

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesian students face various kind of difficulties in reading English. Some of the problems faced by students related to reading comprehension include limited vocabulary skill is the main problem faced by students in reading comprehension. Another is the inability to understand the content of the subject. Sentence order and sentence structure that are too complex, sentences that are too long, and insufficient background knowledge are also important by students in affecting their reading comprehension. Students find it difficult to understand what is convey from an English text because they do not know the meaning of the several words in the text and even connect them into a complete meaning. Besides of that, Elbro in Siahaan stated that reading is a complex activity.¹ In simple, reading ability involves three processes, namely reading, processing, and understanding meaning. In addition, Frank Smith stated that reading is a fascinating educational activity that has been studied by many scholars.² Reading is a correlative activity where the message being directly or indirectly given by the text interacts with the reader's prior knowledge of the environment.

¹Dita Agnes Siahaan et al., "An Analysis of Students' Difficulties in Reading Comprehension At Sma Negeri 4 Pematangsiantar," *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy* 1, no. 2 (2022): 75-79.

²Smith, F. (2004). *Understanding Reading* (6th ed.). Mahwah, NJ: Lawrence Erlbaum.

The general problems of reading are well known. Reading comprehension is considered one of the difficult language skills for some students because it involves complex skills and learning processes. Students' problems at MTS Hikmatul Ulum Kota Cilegon in reading comprehension can vary and are caused by several factors. Some common problems faced by students in this case include limited vocabulary skills, students have difficulty understanding reading texts due to limited vocabulary. This is caused by the lack of students getting new words so that students feel unfamiliar with the words they just found in the reading text. Another problem is the limitation of reading strategies. some students do not have good enough skills or effective strategies to read and understand texts. This is the ability to identify main ideas, detail information, and make inferences from a reading text. And the last is the lack of understanding of context. Students have difficulty in understanding reading due to lack of knowledge of the context or background information provided in the text. This certainly requires the role of the teacher in contributing to providing information or explanations about the text. MTS Hikmatul Ulum is one of the educational institutions that attracts attention to be the object of research. The background of the selection of this school is based on several significant reasons. First, this school pays attention to students' English language skills by holding routine English club activities twice a week. And it is lined by Kenji, many nations have made English an important part of their school curriculum.³Second, this school has a good reputation in supporting students' academic

³Kenji Kitao-Doshisa University (Kyoto, Japan) *Why do We Teach English?*
<http://www.englishfirst.org>

development and producing graduates who are ready to face future challenges.

Several studies have conducted to determine the use of Paired Reading Method and Skimming technique in learning process. First is the study that revealed by Keith Topping in 2014.⁴ Entitled *Paired Reading and Related Methods for Improving Fluency*. The research was conducted on 31 October 2014. The population of this study are included 19 control and comparison groups studies. The method used quantitative research. The result showed that Paired Reading increases reading proficiency in term of assessed reading accuracy for both tutors and tutees.

Another study by Sintya Nirwana Gulo in 2020.⁵ The research was conducted on 2017 and the participant of this research were second semester students of Basic reading II class C ELESP of Sanata Dharma University. This research is aimed to answer a research question, namely how does skimming technique influences students' reading comprehension? the researcher used quantitative method.

Another study by Lutfi 2021. Entitled "*The Effect of Paired Reading Strategy on Students Reading Comprehension Achievement*".⁶ The study was conducted on 2021. The object in this study were students of class XI IPA 1 with 16 people as the experimental class and students of class XI IPA 1 with 16 students as

⁴Keith J. Topping, "Paired Reading and Related Methods for Improving Fluency," *International Electronic Journal of Elementary Education*, 7.1 (2014), 33–46.

⁵Sintya Gulo, "The Benefits of Scanning Technique in Reading," 1.1 (2010), 1–13.

⁶Surti Milarisa and others, "The Effect Of Paired Reading Strategy In Reading," 2019, 14–20.

the control class. Student learning outcomes data obtained from the posttest results in the form of multiple choice. The study used quantitative approach in the form of quasi experimental research. The study's findings revealed that using a paired reading technique can help children improve their reading comprehension.

Another study by Boby Pramjit Singh Dhillon in 2020. Entitled “The Effect of Skimming techniqueto Improve Students’ Ability in Reading Comprehension on Narrative Text”.⁷ The purposes of this research are to find out the student ability in reading without using skimming at grade XI and to find out the student ability in reading by using skimming techniqueto the skill of grade XI.

The last study was revealed by Qismullah Yusuf in 2017. Entitled Skimming and Scanning Techniques to Assist EFL Students inUnderstanding English Reading Texts.⁸ This research aimed to find out whether the skimming and scanning techniques (STT) can improve EFL students English reading comprehension in recount texts, in a senior high school in Meulaboh, Aceh, Indonesia. A number of 32 eleventh grade students participated in this study. The similarity of previous study and current study are the study aimed to know how effective using paired reading method and skimming techniquefor improve students reading comprehension, the study used quantitative approach as their method of study and last the study

⁷Dhillon, B., Herman, H., & Syafryadin, S. (2020). The Effect of Skimming techniqueto Improve Students Ability in Reading Comprehension on Narrative Text. *Linguists : Journal of Linguistics and Language Teaching*, 6(1), 77-88.

⁸Qismullah Yusuf and others, “Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts,” *Indonesian Research Journal in Education*, 1.1 (2017), 43–57.

conducted at senior high school. The difference of this study is the researcher used self-composed descriptive text for learning materials.

However, the implementation of learning methods using reading texts that are adopted from books or the internet has been done by many previous researchers and researchers are not free to determine the contents of the text that will be used as learning material. Therefore, the update by compiling the description text by the researcher himself is needed because the researcher wants to take his theme, namely about the great mosque of Banten.

The aim of the present study was to elucidate the effectiveness of using paired reading method and skimming technique in reading comprehension learning, then comparing which method is more effective to improve students reading comprehension. This research present data on the results of the implementation of paired reading method and skimming technique in reading comprehension learning. The previous studies above have correlation to this present study that is describing the effect of Paired Reading method and skimming technique in education field. However, the previous studies above are using material text that are adopted from books or internet. Whereas in the current study, researcher used self-composed descriptive text for the learning materials.

B. Identifications of Problem

Based on research background above, the identifications of the problem are:

1. Limited vocabulary skill of students of MTs Hikmatul Ulum Kota Cilegon.

2. Limitation of reading strategies in learning reading comprehension.
3. Lack of understanding of context.

C. Scope and Limitation of Problem

The implementation of the paired reading method and skimming technique will be the focus of the current study. The researcher will compare which method is more effective between paired reading and skimming technique in improving students reading comprehension. The place of the research will be carried out at MTS Hikmatul Ulum Kota Cilegon. The scope of this study is that the researcher will implement the paired reading method to class VIII A and the skimming technique to class VIII B. Then compare the result of the implementation of these methods. Which method is more effective for improving students' reading comprehension

D. Formulation of Problem

From the information provided above regarding the problem's backgrounds, its identification, and its limitations, research problems can be formulated as follows:

1. How is the implementation of paired reading method and skimming technique in teaching reading comprehension at MTs Hikmatul Ulum?
2. How is the difference of students learning outcome in reading comprehension through paired reading and skimming technique at MTs Hikmatul Ulum?

E. Objective of Study

The researcher determines the research objective based on the formulation of problem as follows:

1. To implement paired reading method and skimming technique for teaching reading comprehension at MTs Hikmatul Ulum.
2. To investigate differences of students learning outcome in reading comprehension using paired reading and skimming technique at MTs Hikmatul Ulum.

F. Organization of Writing

This paper is divided into five chapters which contains several points that clarify respective chapters.

Chapter I, it contains the background of the research, previous studies, identification of the problem, scope and limitation of problem, formulation of problem, objective of study, and organization of writing.

Chapter II, it contains theories from several sources obtained from previous studies as well as the expert opinions related to the topic of this research.

Chapter III, it contains research method, place and time of research, population and sample, instrument, data collection, data analyzing, and scoring system.

Chapter IV, it contains data description and interpretation data of the research.

Chapter V, it contains the conclusion and suggestion from the researcher based on the analysis in chapter four