Agree	Strongly Agree
Nur Aida Kasi Nand	Student	Agree	Agree	Agree	Disagree	Agree	Agree	Neutral	Agree
Rani Rizqi Ambarwati	Student	Agree	Strongly Agree	Agree	Disagree	Agree	Agree	Agree	Neutral
Rifka Inaya	Student	Neutral	Neutral	Neutral	Agree	Neutral	Neutral	Neutral	Neutral
Siti Lailatuz Zahra	Student	Agree	Agree	Strongly Agree	Strongly Disagree	Agree	Strongly Agree	Agree	Neutral
Sindi Rahmawati	Student	Disagree	Neutral	Disagree	Disagree	Neutral	Neutral	Neutral	Neutral
Siti Zahratul Jannah	Student	Agree	Strongly Agree	Agree	Strongly Disagree	Agree	Strongly Agree	Neutral	Neutral
Mawati Wulandari	Student	Agree	Strongly Agree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Agree	Neutral
Eva Fajrianti	Student	Agree	Agree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Neutral	Neutral
Nifta Gina Safira	Student	Agree	Strongly Agree	Agree	Strongly Disagree	Agree	Agree	Strongly Agree	Strongly Agree

Appendix 11. Document Review

	FACULTY:	STATE ISLAMIC UNIVERSITY DATOKARAMA PALU			
	STUDY PROGRAM:	FACULTY OF TARBIYAH AND TEACHER TRAINING			
ENGLISH LANGUAGE EDUCATION					
LESSON PLAN					
COURSE:	COURSE CODE:	COURSE CATEGORY:	CREDITS:	SEMESTER:	DATE:
CRITICAL READING COMPREHENSION			2	5	September 1 st 2023
AUTHORIZATION	COMPILER OF THE LESSON PLAN	COORDINATOR:		HEAD OF STUDY PROGRAM:	
Dr. Arifuddin M. Arif, S.Ag., M.Ag.	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D	Zul Aini Rengur, M.Pd		Ruslin, S.Pd., M.Pd., M.Sc., Ph.D	
LEARNING ACHIEVEMENTS	LEARNING ACHIEVEMENTS OF THE STUDY PROGRAM	1. Bertakwa kepada Tuhan Yang Maha Esa. 2. Memiliki moral, etika, dan kepribadian yang baik di dalam menyelesaikan tugasnya. 3. Mampu bekerjasama dan memiliki kepekaan social dan kepedulian yang tinggi terhadap masyarakat dan lingkungannya. 4. Kreatif dalam memunculkan ide yang inovatif, mengembangkannya kemudian mengaplikasikannya.			

	LEARNING ACHIEVEMENTS OF THE SUBJECT	5. Memahami dan menguasai prinsip-prinsip, konsep, dan dasar bahasa Inggris, serta memahami kinerja dan prioritas kepentingan bersama. 6. Mampu bertanggung jawab atas pencapaian hasil kerja kelompok, melakukan supervise dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskannya yang berada di bawah tanggung jawabnya. 7. Berkommunikasi dalam bahasa asing baik secara lisan maupun tulisan, kreatif dalam memunculkan ide yang inovatif, mengembangkannya kemudian mengaplikasikannya.
		1. Students are able to understand what the course is and how this course is developed 2. Students are able to understand the differences between reading and critical reading 3. Students are able to use speed reading strategy 4. Students are able to apply note-taking 5. Students are able to apply note-taking 6. Students are able to describe assumption and its characteristics 7. Students are able to describe assumption and its characteristics 8. Students are able to define claim 9. Students are able to define claim 10. Students are able to describe the characteristics of the argument 11. Students are able to describe the characteristics of the argument 12. Students are able to use C-E-R (Claim - Evidence - Reasoning) 13. Students are able to use C-E-R (Claim - Evidence - Reasoning) 14. Students are able to use some steps in summary drawing 15. Students are able to use some steps in summary drawing
COURSE DESCRIPTION:	This course is aimed to assist students to develop critical thinking skills and to cultivate a critical response and reasoned point of views as a basis for arguments through various genres of text students may read at university level. The materials covers (1) how to examine the evidence or arguments presented, (2) how to check out any influences on evidences or arguments, (3) how to check out limitation of focus, how to examine assumption or implications made and (4) to what extent students are prepared to accept the authors' arguments, opinion, or conclusions. Here, students will also be required to respond to texts in written responses (summary, critical review and annotated	

MATERIAL TOPICS	<p>bibliography). The classroom activities are conducted through various types of individual and group activities as well as classroom assignments.</p> <ol style="list-style-type: none"> 1) To understand the concept and the aim and rules of the course 2) To understand the differences between reading and critical reading 3) To use speed reading strategy 4) To apply note-taking 5) To apply note-taking 6) To describe assumption and its characteristics 7) To describe assumption and its characteristics 8) To define claim 9) To define claim 10) To describe the characteristics of the argument 11) To describe the characteristics of the argument 12) To use C-E-R (Claim - Evidence - Reasoning) 13) To use C-E-R (Claim - Evidence - Reasoning) 14) To use some steps in summary drawing 15) To use some steps in summary drawing 	
	<p>MAIN REFERENCES</p> <ol style="list-style-type: none"> 1. Annunziata, Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express 2. Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston: Bedford/St.Martins 3. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan 4. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press. 5. Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education. <p>SUPPORTING REFERENCES</p> <ol style="list-style-type: none"> 1. Adolfo Zárate Pérez. (2019). Critical reading skills in high school textbooks. 2. Revista Signos, 52(99), 181-206. doi:http://dx.doi.org/10.4067/S0718-09342019000100181 3. Anderson, M. and Anderson, K. 2003. Text Types in English 2. South Yarra: 	

INSTRUCTIONAL MEDIA TEACHING TEAM PASSED SUBJECT REQUIRED	<p>Macmillan Education Australia.</p> <ol style="list-style-type: none"> 4. Anderson, L.W., & Kratwohl, D. R., (2001). A Taxonomy for Learning, teaching, and Assessing: A Revision of Bloom's Taxonomy of Education Objectives, New York: Addison Wesley Lonman Inc. 5. Austin, J. (2010). Definition of reading; Foreign Language Teaching Method. Retrieved from. 7. Barnet, S., & Bedau, H. (2013). Critical Thinking, Reading, and Writing. Boston: Bedford_St. Martin's 8. Borst, A., & DiYanni, R., (2017). Critical reading across the curriculum-John New Jersey: Wiley & Sons, inc. 9. Bosley, L. (2008). "I don't teach reading": Critical reading instruction in composition courses. Literacy Research and Instruction, 47(4), 285-308. Retrieved from https://search.proquest.com/docview/205337237?accountid=32506 <p>Other additional and necessary resources are available online</p>					
	<p>Many provided smartphone applications</p>					
	<p>Zul Aini Rengur, M.Pd</p>					
MEETING (1)	SUB LEARNING ACHIEVEMENT OF THE SUBJECT (2)	INDICATOR (3)	CRITERIA AND FORM OF ASSESSMENT (4)	TEACHING METHOD (5)	TEACHING MATERIAL (6)	ASSESSMENT RATE (7)
(1)	To listen and build understanding related to the course rules and brief	Students listen and build understanding related to the course rules and	-	Discussion	Course contract	-

	overview of the course.	brief overview of the course.				
(2)	To understand the differences between reading and critical reading	Students are able to understand the differences between reading and critical reading	-Cognitive -Affective -Psychomotor	Discussion	The differences between reading and critical reading	Cognitive: 1) Discussion=50% 2) Summary = 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(3)	To use speed reading strategy	Students are able to use speed reading strategy	-Cognitive -Affective -Psychomotor	Discussion	What and how speed reading strategy is used in reading for comprehension	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working

						4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(4)	To apply note-taking	Students are able to apply note-taking	-Cognitive -Affective -Psychomotor	Presentation and group discussion	- What and how note-taking is implemented in critical reading comprehension	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(5)	To apply note-taking	Students are able to apply note-taking	-Cognitive -Affective -Psychomotor	Presentation and group discussion	- What and how note-taking is implemented in critical reading comprehension	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5

						1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(6)	To describe assumption and its characteristics	Students are able to describe assumption and its characteristics	-Cognitive -Affective -Psychomotor	Presentation and group discussion	What and how assumption and its characteristics are used for critical reading comprehension	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
7	To describe assumption and its characteristics				What and how assumption and its	

					characteristics are used for critical reading comprehension	
8	Mid Semester Examination (Offline Exam)					
(9)	To define claim	Students are able to define claim	-Cognitive -Affective -Psychomotor	Discussion	What is claim and how claim in critical reading comprehension is defined	Cognitive: 1) Paper= 100% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(10)	To define claim	Students are able to define claim	-Cognitive -Affective -Psychomotor	Discussion	What is claim and how claim in critical reading comprehension is defined	Cognitive: 1) Paper= 100% Affective: 1-5 1)Courage 2)Honesty 3)Hard working

						4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(11)	To describe the characteristics of the argument	Students are able to describe the characteristics of the argument	-Cognitive -Affective -Psychomotor	Discussion	What are the characteristics of the argument in critical reading comprehension and how they are identified	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(12)	To describe the characteristics of the argument	Students are able to describe the characteristics of the argument	-Cognitive -Affective -Psychomotor	Presentation and group discussion	What are the characteristics of the argument in critical reading comprehension and how they are identified	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5

					identified	1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(13)	To use C-E-R (Claim - Evidence - Reasoning)	Students are able to use C-E-R (Claim - Evidence - Reasoning)	-Cognitive -Affective -Psychomotor	Presentation and group discussion	What is C-E-R (Claim - Evidence - Reasoning) in Critical Reading comprehension and how it is implemented	Cognitive: 1) Presentation= 50% 2) Paper= 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(14)	To use C-E-R (Claim - Evidence - Reasoning)	Students are able to use C-E-R (Claim	-Cognitive -Affective	Presentation and group	What is C-E-R (Claim - Evidence -	Cognitive: 1) Presentation= 50%

		- Evidence - Reasoning)	-Psychomotor	discussion	Reasoning) in Critical Reading comprehension and how it is implemented	2) Paper= 50% Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor:1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(15)	To use some steps in summary drawing	Students are able to use some steps in summary drawing			What are some steps in summary drawing for critical reading comprehension and how they are implemented	
(15)	Final Semester Examination					

Palu, 01 September 2023

Composed by,
Lecturer

Approved by,
Head of English Language Department

Legalized by,
The Dean of Faculty of Tarbiyah
And Teacher Training

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Appendix 12. Documentation



The Researcher Interviewed the Lecturer

Skimming Technique Questio 19 Kirim

Pertanyaan Jawaban 19 Setelan

Ringkasan Pertanyaan Individual

Name
19 jawaban

Nanda
Windiani
Nur Khaliffa
Nur Tasya
Rahadatul Aisy
Mistang
Yulianisa

What is your role?
19 jawaban Salin

Role	Count	Percentage
Student	19	100%
Lecturer	0	0%

I often use the skimming technique in my reading assignment.
19 jawaban Salin

Response	Count	Percentage
Strongly Agree	3	15,8%
Agree	11	57,9%
Neutral	4	21,1%
Disagree	1	5,3%
Strongly Disagree	0	0%

I think the skimming technique is effective helping me identify main ideas quickly.
19 jawaban Salin

Response	Count	Percentage
Strongly Agree	9	47,4%
Agree	6	31,6%
Neutral	4	21,1%
Disagree	0	0%
Strongly Disagree	0	0%

Students' Questionnaire Responses



Pertanyaan

Jawaban 10

Setelan

10 jawaban

Lihat di Spreadsheet

Menerima jawaban

Ringkasan

Pertanyaan

Individual

Name

10 jawaban

Nifta Gina Safira

Resti Anggriyani

Nur Khaliffa

Ratu Balgis Mang

Sindi Rahmawati

Nur Tasya

Nur Aida Kasi Nanda

Can you describe your experience with using the skimming technique in your reading assignments?

10 jawaban

I can efficiently skim a text and gain a solid understanding of its content without spending too much time on every detail.

I often use skimming technique to answer questions about main idea. It helps a lot. Using this technique makes me more easy to find the best answers.

As a student, I often face a lot of reading that I have to understand. To save time, I use the skimming technique. Skimming is reading quickly to get the main idea, without reading each sentence in detail.

How often do you use skimming compared to other reading strategies?

10 jawaban

when researching for a presentation

More often than others.

As a student, I often use the skimming technique in reading assignments. I usually also apply it when reading articles, for example. Of my total reading time, about 10-15 minutes are used for skimming.

After that, about 20-30 minutes of my total reading time, I use to read important parts in more detail.

In what ways do you think skimming has affected your reading comprehension?

10 jawaban

Students' Interview Responses

CURRICULUM VITAE

Researcher Identity

A. Personal

Name : Muhammad Fadel Aras
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Father

Name : Agus, S.E
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Education : Bachelor Degree (S1)
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Mother

Name : Rasmiyati
Place/Date of Birth : Rappang, 27th March 1973
Education : Senior High School
Address : Jl. Veteran, No. 12A, Palu

B. Education Details

SD/MI, Graduated year : SDN Inpres 2 Tanamodindi, 2010
SMP/MTs, Graduated year : MTsN Model Palu, 2013
SMA/MA, Graduated year : SMKN 5 Palu, 2016
College, Graduated year : Bachelor of English Education Department,
State Islamic University (UIN) Datokarama
Palu, 2024

Palu, 13th August 2024
The Researcher,



Muhammad Fadel Aras
NIM. 171160102

