

CHAPTER I

A. BACKGROUND

Reading is an important skill for learners because of its valuable benefit to improve knowledge. It is also important for EFL learners because learners need to comprehend and deal with all reading aspects and difficulties. There are four skills that have to be mastered by the learners; Reading, Listening, Writing and Speaking. This research only focuses on reading skill.

In general, according to Oliver and Boyd (1986) as cited by Titian (2015) the essence of reading is made up of recognizing or identifying, interpreting, and responding to the components of a written message. It means that every learner has to understand and interpret every word in the text to achieve the purpose of the text. After reading the text, learners have to get the implicit and explicit meaning of the text.

In getting the entire components of information and acquiring the meaning in a written message, many learners come across several difficulties because they have to go through a certain process of puzzle-solving according to Brown (2001:299) as cited by (Sinambela, Manik and Pangaribuan, 2015). Everything around the learners determines the success of the learners, such as teachers, curriculum, government policy, textbooks, technique have an important role to improve the reading ability of learners.

In Indonesian school, English is a foreign language, and the teacher tries to make the learners understand every word in the text to get the main ideas and the information they need. The problem is when they do not know the meaning of the

word; it makes them hard to get the main ideas of the text. From the observation in a senior high school in Bandung, it was found that many students are still lacking in reading skills. It can be proven when they are doing text-shaped questions they need more time and have trouble understanding the text when not knowing the meaning of the vocabulary. The learners who cannot read and understand the text will be more difficult to answer the question. It means that reading for the learners in Indonesia is needed, because of the most questions in the national examination is about reading aspect.

Particular reading techniques are needed to solve the problem of learners and also to improve their reading skill. Those are scanning and skimming. Scanning is the technique for quickly finding specific information in a text while ignoring its broader meaning; it searches for keywords or ideas in a written text Brown (2001:308) as cited by (Asmawati, 2015). Meanwhile, skimming is a technique in looking over a text to get quick ideas of the gist of a text (Harmer, 2001) as cited by (Darmawan, 2016). By encouraging the learners to glance their eyes and take a short look at a text and searching for the specific piece of information, it will help them get the general understanding and detail information of the text itself.

It can be concluded that reading ability for learners is very important. Reading techniques must be directed to master both skimming and scanning learners. This research focuses on skimming for high school learners because in senior high school they learn about kind of text and skimming may help them to understand the text effectively. A previous by Tamsi, Zuhri and Kurniasih (2013)

was about "The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 Surabaya". The previous research focuses on scanning and skimming in general. Meanwhile, this research is more specific or only focuses on the skimming technique to find the main idea in REPUBLIKA daily newspaper articles.

This research uses REPUBLIKA articles as the media for skimming because it is one of the popular newspapers in Indonesia that uses two languages; Indonesian language and English language. The language of REPUBLIKA articles is suitable for EFL learners because the language is understandable and the issues in REPUBLIKA articles are always updated and Republika articles also is the example of news item that they learn as the material of senior high school .

B. THE RESEARCH QUESTIONS

From the observation above, the problem of the research is formulated as follows:

1. What is the learners' ability to find main ideas before using skimming technique in reading Republika articles?
2. What is the learners' ability to find main ideas after using skimming technique in reading Republika articles?
3. How significant is the difference between learners' ability in reading Republika articles before and after using skimming technique?

C. THE RESEARCH OBJECTIVES

Based on the background of research above, the study is intended:

1. To find out the learners' ability to find main ideas before using skimming technique in Republika articles.
2. To find out learners' ability to find main ideas after using skimming technique in reading Republika articles.
3. To find out the effectiveness of skimming technique to find main ideas in reading Republika articles.

D. SIGNIFICANCES OF THE STUDY

This research gives several significances. *Practically*, this research is beneficial for learners and teachers; especially learners can understand the text quickly without having to interpret word by word. And help the teacher in learning and teaching process in reading material.

Theoretically, this research is expected to give a positive contribution to all people involved in education, such as teachers, students, and other researchers. They will get a clear understanding of the effectiveness of using skimming technique to find main ideas. The writer also can get some theoretical and practical information about the effectiveness of using skimming technique to find main ideas.

E. RATIONALE

In the class, some reading activities are performed to develop reading skills and becoming a good reader who depends on what they are reading and their purposes. To read effectively, learners should apply the theories and the techniques of reading Brown (2001: 293) as cited by Khaki (2014), there are two most valuable techniques of reading for learners: scanning and skimming.

Scanning is the technique for quickly finding specific information in a text while ignoring its broader meaning; it searches for keywords or ideas in a written text according to Brown (2001: 308) as cited by (Thi & Ngoc, 1997). Meanwhile, skimming is a technique in looking over a text to get a quick idea of the gist of a text according to Harmer (2001) as cited by (Tamsi, 2013). Therefore, the difference between scanning and skimming is the purpose. The purpose of scanning is to find specific information, and the purpose of skimming is to find main ideas from the text.

This research focuses only on skimming. It is one of the reading techniques, which is often used by learners to answer the question of reading comprehension, especially when the learners are asked to find main ideas in the text. Skimming can be used in every text that learners learn in their class.

Skimming is reading process by way of reading fast to find general contents or main ideas of the text. We do not need to read all of the text words by word. It means that learners just read quickly such thing as; the title, subtitle and the topic sentence. And learners also can look the picture, the chart for clues to know about the text.

According to Fry (2000) as cited by Ria (2016) explained that the steps to skim a text were

1. Read the first several paragraphs.
2. Leave out the material (read only the key sentences).
3. Find main ideas.
4. Read fast.

According to Mikulecky (2008) the procedures to skim a text were:

1. Read the words that will help you get the information that you need.
2. Read the first sentences of each paragraph carefully.
3. Read at the beginning of each paragraph, maybe read a few words, read in the middle of the paragraph, since usually, the topic sentence is at the beginning and sometimes it may be at the end.
4. Skip some paragraph that is not important.
5. Read the last paragraph more carefully.

From all definition of skimming above, the writer concludes that skimming is a quick way to get specific and significant detail, main ideas and general ideas of the text. In skimming, learners have to read fast, read the beginning of each paragraph and find its keyword. Skimming technique also will give learners the opportunity to develop and practice the reading skill.

F. HYPOTHESIS

The hypothesis is a conditional statement about the outcome of the result. The hypothesis must experiment and logical –based or explained. The variable

should be clear in the term. Furthermore, the hypothesis can make the clear question that will be researched. This research has to two variables; skimming in reading Republika articles as the dependent or "X" variable and to improve student's reading ability as independent or "Y" variable. The relation of the research is proposed as follow: "THE EFFECTIVENESS OF USING SKIMMING IN READING THE REPUBLIKA ARTICLES TO IMPROVE STUDENT'S READING ABILITY."

The hypotheses in this study are an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypotheses are described as follows:

Ha: there is a significant improvement of learners' ability to find main ideas after using the skimming technique in reading Republika articles.

Ho: there is no significant improvement of learners' ability to find main ideas after using the skimming technique in reading Republika articles.

G. PREVIOUS RESEARCH

Previous research completed by Tamsi, Zuhri and Kurniasih (2013) was about The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 Surabaya. The conclusion of the research show that the teacher was not fully successful in implementing skimming and scanning strategies because there were still some steps that were not applied by the teacher. Meanwhile, based on the questionnaires answered by the students, it can be seen that the students' response toward

skimming and scanning strategies was good. The different of this research and the current research is the object of the research.

The other research is about "The Effectiveness of Skimming – Scanning Strategy in Improving Students' Reading Comprehension at the Second Grade of Smk Darussalam Makassar" by Asmawati (2015). The result of that research indicates that the students of experimental group improved their reading comprehension after treatment by using skimming-scanning strategy. During the treatment process, the researcher focused on improving reading skills through skimming-scanning strategy. Students also carried out different activities about what they read such as answering questions or underlining the verbs. The difference between this research and previous research is the purpose of the research. The previous research uses skimming and scanning to answer the question and underlining the verb and this research uses skimming to find the main idea.

The other previous research is "Teaching Reading by Using Skimming and Scanning Technique to Improve Students' Reading Skill On 3rd Semester at the University of Tujuh Belas Agustus 1945 Banyuwangi in the Academic Year 2015-2016" by Hastowoadi (2016). The result is that teachings reading through skimming and scanning are more effective than Direct Instructional Technique. Teaching reading using skimming and scanning can increase students' achievement. The difference with this research is that the previous research tells about the comparison between skimming-scanning techniques with the other technique.

From previous researchers, it can be concluded that the use of skimming and scanning more effective in the learning process or analyze text. Skimming and scanning can also be used for a variety of text. Skimming and scanning more effective depends on the teacher who is teaching the technique because when there are steps that are missed then the use of skimming and scanning does not become effective. However, this research focuses on skimming only because skimming technique uses to find main ideas.

