

## Exploring the Use of Skimming Technique in Teaching Reading at the Seventh Grade of SMP Shirothol Mustaqim

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### ABSTRACT

Reading comprehension is an essential component of EFL learning; however, a lot of students in SMP still have difficulty in understanding English texts due to limited vocabulary, ineffective reading strategies, and dependence on word-by-word translation. The current study aimed to explore the implementation of the skimming technique in teaching reading comprehension among seventh-grade students at SMP Shirothol Mustaqim. The study investigated how the skimming technique was implemented, students' responses toward skimming technique use, and the challenges encountered during its implementation. A qualitative case study design was used in the study. The study involved one English teacher and 20 students selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, document analysis, and supporting reading assessment results. The data were analyzed using Braun and Clarke's (2021) reflexive thematic analysis. The findings revealed three major themes. First, the skimming technique was systematically integrated into pre-reading, while-reading, and post-reading activities, enabling students to activate prior knowledge and identify the main ideas before engaging in detailed reading. Second, students responded positively to the strategy, demonstrating increased engagement, confidence, participation, and improved reading performance, as reflected in the increase of the mean assessment score from 75 to 100. Third, the implementation faced several challenges, including limited vocabulary knowledge, differences in reading proficiency, and time constraints during classroom instruction. The study concludes that the skimming technique can facilitate more strategic and interactive reading instruction when supported by explicit teacher guidance and appropriate scaffolding.

**Keywords:** Reading Comprehension, Skimming Technique, Strategy based Instruction

### ARTICLE INFO

#### Article history:

Received  
January 09, 2026  
Revised  
March 11, 2026  
Accepted  
March 30, 2026

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

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## INTRODUCTION

Reading is commonly regarded as one of the most important language skills, supporting students' academic performance and lifetime learning. Reading serves as a primary source of comprehension information in the context of EFL, allowing learners to develop vocabulary, grammatical competence, discourse awareness, and intercultural understanding (Grabe & Stoller, 2019; Nation, 2013). Reading comprehension is different from receptive language activities, that involve decoding written symbols. It requires students to actively construct meaning by combining new information and their knowledge (Koda, 2005). Consequently, reading has been recognised as a comprehensive process that makes a substantial contribution to the academic success, critical thinking, and language proficiency of learners.

Reading comprehension is becoming more crucial in the twenty-first century, as pupils are expected to deal with huge amounts of information critically and efficiently.

Higher-order comprehension abilities including interpreting arguments, forming conclusions, assessing evidence, and synthesising information from many sources are being prioritised over literal comprehension in global educational systems (OECD, 2023). Students usually rely on reading as their primary method of accessing academic resources in English, which is why these skills are especially important in EFL settings. The ability to comprehend written texts effectively has become a critical component of academic literacy and successful foreign language acquisition (Grabe, 2009).

The current educational curriculum in Indonesia explicitly highlights the importance of reading comprehension, which involves students' capacity to comprehend, interpret, evaluate, and respond critically to a variety of English text genres. At the junior high school level, students are anticipated to identify explicit and implicit information, determine main ideas, recognise text organization, discern contextual meanings, and interpret communicative purposes within authentic written discourse. These competences imply that reading teaching should go beyond vocabulary recognition and grammatical analysis to include the development of strategic reading behaviours that aid in deeper understanding.

Reading comprehension continues to be one of the most difficult language skills for EFL learners, despite its acknowledged significance. Students frequently encounter difficulties comprehending English texts due to inadequate background knowledge, inadequate grammatical competence, unfamiliarity with discourse structures, limited vocabulary knowledge, and ineffective reading strategies (Zhang, 2018; Nation, 2013). Many studies have consistently maintained this assertion. These cognitive and linguistic constraints frequently induce learners to rely excessively on word-by-word translation, a practice that impedes the development of a comprehensive understanding of textual meaning and interrupts reading fluency (Harmer, 2007). It leads many students to lack self-assurance, lose interest, and not actively participate in reading activities, all of which have a negative impact on their language development.

Recent empirical research has further demonstrated that the obstacles associated with reading comprehension are not limited by linguistic constraints. Many EFL learners are believed to lack strategic awareness regarding the effective regulation of their comprehension processes and the approach to various types of texts, according to a growing body of literature (Chen & Chen, 2021; Mokhtari et al., 2020). Students frequently read texts passively, failing to activate prior knowledge, predict content, monitor comprehension, or identify key ideas, despite the widespread recognition of these strategies as essential components of successful reading comprehension. Therefore, students frequently concentrate excessively on individual lexical items rather than constructing coherent meaning across entire texts as a result of the ineffective use of strategies.

Reading comprehension is an interactive process that involves both cognitive and metacognitive dimensions, which is why there is a growing emphasis on reading strategies. Students are able to process textual information by engaging in activities such as identifying main ideas, summarising information, making inferences, and recognising organisational patterns, with the assistance of cognitive strategies. During the reading process, metacognitive strategies involve the planning, monitoring, and evaluation of one's own comprehension (Afflerbach et al., 2008). According to Grabe and Stoller (2019), contemporary theories of second language reading highlight that proficient readers are differentiated not only by their linguistic knowledge but also by their capacity to use appropriate reading strategies flexibly in response to the demands of various reading tasks.

Modern methods of teaching reading have been greatly impacted by this viewpoint. According to Koda (2005), contemporary pedagogical models conceptualise reading as an active process of meaning construction in which learners perpetually interact with textual information and their existing knowledge, rather than viewing it as a passive activity of decoding written language. An effective reading instruction should offer learners explicit guidance on the application of reading strategies before, during, and after reading in order to enhance comprehension and cultivate reading autonomy.

The academic performance and reading comprehension of learners in a variety of EFL contexts are consistently improved by explicit reading strategy instruction, as evidenced by recent studies conducted between 2020 and 2025. Systematic reviews have shown that teaching reading with a focus on strategy greatly enhances students' ability to comprehend, read quickly, and learn on their own. This is because students become more aware of how to strategically process textual information (Elleman & Oslund, 2023; Tarchi, 2021). Similarly, classroom-based investigations have suggested that students who receive explicit instruction in reading strategies demonstrate increased engagement, greater confidence, and improved comprehension in comparison to students who are taught through conventional teacher-centered approaches (Mokhtari et al., 2020; Sun et al., 2022). This research indicates that learners' capacity to implement effective reading strategies during the comprehension process is as significant as their linguistic proficiency.

Skimming has become one of the most frequently recommended strategies for improving reading comprehension, even among the numerous reading strategies that have been proposed in the literature. Skimming is a rapid reading strategy that allows readers to identify the overall organization, recognise the central message, and obtain the general idea of a text without reading every individual word (Nuttall, 2005). Instead of focusing on precise content, readers pay attention to titles, headings, opening paragraphs, topic sentences, transitional expressions, and ending sections to gain an initial sense of the book. According to Grabe and Stoller (2019), this initial synopsis offers a conceptual framework that enables more in-depth understanding during later reading.

Skimming is particularly beneficial from a cognitive standpoint, as it activates learners' prior knowledge and alleviates cognitive load during the reading process. Readers are more likely to comprehend texts when new information is incorporated with preexisting knowledge structures, according to Schema Theory (Anderson, 2013). Before engaging in detailed reading, students must activate pertinent schemas that facilitate inference making, prediction, and comprehension monitoring by swiftly identifying the topic and organisational structure of a text. It means that students can focus their mental energy on higher-level comprehension tasks instead of getting confused by new words or complicated sentence patterns when they skim.

The educational significance of skimming has been corroborated by recent empirical findings. Several studies conducted in EFL classrooms have shown that learners who are trained to use skimming strategies generally exhibit higher comprehension performance, more accurate identification of main ideas, and more efficient reading of texts than those who primarily rely on word-by-word translation (Rahman et al., 2023; Wulandari & Pratama, 2022). In addition, students frequently report that skimming enables them to approach reading tasks with a greater sense of confidence, as they acquire a comprehensive understanding of the text prior to examining detailed information. It seems that skimming is more than just a way to

read quickly. It's also a good way to think about things that helps you make sense of what you're reading and read strategically.

The successful use of skimming largely depends on how instructors integrate the method into their pedagogical approaches. Grabe (2009) asserts that instruction in reading strategies must extend beyond merely presenting procedural steps; it should also include reflective assessment, guided practice, collaborative learning tasks, and teacher demonstrations, which aid students in internalizing strategic reading behaviors. Thus, good reading courses ought to have carefully designed pre-reading, during-reading, and post-reading tasks that inspire students to skim purposefully rather than mechanically. Students are expected to evolve into more autonomous, strategic, and engaged readers capable of comprehending progressively intricate English texts due to these pedagogical approaches.

Although the considerable data supporting the efficacy of reading techniques in enhancing students' comprehension, their successful application is chiefly determined by the educational environment and the teaching methodologies employed by educators. Instructing reading is most efficacious when educators deliver clear strategy teaching, exemplify strategic reading behaviors, assist students in collaborative practice, and gradually promote autonomous strategy application (Duke & Cartwright, 2021). Contemporary reading instruction emphasizes that the effectiveness of classroom execution and student involvement during the educational process must be considered when evaluating lesson efficacy. Beyond pre-reading techniques like skimming, post-reading tasks are essential for enhancing reading comprehension. The interactive model of reading education posits that students ought to be given chances to reinforce their comprehension via reflection, dialogue, summary, inquiry, and assessment following their reading (Williams, 1984). Recent research suggests that significant post-reading tasks enhance comprehension by prompting learners to assimilate newly learned information with prior knowledge and to assess their own understanding (Duke & Cartwright, 2021; Teng, 2022). Consequently, proficient reading pedagogy must include a systematic arrangement of pre-reading, during-reading, and post-reading exercises that collectively enhance students' understanding and strategic reading skills.

Despite the increasing focus on strategy-oriented reading pedagogy, numerous Indonesian EFL environments still exhibit enduring difficulties in reading comprehension. National and international evaluations have repeatedly indicated that Indonesian students face significant challenges in understanding written materials, especially in recognizing implicit information, drawing inferences, assessing arguments, and integrating concepts from various parts of a text (OECD, 2023). These results indicate that numerous students have yet to cultivate the strategic reading skills required to understand progressively intricate academic materials.

A like scenario was observed at SMP Shirothol Mustaqim, where reading comprehension is a fundamental aspect of English language teaching. Preliminary classroom observations and informal discussions with the English teacher indicate that numerous seventh-grade pupils encountered significant challenges in understanding English reading materials. Their difficulties were mostly linked to insufficient vocabulary proficiency, ineffective reading techniques, over-reliance on literal translation, and limitations in discerning the primary themes of a work. As a result, pupils often exhibited diminished confidence during reading sessions and necessitated considerable instructor support to comprehend even brief texts. These classroom

circumstances suggest the necessity for pedagogical approaches that allow students to engage with reading in a more strategic and effective manner.

To resolve these difficulties, the English instructor employed the skimming method as a key pedagogical approach in reading sessions. Instead of prompting pupils to interpret each unknown word, the instructor directed learners to recognize titles, headings, theme sentences, introduction paragraphs, and ending parts prior to a thorough reading of the material. By employing this method, students were anticipated to engage their existing knowledge, forecast the content of the text, discern the overarching meaning of the passage, and so grasp intricate details more proficiently. This teaching method embodies contemporary views in EFL reading education, emphasizing that explicit technique teaching is a crucial element for effective reading comprehension.

Prior research has repeatedly shown that the skimming method enhances reading comprehension and success among EFL learners. The majority of these investigations have utilized quantitative, quasi-experimental, or classroom action research methodologies that chiefly assess students' learning results via pre-test and post-test evaluations (Rahman et al., 2023; Wulandari & Pratama, 2022). These investigations have yielded empirical proof of the efficacy of skimming, although they have furnished less elucidation on the manner in which the approach is integrated into classroom teaching. Current research has similarly allocated less focus on educators' teaching methods, students' reactions in the classroom, and the educational obstacles that arise during the execution phase. Qualitative studies exploring the application of the skimming technique in Indonesian junior high school EFL classrooms are scarce, especially those that incorporate both teachers' and students' viewpoints to offer a thorough insight into genuine classroom practices (Teng, 2022; Borg, 2023). The current research tackles these gaps by utilizing a qualitative case study methodology to explore the application of the skimming strategy in enhancing reading comprehension for seventh-grade pupils at SMP Shirothol Mustaqim. The research primarily examines the application of the skimming approach in instruction, the reactions of students to its implementation, and the educational obstacles faced while teaching. The results are anticipated to broaden the current body of work on strategy-oriented reading pedagogy by supplying qualitative data on classroom execution and to provide actionable insights for English educators aiming to improve reading instruction in Indonesian EFL settings.

This research intends to investigate the application of the skimming method in enhancing reading comprehension among seventh-grade pupils at SMP Shirothol Mustaqim. The research aims to address the following inquiries: (1) In what manner is the skimming strategy utilized in the instruction of reading comprehension? How do learners react to the application of the skimming method in reading education? What obstacles does the educator face while executing the skimming technique? By tackling these inquiries, the research aims to furnish a more thorough comprehension of strategy-oriented reading pedagogy and present educational ramifications for enhancing English reading instruction in Indonesian junior high school.

## METHOD

The current study employed a qualitative case study design to explore the implementation of the skimming technique in teaching reading comprehension among seventh-grade students at SMP Shirothol Mustaqim. A qualitative approach was

considered appropriate because the study sought to obtain an in-depth understanding of classroom practices, students' responses, and the challenges encountered during the implementation of the skimming technique in a natural educational setting rather than to measure its effectiveness statistically (Creswell & Poth, 2018; Yin, 2018). The study was conducted during the second semester of the 2025/2026 academic year. Participants were selected through purposive sampling and consisted of one English teacher and 20 seventh-grade students who had experienced reading instruction using the skimming technique. Ethical approval was obtained from the school, and informed consent was secured from the teacher, students, and their parents or guardians prior to data collection.

Data were collected using classroom observations, semi-structured interviews, document analysis, and supporting reading assessment results to obtain a comprehensive understanding of the instructional process. Four classroom observations were conducted to examine the implementation of the skimming technique across the pre-reading, while-reading, and post-reading stages. Semi-structured interviews were carried out with the English teacher and selected students to explore their experiences, perceptions, and challenges regarding the use of the skimming technique. In addition, lesson plans, teaching materials, students' worksheets, and reading assessment records were analyzed to corroborate the observation and interview findings. The use of multiple data sources enabled methodological triangulation and strengthened the credibility of the study (Lincoln & Guba, 1985).

The collected data were analyzed using Reflexive Thematic Analysis proposed by Braun and Clarke (2021). The analysis involved six iterative phases: familiarization with the data, generation of initial codes, development of categories, identification and refinement of themes, review and definition of themes, and interpretation of the findings. Coding was conducted inductively to identify recurring patterns related to the implementation of the skimming technique, students' responses, and instructional challenges. To enhance the trustworthiness of the findings, methodological triangulation, member checking, and an audit trail were employed to ensure the credibility, dependability, confirmability, and transferability of the analysis (Lincoln & Guba, 1985). The findings were then organized into three overarching themes representing the implementation of the skimming technique, students' responses, and the challenges encountered during reading instruction.

## RESULT AND DISCUSSION

### *Implementation of the Skimming Technique in Reading Instruction*

The findings revealed that the implementation of the skimming technique was systematically integrated into the reading instruction through three instructional stages: pre-reading, while-reading, and post-reading activities. The teacher consistently incorporated skimming as a strategy to help students construct an initial understanding of the text before engaging in detailed reading. Classroom observations indicated that the instructional procedures encouraged students to identify the general meaning of the text, activate their background knowledge, and participate more actively in classroom discussions.

During the pre-reading stage, the teacher introduced the reading lesson by asking students to examine the title, illustrations, and several key sections of the reading passage. Rather than immediately reading the entire text, students were encouraged to predict the topic, identify possible characters and settings, and discuss

their predictions with classmates. These prediction activities were followed by several guiding questions designed to activate students' prior knowledge and encourage them to anticipate the content of the text. Observation data showed that most students actively participated in the discussion by sharing ideas and making predictions based on textual clues. The classroom atmosphere became more interactive as students attempted to connect their previous knowledge and experiences with the new reading material.

The observation findings suggest that the pre-reading activities successfully prepared students for the subsequent reading process. Instead of relying solely on word-by-word translation, students began to focus on identifying the overall topic and organizational structure of the text. This instructional practice is consistent with the purpose of skimming, which enables readers to establish a general understanding before processing detailed information (Nuttall, 2005). Furthermore, activating students' prior knowledge before reading reflects the principles of Schema Theory, which argues that comprehension occurs when readers integrate new textual information with their existing cognitive schemas (Anderson, 2013). Consequently, students entered the reading stage with clearer expectations regarding the content of the text.

These classroom observations were supported by the interview with the English teacher, who explained that the skimming technique had become a regular component of reading instruction.

Teacher (T1):

*"When teaching reading, I ask students to use the skimming technique before reading the text in detail. They first look at the title and quickly read several parts of the passage to get the general idea. After that, they answer several questions related to the main topic before reading the entire text."*

The teacher further explained that the strategy enabled students to develop confidence before reading because they already possessed an overview of the text.

Teacher (T1):

*"I found that the skimming technique helps students understand the purpose of the text more quickly. They become more confident because they already have an idea about the content before reading every sentence. As a result, they participate more actively during the reading lesson and are better able to identify the main ideas of the text."*

These statements indicate that the teacher viewed skimming not merely as a speed-reading technique but as a pedagogical strategy for developing students' reading readiness and confidence. By providing an overview of the text before detailed reading, students were able to focus their attention on essential information rather than becoming distracted by unfamiliar vocabulary. Similar findings have been reported by Grabe and Stoller (2019), who argue that strategic previewing enables readers to construct a conceptual framework that facilitates subsequent comprehension. Likewise, Duke and Cartwright (2021) emphasize that explicit strategy instruction encourages students to become active readers who monitor and regulate their own comprehension throughout the reading process.

Students' interview responses also confirmed the effectiveness of the pre-reading activities. Most students perceived that skimming helped them understand the topic of the text before reading it thoroughly.

Student 1 (S1):

*"I think skimming helps me understand the topic before I read the whole text. By looking at the title and some parts of the text, I can guess what the story is about."*

Another student expressed a similar opinion.

Student 2 (S2):

*"Skimming makes reading easier because I already know the general idea of the text. It helps me feel more confident when reading English passages."*

These responses indicate that skimming supported students in constructing an initial representation of the text, thereby reducing uncertainty during reading. The findings also suggest that students gradually shifted from a word-by-word reading approach to a more strategic reading process focused on identifying the main ideas of the passage. Such strategic behavior is considered an important characteristic of proficient readers, who actively predict, monitor, and evaluate textual information while reading (Afflerbach et al., 2008).

During the while-reading stage, students were instructed to read the text more carefully while confirming or revising the predictions they had made during the pre-reading activities. The teacher guided students to identify the main idea of each paragraph, locate supporting details, and infer the meanings of unfamiliar words from contextual clues rather than relying immediately on dictionaries or direct translation. Observation data demonstrated that students became increasingly engaged during this stage. Many students discussed their answers with classmates, compared interpretations, and asked questions when encountering unfamiliar information. The teacher continuously scaffolded students' comprehension by providing prompts and guiding questions, enabling learners to construct meaning independently while maintaining active classroom interaction.

The post-reading stage focused on consolidating students' understanding of the text through comprehension questions, classroom discussion, and reflective activities. Rather than simply checking correct answers, the teacher encouraged students to explain how they identified the main ideas and what textual evidence supported their responses. Observation data indicated that these activities promoted collaborative learning and enabled students to evaluate their own comprehension. Students frequently referred back to the predictions they had made during the pre-reading stage and compared them with the actual content of the text, demonstrating that skimming had facilitated the development of coherent reading strategies throughout the lesson.

The findings indicate that the implementation of the skimming technique was not limited to a single instructional activity but was systematically integrated throughout the reading lesson. The sequence of previewing the text, predicting its content, confirming understanding during reading, and reflecting after reading created a coherent instructional framework that supported students' comprehension. This finding is consistent with contemporary perspectives on strategy-based reading instruction, which emphasize that effective reading strategies should be explicitly modeled, guided through structured practice, and reinforced across multiple stages of instruction (Grabe, 2009; Teng, 2022). Therefore, the successful implementation of the skimming technique in this study appears to result not only from the strategy itself but also from the teacher's systematic scaffolding, opportunities for collaborative learning, and structured instructional design that encouraged students to become active and strategic readers.

#### *Students' Responses toward the Skimming Technique*

The second major finding of this study concerns students' responses toward the implementation of the skimming technique during reading instruction. Data obtained from classroom observations, interviews, and supporting assessment results consistently indicated that students responded positively to the strategy. The

implementation of skimming not only enhanced students' engagement during reading activities but also increased their confidence, encouraged collaborative learning, and helped them develop more strategic approaches to reading English texts. These findings suggest that students perceived skimming as an accessible and beneficial strategy for improving their reading comprehension.

Classroom observations demonstrated a noticeable change in students' participation throughout the instructional process. At the beginning of the lessons, several students tended to wait for the teacher's explanations or relied on translating unfamiliar vocabulary before attempting to understand the text. However, after the teacher consistently introduced the skimming procedure, students became more willing to predict the topic of the text, identify the main ideas, and discuss their interpretations with classmates. Rather than focusing on every unfamiliar word, many students attempted to construct the overall meaning of the text by identifying key information from titles, topic sentences, and supporting details. The observations also revealed that students participated more actively in classroom discussions, asked questions more confidently, and collaborated with peers to verify their understanding of the reading passages.

The interview data further confirmed these observations. Students consistently reported that skimming made English reading activities easier because it enabled them to understand the general content of a text before reading it in detail. One student explained:

Student 1 (S1):

*"I think skimming helps me understand the topic before I read the whole text. By looking at the title and some parts of the text, I can guess what the story is about."*

Similarly, another student stated:

Student 2 (S2):

*"Skimming makes reading easier because I already know the general idea of the text. It helps me feel more confident when reading English passages."*

These responses indicate that students perceived skimming as a strategy that reduced the difficulty of reading English texts by providing an overview of the content before detailed reading. From a cognitive perspective, this finding suggests that skimming facilitated the activation of students' prior knowledge and reduced the cognitive demands associated with processing unfamiliar vocabulary and complex sentence structures. As students developed an initial understanding of the text, they appeared more capable of focusing on essential information rather than becoming distracted by individual lexical items. This interpretation supports Grabe and Stoller (2019), who argue that strategic previewing enables readers to construct a conceptual framework that enhances subsequent comprehension. Likewise, Nation (2013) emphasizes that strategic reading encourages learners to allocate their cognitive resources more efficiently, enabling them to process textual information at both global and local levels.

Another important finding concerns the improvement in students' confidence during reading activities. Classroom observations indicated that students became increasingly willing to answer the teacher's questions, express their opinions, and participate in group discussions after practicing the skimming technique. The teacher also observed that students no longer hesitated to respond because they had already developed an initial understanding of the text before reading it carefully. This increased confidence was reflected in the teacher's interview:

Teacher (T1):

*"After using the skimming technique, I noticed that students became more active during the reading lesson. They were able to understand the topic more quickly and were more confident when answering questions because they already had a general idea of the text before reading it carefully."*

The teacher's observation indicates that the skimming technique not only supported students' reading comprehension but also contributed to a more interactive learning environment. Increased confidence encouraged students to participate more actively in classroom discussions, ask questions, and verify their interpretations with peers. Such classroom interaction is considered an essential component of effective reading instruction because comprehension develops through active engagement with both the text and the learning community (Duke & Cartwright, 2021). Therefore, the positive responses observed in this study reflect not only improvements in reading strategies but also the development of students' engagement and self-efficacy during the learning process. It shown on the figure 1. Students' reading assessment scores.

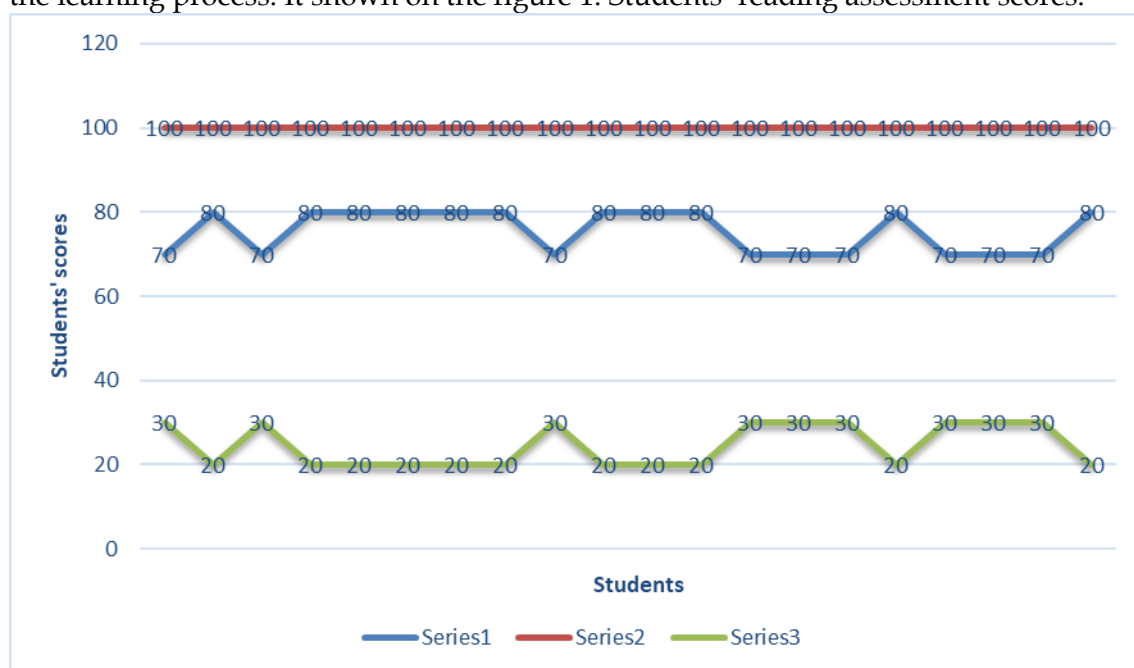


Figure 1. Students' Reading Assessment Scores

The positive responses were also supported by the students' learning outcomes. Although this study primarily employed a qualitative approach, the assessment data provided complementary evidence regarding students' reading development. As presented in Table 1, students' mean score increased from 75 in the initial assessment to 100 following the implementation of the skimming technique. Before the instructional intervention, students obtained scores ranging from 70 to 80, indicating that many of them experienced moderate difficulty in identifying the main ideas and essential information within English texts. After participating in reading instruction incorporating the skimming technique, all students successfully achieved a score of 100, demonstrating that they were able to identify the main ideas, predict textual content, recognize important information, and answer comprehension questions accurately.

Although the assessment results should not be interpreted as definitive evidence of instructional effectiveness because the primary purpose of this study was to explore classroom implementation rather than to test causal relationships, they nevertheless provide supporting evidence that students demonstrated improved reading

performance after engaging in strategy-based reading instruction. This interpretation aligns with the observation and interview findings, which consistently showed that students became more strategic readers by focusing on overall meaning before attending to textual details.

The findings of the study are consistent with previous research demonstrating that explicit reading strategy instruction positively influences students' reading engagement, comprehension, and confidence. Grabe (2009) argues that proficient readers actively employ strategic reading behaviors, including previewing, predicting, monitoring, and evaluating textual information throughout the reading process. Similarly, Teng (2022) reported that explicit instruction in reading strategies enhances learners' metacognitive awareness and encourages greater autonomy during reading activities. Recent studies have also shown that students who receive systematic strategy instruction demonstrate higher levels of engagement and comprehension than those taught through conventional reading approaches (Elleman & Oslund, 2023; Sun et al., 2022).

Overall, the findings indicate that students responded positively to the implementation of the skimming technique in reading instruction. The strategy facilitated students' comprehension by enabling them to identify the general meaning of a text before engaging in detailed reading, thereby reducing their dependence on word-by-word translation. Furthermore, the implementation of skimming promoted greater classroom participation, increased students' confidence, encouraged collaborative learning, and supported the development of more strategic reading behaviors. These findings suggest that the effectiveness of the skimming technique lies not only in its ability to improve students' comprehension but also in its capacity to foster active engagement and meaningful interaction throughout the reading process. Such evidence reinforces the importance of integrating explicit reading strategy instruction into EFL classrooms to support the development of independent and strategic readers.

#### *Challenges in Implementing the Skimming Technique*

Although the implementation of the skimming technique yielded positive outcomes in terms of students' engagement and reading comprehension, the findings also revealed several pedagogical challenges that influenced its classroom implementation. Data collected from classroom observations, semi-structured interviews, and document analysis indicated that the major challenges included students' limited vocabulary knowledge, differences in reading proficiency, and time constraints during classroom instruction. These challenges suggest that the successful implementation of skimming depends not only on the strategy itself but also on learners' linguistic competence and the teacher's ability to provide appropriate instructional support.

One of the most prominent challenges identified in this study was students' limited vocabulary knowledge. Classroom observations showed that many students encountered unfamiliar words while reading English texts, which often interrupted their comprehension process. Although students had been instructed to focus on identifying the general meaning of the text rather than translating every word, several students still tended to rely on dictionaries or direct translation when they encountered unfamiliar vocabulary. As a result, some learners found it difficult to maintain the rapid reading process required in skimming and instead reverted to slower, word-by-word reading.

The interview data supported these observations. The English teacher explained that vocabulary limitation remained one of the primary obstacles in teaching reading comprehension.

Teacher (T1):

*"One of the main challenges is the different reading abilities among students. Some students can understand the text quickly, while others need more guidance. Another challenge is limited vocabulary."*

Similarly, one student acknowledged that unfamiliar vocabulary continued to hinder comprehension despite the use of the skimming technique.

Student 4 (S4):

*"Sometimes I still find English difficult, but skimming helps me identify the topic before reading."*

These findings indicate that while skimming assists students in identifying the general idea of a text, successful implementation still requires an adequate level of vocabulary knowledge. Learners who possess limited lexical resources may struggle to infer meaning from contextual clues, thereby reducing the effectiveness of the strategy. This finding is consistent with Nation (2013), who argues that vocabulary knowledge is one of the strongest predictors of reading comprehension because readers require sufficient lexical coverage to construct coherent meaning from written texts. Likewise, Grabe and Stoller (2019) emphasize that reading strategies cannot fully compensate for insufficient linguistic knowledge; instead, both strategic competence and language proficiency are complementary components of successful reading comprehension.

Another challenge concerned the variation in students' reading proficiency. Observation data demonstrated that students exhibited different levels of readiness in applying the skimming technique. Higher-achieving students generally adapted more quickly to the instructional procedures. They were able to identify main ideas efficiently, make predictions, and participate actively in classroom discussions. In contrast, lower-achieving students often required repeated explanations, additional teacher guidance, and peer assistance before they could apply the strategy independently. Consequently, the teacher needed to provide differentiated scaffolding to accommodate the diverse learning needs within the classroom.

The interview findings further revealed that these differences influenced classroom interaction. Students with stronger reading skills tended to dominate discussions, whereas less proficient readers were often reluctant to express their opinions because they lacked confidence in their comprehension. This finding highlights the importance of differentiated instruction in strategy-based reading lessons. According to Vygotsky's concept of the Zone of Proximal Development (ZPD), learners achieve optimal development when teachers provide appropriate scaffolding that gradually decreases as learners become more independent (Vygotsky, 1978). In the present study, teacher guidance and peer collaboration enabled less proficient students to participate more actively despite their initial difficulties. Similarly, Teng (2022) argues that explicit strategy instruction should be adapted to learners' proficiency levels to maximize its effectiveness and foster independent reading.

The third challenge identified during classroom implementation was time management. Observation data showed that implementing the skimming technique required sufficient instructional time because students needed opportunities to preview the text, discuss predictions, verify their understanding during reading, and reflect on their comprehension during post-reading activities. These instructional stages enriched the learning process but also reduced the amount of time available for

other classroom activities, particularly in classes with students of varying reading abilities. The teacher explained that balancing strategy instruction with curriculum requirements occasionally became difficult because additional time was needed to support students who required more intensive guidance.

Despite these challenges, classroom observations indicated that the teacher addressed time limitations by organizing collaborative learning activities and providing structured guidance throughout the lesson. Students frequently worked in pairs or small groups to discuss predictions and compare their understanding of the text before sharing their responses with the whole class. This collaborative approach not only improved classroom efficiency but also encouraged peer learning, allowing higher-achieving students to support classmates who experienced greater reading difficulties. Such collaborative interaction is consistent with social constructivist perspectives, which view learning as a socially mediated process in which knowledge is constructed through interaction with others (Vygotsky, 1978).

Overall, the findings suggest that the challenges encountered during the implementation of the skimming technique were primarily associated with contextual and learner-related factors rather than with the strategy itself. Limited vocabulary knowledge, differences in reading proficiency, and instructional time constraints influenced the extent to which students were able to apply skimming effectively. Nevertheless, these challenges did not diminish the overall value of the strategy. Instead, they highlight the importance of providing explicit teacher modelling, continuous scaffolding, vocabulary support, and opportunities for collaborative learning to optimize the implementation of skimming in EFL reading classrooms. These findings support previous research emphasizing that the effectiveness of reading strategy instruction depends not only on the strategy employed but also on the quality of instructional support and the learning environment in which it is implemented (Grabe & Stoller, 2019; Duke & Cartwright, 2021; Teng, 2022).

## CONCLUSION

This study explored the implementation of the skimming technique in teaching reading comprehension among seventh-grade students at SMP Shirothol Mustaqim. The findings revealed that the skimming technique was systematically implemented through the pre-reading, while-reading, and post-reading stages, enabling students to activate their prior knowledge, identify the main ideas, and comprehend texts more strategically. Data from classroom observations, interviews, and supporting assessment results indicated that students responded positively to the strategy, demonstrating increased engagement, confidence, and participation during reading activities. However, several challenges were identified, including limited vocabulary knowledge, differences in students' reading proficiency, and time constraints during classroom instruction. These findings suggest that the effectiveness of the skimming technique depends not only on the strategy itself but also on appropriate teacher scaffolding, explicit strategy instruction, and supportive classroom practices.

This study contributes to the literature on strategy-based reading instruction by providing qualitative evidence of how the skimming technique is implemented in an authentic Indonesian EFL classroom, extending previous studies that have predominantly emphasized learning outcomes through quantitative approaches. The findings highlight the importance of integrating explicit reading strategies with collaborative learning, vocabulary support, and differentiated instruction to foster students' reading comprehension and engagement. Nevertheless, because this study

was conducted in a single classroom with a limited number of participants, future research is recommended to investigate the implementation of the skimming technique across different educational contexts and to employ mixed-methods or longitudinal designs to further examine its pedagogical effectiveness and long-term impact on students' reading development.

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