

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skills that has an important role in life. Because reading is one of the means of communication in society. It is a process that is carried out and used by the reader to get the message that the writer wants to convey through written language. Grabe and Stoller stated that reading is a crucial means of learning for students in order to gain new information or comprehend by using different understanding.¹ Reading is a process of hiding meaningful symbols/signs/writings. Through reading students can improve their own knowledge which is needed to insure the continuing learning process.

In reading activities, there are some activities such as perceiving, analyzing, and interpreting which is carried out by the students to obtain the message or information to be conveyed by the author in the written media so that the message conveyed by the author can be accepted by the students as the reader. According to Elizabeth et al., students typically make use of background

¹ Grabe and Fredicka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language*, 3rd Ed. (Boston: Heinle&Heinle, 2001), p.187

knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.² The reading process is carried out and used by the students to get the message, which the writer wants to convey through the medium of words or written language.

English texts material consists of various kinds where students will learn such as journals, newspaper articles, magazine articles, short stories, extract from books, etc. The reading material are divided into two kinds authentic material and created material. Ellis and Johnson stated that authentic material is any kind of material taken from real world and not specially created for the purpose of language teaching.³ Meanwhile, created material is specifically developed instructional materials especially textbooks. It is supported by Richards's statement, he said that "... instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom".⁴ In conclusion, English texts is reading material for

² Elizabeth. Et al, *Teaching reading*. (Chicago: University of Illinois, 2003), p.1

³ Mark Ellis and Christine Johnson *Teaching Business English*. (London: Oxford University Press, 1994), p.157

⁴ Jack C. Richard and Schimdt Richard. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Longman, 2002), 65-66

student that is specially prepared for teaching and learning process in a school.

Skimming reading is a type of reading that makes students' eyes move quickly to see, pay attention to written material to find and get information, lighting. According to Coman, skimming reading technique is defined as the ability to identify the main ideas while very quickly and selectively skipping over the reading material.⁵ It means skimming is reading that prioritizes speed without neglecting its understanding, usually reading speed is associated with reading objectives, purposes, and reading materials".

The use of skimming reading learning strategies is so that students in reading can find or know the details and facts presented, know the problems contained in some of these texts. The 2013 curriculum for class XI semester I contains analytical argumentation text and narrative text by presenting data, information in the form of information orally and in writing by paying attention to structure, language, or oral aspects.

⁵ Marcia J. Coman, and Kathy L. Heavers, *NTC SKILL BUILDERS, What You Need to Know about Reading Comprehension and Speed, Skimming, and Scanning, Reading for Pleasure*, (Chicago: National Textbook Company, 1978), p.73

The researcher is interested in conducting research at MA Masyariqul Anwar Caringin, because according to the results of preliminary observations, students have some problems skimming. In addition, the reason the researcher chose MA Masyariqul Anwar Caringin was because the teacher used authentic material as reading text. The reason the researcher chose class XI was because the ability to read English texts was still low and the material about reading various texts was in the subjects of that class. The researcher found many errors that occur in students when reading. Some students still spell using their fingers or other pointing devices when reading. In answering test questions, they often linger because the reading text is too long.

The study which is almost the same as this research is the research conducted by Gulo with the title "The Benefits of Skimming Technique in Reading Comprehension to The Second Semester Students of Sanata Dharma University". He concluded that skimming strategy gave a few constructive outcomes assuming that students apply the skimming procedure in their reading comprehension appropriately. Since many students concurred that skimming can build their advantage in learning English; students worked with to track down the main idea in the text by utilizing skimming; they can

make prediction of the substance of the text; utilizing skimming strategy can save their time since they do it in a rush; it is more straightforward for the students to respond to the question; facilitate students to determine the data from the text and cause them to see a few new troublesome words, researcher presumed that skimming is a useful method that students can apply in their reading text.⁶

The reason the researcher believes that skimming technique can determine students' speed reading ability is that by using skimming technique students can explore many pages of a book in a short time and can find specific information needed from a reading text quickly and efficiently. Seeing the facts above, it is necessary to know the ability to read quickly using skimming strategy. Based on the explanation that has been described above, the researcher conducted a study to describe the level of students' reading ability with the title **“Exploring of Skimming Skill Used by Students on English Texts (a Case Study at the Eleventh Grade of MA Masyariqul Anwar Caringin)”**.

⁶ Sintya Nirwana Gulo. “The Benefits of Skimming Technique in Reading Comprehension to The Second Semester Students of Sanata Dharma University”, *UC Journal: ELT, Linguistics and Literature Journal*, Vol. 1, No. 1, May 2020, pp. 1-13, p.11

B. Limitation of The Problem

Based on the background of study stated above, the researcher limits the problem as follows:

1. The main of the problem only discusses skimming skill in class XI MA Masyariqul Anwar Caringin reading material for the 2022/2023 academic year. The problem of reading comprehension is not included in the focus of this research because the problem related to reading comprehension is too general.
2. The texts used as instruments for students' skimming skill are narrative text and argumentative text because these materials are taught by an English teacher at XI MA Masyariqul Anwar Caringin in the 2022/2023 school year.
3. The researcher only describes students' skimming skill to comprehend a text, students' difficulties when using skimming skill, and strategies students use to overcome their skimming problems. The researcher does not assess the students' reading comprehension by scoring because it is not part of the focus of students' performance in skimming skill.

C. Research Question

Based on background of study above, the following research question can be identified as follows:

1. How are students' skimming skill performance on English text?
2. How are students' difficulties using skimming skill on English text?
3. How do students encounter difficulties using skimming skill on English text?

D. Objective of the Study

Based on the statements of problem, the objectives of research are to know:

1. To investigate students' skimming skill performance to comprehend English text
2. To investigate students' difficulties using skimming skill on English text
3. To investigate students' strategy to encounter difficulties using skimming skill on English text.

E. Significant of the Study

The results of the research are relied upon to carry some importance to the teaching and learning English text as follows:

1. Theoretically, the results of this study are expected to provide benefits for the advancement of knowledge, views in cultivating literacy in English subjects;
2. Practically, the results of this study are useful for adding or enriching information regarding the application of skimming reading with learning models to the literacy culture of English subjects. For educators, as holders of an important role in cultivating literacy in English subjects in the learning process. For researchers, as a learning tool in training in the world of education and provision as prospective educator.

F. Previous Study

There are some previous studies that related with the researcher's study. These studies are the references to make this research improved.

1. Gulo, Sintya Nirwana. *UC Journal: ELT, Linguistics and Literature Journal* Vol. 1, No. 1, May 2020. The research was entitled "The Benefits of Skimming Technique in Reading Comprehension to The Second Semester Students of Sanata Dharma University". The purposes of this research was "how does skimming technique influences students' reading comprehension?". The researcher distributed the questionnaire to

the 28 students in Basic Reading II class C of ELESP of Sanata Dharma University to get the data. The result of the data shows that most of students positively responded that skimming technique gave them benefits in their reading activity, such as increases their interest in learning English, saves their time, eases students to predict the content, helps students to find the main idea, and keeps them informed about the text. He concluded that skimming strategy gave a few constructive outcomes assuming that students apply the skimming procedure in their reading comprehension appropriately. Since many students concurred that skimming can build their advantage in learning English; students worked with to track down the main idea in the text by utilizing skimming; they can make prediction of the substance of the text; utilizing skimming strategy can save their time since they do it in a rush; it is more straightforward for the students to respond to the question; facilitate students to determine the data from the text and cause them to see a few new troublesome words, researcher presumed that skimming is a useful method that students can apply in their reading text.⁷

⁷ Sintya Nirwana Gulo, *The Benefits of Skimming Technique in Reading Comprehension*. Vol. 1, pp. 1-13.

Based on the first previous study from a journal above, the researcher compares the similarity and the difference between researcher's study and Gulo's study. The similarity between researcher's study and Gulo's study; firstly, both of them investigated skimming skill used by the students. Secondly, both of them were qualitative research.

On the other hand, there were some differences between researcher's study and Gulo's study; firstly, the purpose of Gulo's research was to know the benefits of skimming technique on reading comprehension, meanwhile the researcher's objective was to investigate students' comprehension on English text using skimming skill, to investigate students' difficulties using skimming skill on English text, and to investigate students' strategy to encounter difficulties using skimming skill on English text. Secondly, the reading material in Gulo's study was the material for higher education level, meanwhile the researcher reading material for the eleventh grade senior high school students such as descriptive, narrative, procedure, report, and argumentative text. Thirdly, the participants in Gulo's research was higher education students, meanwhile the researcher's participants was eleventh grade senior high school students.

The similarities and the differences above showed that the researcher's study was relatively new. The main reason was the researcher did not only investigate the benefits of skimming on reading text but it also investigate the other interesting topics.

2. Dhillon, Bobby Pramjit Singh et al., *Linguists: Journal of Linguistics and Language Teaching*, Vol. 6, No. 1. The research was entitled "The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text". This research aims to know the effect of using skimming method in teaching reading comprehension at SMK Negeri 2 Pematangsiantar on narrative text. This study employed a quantitative research. As an experimental research, it aims to know the effect of the technique that given and apply whether it influences to the object or no. In this research in collecting the data the researcher has to do three steps, they are pre-test, treatment, post-test. The researchers find out that the effect of using skimming method can increase the students' skill in reading of narrative text. It can be proven from the test of students' score in post-test of experimental class which the treatment the researchers did the treatment by using skimming method. By

using skimming method, the students can increase their ability in reading of narrative text.⁸

Based on the second previous study from a journal above, the researcher compares the similarity and the difference between researcher's study and Dhillon's study. The similarity between researcher's study and Dhillon's study; firstly, both of them investigated skimming skill used by the students. Secondly, both of them were conducted in senior high school level (even though Dhillon's research was in vocational high school it was considered as senior high school level).

On the other hand, there were some differences between researcher's study and Dhillon's study; firstly, the purpose of Dhillon's research was to know the effectiveness of skimming in reading comprehension on narrative text, meanwhile the researcher's objective was to investigate students' comprehension on English text using skimming skill, to investigate students' difficulties using skimming skill on English text, and to investigate students' strategy to encounter difficulties using

⁸ Bobby Pramjit Singh Dhillon et al. "The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text". *Linguists: Journal of Linguistics and Language Teaching*, Vol. 6, No.1, April 2020, pp.77-88.

skimming skill on English text. Secondly, the reading material in Dhillon's study was specifically on narrative text, meanwhile the researcher reading material was various genre for the eleventh grade students such as descriptive, narrative, procedure, report, and argumentative text. Thirdly, the Gulo's research methodology was quasi-experimental research, meanwhile the researcher's methodology was qualitative research.

The similarities and the differences above showed that the researcher's study was relatively new. The main reason was the researcher's study conducted descriptively and the reading material was various genre.

3. Alvian, Angga. NIM: 2201412120. A thesis of English Department, Faculty of Languages and Arts, State University of Semarang 2019. The research was entitled "*The Effectiveness of Spritzing and Skimming as Techniques to Teach Speed Reading of Analytical Exposition Text (An Experimental Research on the Eleventh graders of SMA N 1 Tawang Sari in the Academic Year 2018 / 2019)*". This research aimed to find out whether there is any significant difference in students' reading speed between those who were taught using spritzing technique and those who were taught using skimming technique, and which one between

spritzing technique and skimming technique is more effective to teach reading speed on the eleventh grader of SMA N 1 Tawang Sari. He conducted experimental research used quasi-experimental research on non-equivalent control group design. The population of this study was the eleventh graders of SMA N 1 Tawang Sari in the academic year 2018/2019. The researcher findings showed that the calculation independent sample t-test of post-test, it showed that sig(2-tailed): 0.858 and rtable for $\alpha = 5\%$ was 0.05. It meant that rtable was lower than sig(2-tailed) ($0.05 < 0.858$). Therefore, H_0 was accepted and H_a was refused. It showed that there is no significant difference in students' reading speed of analytical exposition text between the students who were taught by using the spritzing technique and those who were taught by using the skimming technique.⁹

Based on the third previous study from a thesis above, the researcher compares the similarity and the difference between researcher's study and Alvian's study. The similarity between researcher's study and Alvian's study; firstly, both of them

⁹ Angga Alvian. *The Effectiveness of Spritzing and Skimming as Techniques to Teach Speed Reading of Analytical Exposition Text (An Experimental Research on the Eleventh graders of SMA N 1 Tawang Sari in the Academic Year 2018 / 2019)*. A Thesis (Semarang: State University of Semarang, 2019)

investigated skimming skill used by the students. Secondly, both of them were conducted in senior high school level.

On the other hand, there were some differences between researcher's study and Alvian's study; firstly, the purpose of Alvian's research was to know the effectiveness of spritzing and skimming as techniques to teach speed reading of analytical exposition text, meanwhile the researcher's objective was to investigate students' comprehension on English text using skimming skill, to investigate students' difficulties using skimming skill on English text, and to investigate students' strategy to encounter difficulties using skimming skill on English text. Secondly, it was obvious that Alvian's research not only focused in skimming but it also had spritzing as another variable. Thirdly, the reading material in Alvian's study was specifically on narrative text, meanwhile the researcher reading material was various genre for the eleventh grade students such as descriptive, narrative, procedure, report, and argumentative text. Lastly, the Alvian's research methodology was quasi-experimental research, meanwhile the researcher's methodology was qualitative research.

The similarities and the differences above showed that the researcher's study was relatively new. The main reason was the researcher's study only focused on skimming skill and the research was presented descriptively not statistically.

G. Organization of Writing

This paper is arranged into three chapters, every chapter has some points to explain the chapter.

Chapter I is introduction, it contains the background of the study, research question, the objective of research, the significant of research, previous study, and the organization of writing.

Chapter II is theoretical framework. This chapter consists of the theories from some experts about skimming skill and English text.

Chapter III is research methodology. This chapter consists of research method, population and sample, the site and time of study, the technique of data collecting and the technique of data analyzing.

Chapter IV is research finding and discussion. It consists of the results based on the instrumentation from the participants and the data which is analyzed by the researcher.

Chapter V is Conclusion and Suggestion. It consists of the conclusion that answers the research question and the suggestion for the students, English teachers, and further researchers.