

CHAPTER I

INTRODUCTION

A. Research Context

Finding any information in a written document requires the ability to read, one of which is to understand English as a reading skill. To fully understand what is stated in the text, it is important to read it carefully. A student can learn new information about various subjects, including education, science, economics, politics, and technology, by reading written texts or literature¹. As you read, pay attention to the overall meaning of the text and look for specific details. As a result, they do not actively participate in taking English reading classes².

Reading is a difficult language skill to master, just like writing. Reading is very important for everyone on this planet because it is a basic student ability that every student should have. Reading is an important, because it is ability that could be a gateway for personal development as well as social, economic and civic life³. The student ability to read affects their ability to draw conclusions, find detailed information, and find main ideas. According to⁴ reading is referred to as a receptive skill, and this skill

¹ Gideon Setyo Santoso, "The Use of Skimming Technique to Improve Students' Reading Comprehension of Descriptive Text at Grade Eight of Smp Immanuel Bandar Lampung" (Lampung University, 2017).

² Ikhlasil Amalia Arifitriyanti, Bambang Arya Wijaputra, and I Putu Sukmaantara, "Enhancing the Students' Reading Comprehension Achievement through Skimming and Scanning Techniques in Senior High School," *EFL Education Journal* 8, no. 3 (2021): 133, <https://doi.org/10.19184/ej.v8i3.23787>.

³ Rania Mohamed Mahmoud Attia and Bahaa El-Deen El-Said EL-Nagaar, "Improving the Creative Reading Skills of EFL Faculty of Education Students Utilizing A Stylistics Analysis and Aesthetic Appreciation Program," *International Journal of Mechanical Engineering* 7, no. 2 (2022): 295–99.

⁴ Goddess (2022)

is the method that people use to extract meaning. Furthermore,⁵ argues that reading is the ability to derive meaning from printed texts and interpret that meaning appropriately.

For students, reading is an important requirement because it is one of the activities that cannot be separated from college life, namely to seek information or knowledge from textbooks, articles, or magazines, especially those written in English. As a result, students must have strong reading skills to assist them in their academic studies.

One of the difficulties of students in reading is understanding the material. They struggle to understand the theme of the text even after finishing the reading activity because they cannot concentrate on what they are reading. If students use ineffective tactics, answering the reading comprehension test will take a long time. Another problem is that not all the material in the reading is needed to answer the reading questions, but students usually read it word for word. They immediately forget what they have read when they read the text word for word⁶.

According to⁷, a reader does not need to read every word in a text to be an effective reader. Readers can skim text or scan for specific information as needed instead of reading it from beginning to end to use time efficiently. Skimming and scanning methods are one of the many ways that you can use to save time.

⁵ Razali & Razali (2013)

⁶ Andi Asmawati, "The Effectiveness of Skimming – Scanning Strategy in Improving Students' Reading Comprehension At the Second Grade of Smk Darussalam Makassar," *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 1 (2016): 69–83, <https://doi.org/10.24252/eternal.v11.2015.a9>.

⁷ Prasetiyowati (2022)

Skimming and scanning is an ability that help student in their learning process. It is a skill that provide student to gain many information they need in a short span of time.

Reading activities usually require readers to not only read but also understand the text. As a result, student ability to read is always associated with understanding. The ability to read with skimming and scanning techniques are needed not only to overcome students' difficulties, but also to improve their reading comprehension. Scanning is the process of quickly finding information in a text⁸. Skimming, in⁹ is a reading technique that is used to get the "core" or overall understanding of a section or chapter quickly. It is used to read text quickly and understand main or general ideas. Students can use this technique to answer questions about the main idea or general idea without spending a lot of time doing it. This implies that readers can effectively manage their time by reading only the information they need from the text and skimming the rest¹⁰.

In its development, the topic of skimming and scanning techniques has become a popular topic among researchers regarding the benefits of skimming and scanning. Like Aritonang et al¹¹ in his research found that skimming and scanning techniques can improve the teaching of students' reading comprehension is the subject of this research. From the results of

⁸ Rahmawati, "IMPROVING READING COMPREHENSION OF SENIOR HIGH SCHOOL STUDENTS THROUGH SCANNING AND SKIMMING TECHNIQUES," *Borneo Journal of English Language Education* 1, no. 2 (2019): 11–19.

⁹ Rahmawati (2019)

¹⁰ Yanti Mambua, Konder Manurung, and Aminah, "The Effectiveness of Skimming and Scanning Techniques in Improving Student's Reading Comprehension of Grade Eleven Students of SMA Negeri 1 Tana Toraja," *Journal of Sosial Science* 1, no. 3 (2020): 93–99, <https://doi.org/10.46799/jsss.v1i3.38>.

¹¹ Aritonang et al. (2019)

participant observations, interviews, and documentation,¹² that finding the main idea, keywords, and body of the text without reading it all is best done by skimming and scanning.¹³ examined quantitatively the effect of skimming and scanning techniques on reading comprehension, in this study, skimming and scanning had a positive influence on the reading comprehension of grade 2 students of SMK Darussalam Makassar.¹⁴ in line with¹⁵, it was also found that there was a positive influence on the reading comprehension of the students of SMA Negeri 1 Tana Toraja.

Research on skimming and scanning techniques that have existed before, can be drawn an important gap that the object of research in previous studies took school students as the research population. So that the studies so far have given limited results on students' ability to obtain information. Even though more than that, the world of higher education, in this case students, has a higher need to read English than students. The need for students to read English is due to the demands of students to be able to obtain as much information as needed for discussion and also as research material for the final project.

This study intends to answer the existing research gaps from previous studies. The object of this research is students from the State Islamic Institute of Madura or more often called IAIN Madura. First, the researcher believes that IAIN Madura students deserve to be the object of

¹² Aritonang et al. (2019)

¹³ Asmawati, (2016)

¹⁴ Mambua et al. (2020)

¹⁵ Asmawati, (2016)

research because based on data from PDDIKTI in the even 2021 reporting period, IAIN Madura has 10,209 registered students. This number makes IAIN Madura the Islamic university with the most students in Madura. Second, because IAIN Madura has English as a compulsory subject.

Many students have difficulty reading and getting the information they need during their studies. The researcher argues that these difficulties arise because their reading method is less effective in getting information. Skimming and scanning are methods that allow them to improve their skills, to gain knowledge and understand what they are reading.

Therefore, this research is very important to measure the extent to which skimming and scanning techniques will help IAIN Madura students in obtaining information through their reading and students ability. On the other hand, this research is a contribution to the scientific treasures because it fills the gaps of existing researches, so that for anyone in the future who has a similar research plan, research can be the main reference to help them.

B. Research Focus

Based on the description on the background, the problem in this research is "what is the role of reading with skimming and scanning techniques on the reading comprehension of IAIN Madura students?", and so that this research is more focused, the research is limited to:

1. How are the fourth semester students ability at skimming and scanning reading text?
2. What are the important of skimming and scanning ability for the fourth semester students of english department?

C. Research Objectives

The purpose of this study is:

- a. To analyze the fourth semester students ability at skimming and scanning reading teks.
- b. To discribe the important of skimming and scanning ability for the fourth semester students of english department.

D. Significance of Study

1. Theoretical Benefits

This research is expected to add to the repertoire of knowledge in the field of education regarding the effect of applying skimming and scanning techniques on reading comprehension.

2. Practical Benefits

For lecturers, this research is useful as a teaching material and a scientific basis to teach students reading techniques that are efficient and effective. For students, this research provides an insight that skimming and scanning reading can speed up obtaining information.

E. Definition of Key Terms

This section describes the terms used to ensure commonality of interpretation and to avoid confusion or ambiguity.

1. Student Ability

Student ability is a condition that allows students to do a job well and competently in a particular field. These abilities can be used naturally by students to work on and fulfill their learning needs.

2. Reading Comprehension

Reading comprehension is the ability to understand the content, the main point of a reading. Reading comprehension skills are mandatory for students.

3. Skimming

Skimming technique is a technique that seeks to find the main idea of a reading.

4. Scanning

Scanning is a reading method that finds information in writing quickly by scanning by directly looking for the information needed.

F. Previous Study

Mambua et al¹⁶ with the title “The Effectiveness of Skimming and Scanning Techniques in Improving Student's Reading Comprehension of Grade Eleven Students of SMA Negeri 1 Tana Toraja” aims to show that the use of skimming and scanning techniques can improve reading comprehension in eleventh grade students at SMA Negeri 1 Tana Toraja. This study used a control group pretest-posttest random assignment pretest-posttest design random design true-experimental. The sample of this research was taken randomly from the eleventh grade student population of SMA Negeri 1 Tana Toraja. Data collection instruments include observation checklists, questionnaire items, and tests. Statistical and descriptive t-test methods were used to analyze the data.

Study by Diaz & Laguado entitled "Improving reading skills through skimming and scanning techniques at a public school" with high school students from public schools, this action research uses skimming and scanning techniques to improve reading skills. Semi-structured interviews with participants and observers as well as observations were used to collect data, which were then analyzed using content analysis suggested by Diaz & Laguado After data analysis, four main categories were identified: motivation to increase the effectiveness of skimming and scanning techniques, students' positive perception of these techniques, and students' improvement in the reading comprehension process.

Marliasari with the title "Teaching Reading Comprehension By Using Skimming and Scanning Techniques To the Tenth Grade Students of Sman 1

¹⁶ Mambua et al., (2020)

Gelumbang" this study was to determine whether or not it was effective in teaching class X students of SMAN 1 Gelumbang how to skim and scan narrative texts. The technique is experimental. All class X at SMAN 1 Gelumbang is the research population. There were 60 students in the research sample. The alternative hypothesis (Ha) is recognized and the null hypothesis (Ho) is rejected. X grade students of SMAN 1 Gelumbang were successfully taught reading comprehension using skimming and scanning techniques.

Susanti et al entitled "an Analysis of Students' Reading Comprehension Achievement By Using Scanning and Skimming" The purpose of this study was to examine the interaction between personality and scanning or skimming techniques, and to evaluate students' success in reading comprehension. During the 2012–2013 academic year, this research was conducted at SMP Negeri 29 Bandar Lampung. The factorial design was used in this study. Two classes were used in the experiment by the researcher; one class is taught using the scanning method and the other the skimming method. According to the findings, there is a relationship between teaching methods and students' personalities, and the introvert and extrovert groups scored differently on the scanning and skimming tests. Extroverted personalities score high in scanning techniques,

According to Deveci, university students need to read a lot to succeed in their coursework. But not every student possesses the abilities to read effectively. For those pursuing a bachelor's degree in a foreign language, the situation may get even worse. Students can develop reading skills that are crucial for academic success through a variety of

educational activities. All efforts, however, will be in vain if the student lacks interest and motivation to read. Additionally, it might have long-lasting effects that make them less capable of learning new things. This paper emphasizes skimming and scanning as essential reading skills because of the significance of motivation in learning in general and reading in particular. However, first reading is described along with a number of different methods for teaching reading skills. Potential issues with reading in general, and specifically with skimming and scanning, are noted. Discussion is had regarding potential solutions to these issues. It is also emphasized that language teachers are not the only ones who must assist students in developing their reading abilities. Instead, every educator—whether a teacher, instructor, or professor—must take on a proactive role in assisting students as they navigate the texts they are required to read.¹⁷

The study was carried out by Mokal, Oroh, and Tuerah in the academic year 2020–2021 with the tenth graders at SMA Negeri 7 Manado. It seeks to determine whether skimming-scanning methods can increase students' reading comprehension. In this study, the researchers used descriptive text. The sample used by the researchers is a class with 29 students. The researchers use a pre-experimental design for one class, which consists of a pre-test, treatment, and post-test, to achieve the study's

¹⁷ Tanju Deveci, “Increasing Students’ Interest in Reading in a Foreign Language: A Focus on Skimming and Scanning,” *13th International Conference on Humanities, Business, Education and Interdisciplinary Studies (HBEIS-18)*, 2018, 1–7, <https://doi.org/10.17758/uruae1.uh0518204>.

goal. Due to the pandemic era, the entire process is done online. To calculate the outcome, the researchers use a number of formulas, including the mean score formula, standard deviation formula, and t-score formula. The average pre-test score is 68.79, and the average post-test score is 84.48. The results of this study support the hypothesis that treatment improved students' reading comprehension because the t-score is higher than the t-table. The researchers attempt to draw a conclusion from the findings that the application of skimming-scanning techniques is efficient in enhancing students' reading comprehension and that these two techniques are appropriate to be used in the educational process.¹⁸

The purpose of Iwan Fauzi study was to determine the effectiveness of skimming and scanning strategies to improve students' reading comprehension, as demonstrated by students' text comprehension ability and reading speed performance. A pre-test and post-test control group design was used in this study. Her 3rd year student of her FKIP English Language Study Program at Palangkaraya University was selected as a research topic. Fifty-four students participated and were evenly divided into experimental and control groups. Regarding the results of the pretest conducted before the experiment, both groups were considered to have the same reading comprehension ability. The experimental group was a researcher-supervised course, and the control group was a group without researcher-supervised experimentation. As a result, the reading task score

¹⁸ Pritania V V Moku, Elisabeth Z Oroh, and Ignatius J C Tuerah, "Improving Students' Reading Comprehension Through Skimming and Scanning Techniques at the Tenth Grade of SMA," *Kompetensi: Jurnal Bahasa Dan Seni* 1, no. 8 (2021): 699–709.

assigned to the experimental group ($M=75.56$, $SD=4.07$) was significantly higher than that of the control group ($M=64.82$, $SD=3.72$) ($t = 9.928$, $p=0.000$). On the other hand, the reading speed of the experimental group ($M = 274.07$, $SD = 32.06$) was also significantly higher than that of the control group ($M = 204.29$, $SD = 21.98$) $t = 9.325$, $p = 0.000$. The comprehension or speed assessments performed by the experimental group showed superior values than the corresponding groups. Based on these findings, skimming and scanning strategies were definitely effective in improving students' reading comprehension and increasing their reading speed¹⁹.

The study conducted by Kadek Ayu and Astari Dewi have a purpose to describe students' reading comprehension with the SMPN 6 Singaraja skimming scanning technique and to describe the problems in applying skimming and scanning reading comprehension in grade VII of the SMPN 6 Singaraja. Descriptive Qualitative Research is the method used in this study. One teacher and her 27 students were placed at the center of the research subject. As a result, 1) the skimming scanning techniques used in the classroom, starting with the preparation of the study, as evidenced by the teaching materials and lesson plans, and the student's understanding of the vocabulary of simple sentences, and simple references I found that I could recognize things. Short and simple text ideas. 2) Teachers and students struggle applying skimming scanning techniques in SMPN 6

¹⁹ Iwan Fauzi, "The Effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates for the Students of English Study Program," *Register Journal* 11, no. 1 (2018): 75–90, <https://doi.org/10.18326/rgt.v11i1.75-90>.

Singaraja. There, students with low ability have difficulty understanding the text given by the teacher, and the teacher must be able to manage the class²⁰.

This study aims to improve students' technical skills in reading references related to the learning process. The foundation of this research is based on case studies and role-plays. The technique used in this study is the skimming and scanning technique. The courses taken in this degree are subjects that researchers master in the learning process, namely sports management. Based on this process, this study is classified using quantitative and qualitative approaches to enrich research data. The subjects used in this study are 30 students from the Physical Education, Health and Recreation Program at the Faculty of Teacher Education, University of Riau. In collecting data, researchers collected all data through observations and questionnaires. Quantitative data obtained in this study were analyzed using software and results were presented in the form of percentages, peaks and averages. Qualitative data in this study were analyzed by constructing narratives, explaining recorded data, and completing study findings. It can be concluded that there was a significant difference in student satisfaction before and after treatment with skimming and scanning techniques in a sports management course. The satisfaction gained from skimming and scanning techniques can trigger

²⁰ Kadek Ayu and Astari Dewi, "An Analysis of The Implementation of Skimming and Scanning Techniques in SMP Negeri 6 Singaraja," *Jurnal Penelitian Mahasiswa Indonesia* 2, no. 2 (2022): 229–35.

students' self-motivation to continue reading from a variety of references and influence the emergence of interest in writing in students²¹.

The purpose of this study was to clarify students' skimming and scanning skills and to examine how students use skimming and scanning techniques in reading classes. This study used a descriptive qualitative approach. The authors used targeted sampling. To the author, she had 9 respondents. The authors used documentation and observations as tools. As a result, while some students asked questions while skimming, and some students read and flipped through the table of contents quickly, others were still affected by looking at reading topics. And all the students stopped when they found the topic they were looking for. However, some students were not paying attention when reading the text. When I skimmed through it, I found that the students also looked at the table of contents first, but some students flipped directly to the page they were looking for, some students read the background, and some students read the conclusion at a glance²².

²¹ Muhammad Imam Rahmatullah et al., "The Application of Skimming and Scanning Technique to Strengthen the Understanding of Sports Management Material of Physical Education Students," *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani* 5, no. 4 (2021): 714–20, <https://doi.org/10.33369/jk.v5i4.18240>.

²² Bona Putra, "An Analysis of Students Ability in Skimming and Scanning in Reading Class of English Department FTIK IAIN LANGSA," *JADEs : Journal of Academia in English Education* 1, no. 1 (2020): 72–83, <https://doi.org/10.32505/jades.v1i1.2706>.