

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading comprehension is the process of understanding the meaning of the writer's work based on the reader's experience and past knowledge. Understanding written language, comprehending the content being read, and creating your interpretations of the text are all components of reading comprehension (Healy, 2002). It can be defined as the capacity to locate the expressed or unstated writer's idea inside the text. The goal of reading comprehension is to understand all of the information presented by the writer. In other words, the ability to connect the words in a text, to comprehend the ideas and links between the ideas given in the text.

Reading comprehension is a crucial skill in the educational success of all individuals. It becomes an important skill because needed for all areas of the school. Moreover, Horowitz (2014) also stated that reading comprehension is a sophisticated cognitive process that requires the reader to be deliberate and considerate as they read, keeping an eye on the words and their meaning as they go. Reading comprehension provides the foundation for most learning, allowing students to comprehend and process the material offered in textbooks, assignments, and exams which require understanding complicated texts and instructions.

When it comes to academic reading, students frequently need to read quickly to keep up with their school work and effectively manage their time. In addition, determining the main idea, finding specific information, making inferences, and understanding the meaning of words or detailed information in a limited amount of time can become problems for students (Nuttal, 1983). The need to overcome students' problems in reading is urgent, and the teacher needs to help the students develop their reading skills. Some of

the techniques that can be applied by the teachers to facilitate their students are the skimming and scanning techniques.

Skimming and scanning are two techniques that are often used in reading comprehension. Skimming can be defined as a reading technique which done at a speed three to four times faster than normal reading (Hartling, 2019). Readers often skim when they have masses of materials to read in a limited amount of time. In skimming, the readers only have to take important information and the main idea. Scanning is unlike skimming because the readers don't focus on general information of the text but on detail. In this technique, the readers quickly look for specific information such as dates, years, names, and paces, among others (Yusuf et al.,2017). Skimming and scanning are both necessary skills for effective reading comprehension, particularly when dealing with huge amounts of text where students need to gather information quickly. Implementing these techniques may increase students' reading efficiency and effectiveness.

Skimming is a reading technique used to get specific information without reading every word and to rapidly understand the major ideas of a document. It includes strategies like skimming for keywords, phrases, or numbers and reading headers, subheadings, theme sentences, and the opening lines of paragraphs. To skim a text, one must read more quickly than usual while still trying to understand the key ideas and structure of the text.

Scanning is a rapid reading technique designed to swiftly pinpoint specific information within a text. The goal of scanning is to quickly identify particular information in a text without having to read it through from beginning to end. Instead of reading the full text, readers actively seek out particular information because there is a clear goal behind it. This technique is scanning the material fast while concentrating on words, phrases, or other cues that relate to the desired information.

The previous studies related to skimming and scanning have identified numerous issues and challenges related to the implementation of

skimming and scanning techniques in reading comprehension instruction among Indonesian students. The problems in teaching reading revolve around the methods applied and the resources chosen. Issues occur with tactics such as skimming and scanning, which influence both students and teachers. Khoirunnisa (2019) discovered that students struggled with limited vocabulary, understanding text meaning, and following the teacher's guidance.

Other research found that skimming and scanning approaches presented similar issues. Ulmi (2015) discovered problems in teaching and learning reading for students, who relied extensively on dictionaries and were unmotivated. Mambua's (2020) research highlighted the importance of strong concentration during skimming and scanning; inattentive students had to reread the content to understand the text.

Most of the problems found in previous studies related to skimming and scanning techniques were merely quantitative studies discoveries with no in-depth explanation of why those problems happened during the process of teaching and learning reading. A case study approach with a qualitative method is required for further analysis of these problems. This study is interested in doing so by acquiring a thorough analysis of the data gathered through observation, interviews, questionnaires, and reading comprehension test to support this research.

The primary goal of the research is to investigate and address similar problems related to using skimming and scanning techniques in teaching reading comprehension to Indonesian students that might occur with the eleventh-grade students at MAN 1 Kabupaten Tangerang. The goal is to delve into the specific factors that can be problems with the use of skimming and scanning techniques in teaching reading comprehension and provide a more in-depth understanding beyond the quantitative findings of prior studies.

B. Research Questions

1. How is the implementation of teaching reading on skimming and scanning techniques in the classroom of eleventh grade at MAN 1 Kabupaten Tangerang?
2. What are the problems faced by the students in learning skimming and scanning techniques for reading comprehension?

C. Research Purposes

The purposes of this study are to find out the implementation of teaching reading using skimming and scanning techniques in the eleventh-grade classroom at MAN 1 Kabupaten Tangerang and the problems faced by students in learning skimming and scanning techniques for reading comprehension.

D. Research Significances

Theoretically, this research can be used as a reference to design teacher strategies or programs in teaching reading using skimming and scanning techniques for reading comprehension in the future. Practically, this research would make teachers know about the problems of skimming and scanning techniques in reading comprehension that might happen in the classroom.

E. Research Scope

This research aims to analyze the implementation and problems of reading comprehension with a particular focus on the use of scanning and skimming techniques in an eleventh-grade classroom at MAN 1 Tangerang to find out whether any problems are occurring in the learning process.

F. Conceptual Framework

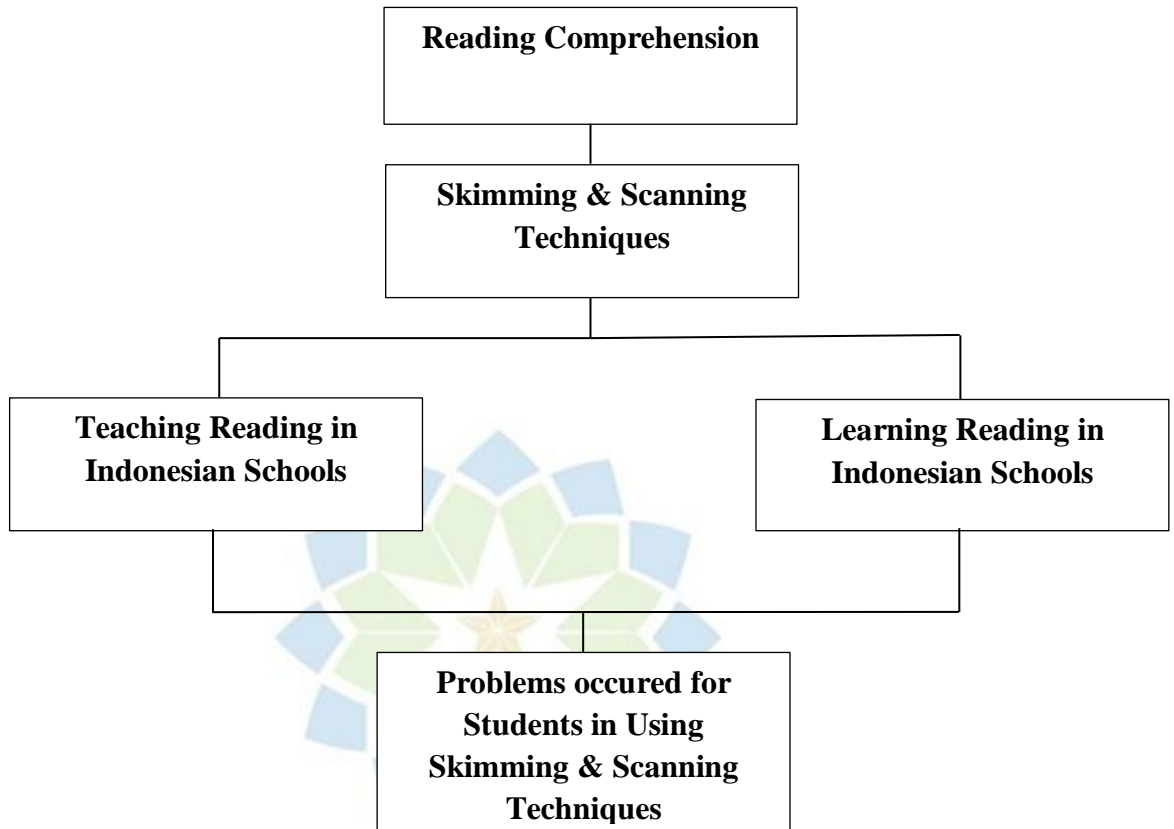


Figure 1. Conceptual Framework

Reading is one of four skills that should be taught in learning and teaching English. Reading serves a variety of purposes for language learning. It introduces students to actual language use, broadens their vocabulary, increases understanding, and raises their cultural awareness (Subayil, 2017). Teachers may incorporate activities such as guided reading, extensive reading, close reading, and reading comprehension exercises to develop students' reading abilities.

Johnson (2008) explained that reading comprehension skills are ways readers use to obtain information and produce meaning from expository reading material. They are the thought processes that have been split down into phases and are utilized to comprehend. In other words, reading comprehension focuses primarily on the reader's active production of meaning. It challenges readers to not only decode the words in the text,

but also to interact with the text, draw on prior knowledge, establish connections, and infer meaning from context (Nuttal, 1983). Readers must be able to extract information, ideas, and messages from the text to fully comprehend it.

Wright (1999) identified four specific reading skills which are skimming, scanning, intensive reading, and extensive reading. Skimming involves quickly glancing through a text to grasp its general content, allowing readers to select relevant information while discarding the rest. It serves as a method for identifying key points and determining the overall scope of the material. Scanning, on the other hand, focuses on locating specific information within a text without reading every detail

Skimming and Scanning are two techniques that are often used in reading comprehension which can be considered as selective reading. According to Brown (2004), selective reading is defined as the ability to recognize lexical, grammatical, or conversational elements of language within a very short length of language. It indicates that the reader is reading only a portion of the text, skimming over a sizable portion, they only read certain sections rather than the entire content. For instance, students may be presented with a series of short statements and tasked with choosing the answer that conveys the same meaning (Nufus & Ifdaloh. 2021). In this situation, skimming and scanning techniques in reading comprehension can be seen as crucial skills in the educational success of every student in school.

When it comes to teaching reading, teachers should focus on developing background information, teaching comprehension techniques and skills, increasing vocabulary and oral language, and fostering understanding and comprehension (Tankersley, 2003). However, the language barrier creates an additional level of complexity in the Indonesian schools' environment. When English is not the first language, students could struggle to understand background information and use skimming and scanning techniques. This leads to problems for the teachers as well where they often struggle to teach reading in the classroom.

According to Khoirunnisa (2019), the problem in teaching reading is related to the teaching strategies and the selection of teaching materials, which indicates some issues can arise from teachers and the instructional processes themselves. Issues in teaching reading are frequently traced back to some factors from teachers' side such as insufficient training, poor experience with various methods of teaching, classroom time management, or limited resources. Teachers may experience difficulties modifying their teaching methods to meet the requirements of particular students, or they may lack access to current teaching resources.

Furthermore, Indonesian students may often experience difficulties learning to read English texts. Klinger (2007) emphasizes the linked nature of decoding, fluency, and comprehension as crucial aspects affecting students' reading comprehension. Poor decoding abilities, represented by difficulty in transforming written words into comprehended meaning, provide a fundamental limitation. Students who struggle to recognize words without effective decoding, limit their capacity to generate meaning from the text.

G. Previous Studies

The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems apparently can be found in the technique, especially in using skimming and scanning techniques for reading comprehension whether it is from the students' or the teacher's side.

From the research thesis conducted by Khoirunnisa (2019), it was discovered that the teacher struggled to manage the students in the classroom, stimulate the students, provide feedback, and manage the time during the process of teaching and learning reading of XI IIS students. The students' issues, on the other hand, were a lack of vocabulary knowledge, grasping the sense of the text, and following the teacher's direction.

Several similar results related to the problems of skimming and scanning techniques also can be further found in other previous studies such as the research conducted by Ulmi (2015), it was discovered that certain flaws occurred during the process of teaching and learning reading of VIII A and VIII B students according to the researcher. When reading the texts, students had to rely on the English dictionary. As a result, they still struggled with figuring out the meaning of certain words by looking at the text's content. The students' motivation to participate in the teaching and learning process could also be classified as low. Only a few students were paying attention to the teacher when the teacher was explaining the information about using skimming and scanning techniques.

Moreover, the research conducted by Deveci (2018) discovered the lack of motivation affected students' performance in using skimming and scanning techniques. The increased sensory stimuli brought about by technological advancements appear to be the cause of students' overall decline in reading motivation. This is frequently brought on by students' assumption that reading takes too much time and that they can absorb the same material more quickly by watching easily accessible online videos, for example.

Meanwhile, Viteri & Consuelo (2020) noticed throughout the research that students initially had serious understanding issues, which brought to light several underlying issues. These issues imply that the student's initial level of proficiency and prior knowledge were significant factors in their capacity to apply skimming and scanning techniques successfully. It was especially difficult for students with lower levels of proficiency or less exposure to academic reading to adjust to skimming and scanning techniques.

In addition, from the research conducted by Mambua (2020), it was discovered that the problem with using skimming and scanning techniques is that the students are required to have a high concentration in the progress. If they are not concentrated, they will not understand the text. This was

discovered in this research that when the eleventh-grade students were unfocused, even slightly, they had to reread the entire material to understand it.

