

CHAPTER I

INTRODUCTION

The chapter gives a brief description of the whole content of the research, including background, statements of the problem, aims of the study, scope of the study, significance of the study, hypothesis, and research methodology.

1. 1 Background

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend and deal with all reading aspects and difficulties.

In general, the essence of reading is made up of recognizing or identifying, interpreting, and responding the components of a written message (Oliver and Boyd 1986). It means that individuals, in this case the students, have to understand and interpret the meaning of words or symbols in a text to achieve their own goals or interests.

In getting the entire components of information and acquiring the meaning in a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving (Brown, 2001: 299). Other difficulties also can be encountered by students from teachers, curriculum, government policy, textbooks, techniques, etc (Bond *et al*, 1994).

In Indonesian traditional classrooms, which practice English as a foreign language, teachers insist that students understand every word in a text to get the

general idea for the purpose of looking for required information, and this prompts the students to think for if they do not understand each and every word they are somehow not completing the task (Ismini, 2000). This phenomenon reveals the practice of a conventional teaching reading strategies and the writer assumes that those kinds of situations will not help the students to overcome the difficulties they encounter and will not improve their reading abilities.

In addition, Wiryodijoyo (1989) stated that the national examination in English subject put a large emphasis on reading aspect, and this situation will assure students who cannot read or comprehend the text and answered the question in the examination to face tremendous difficulties and overwhelm the students.

A study on reading and its strategies conducted by Amanda (2007) found that students apply several strategies such as making prediction of the words that they do not know, search for words in the dictionary, and many others to help overcome the obstacle in their reading task. This shows the implementation of a conventional reading techniques and the lack of reading strategies from the students in overcoming their reading task.

Particular reading techniques are needed not only to overcome student difficulties, but also to improve their reading abilities. Those techniques are skimming and scanning.

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). Meanwhile, skimming is a technique in looking over a

text to get a quick idea of the gist of a text (Harmer, 2001). By encouraging the students to glance their eyes and take a short look at a text and searching for specific piece of information, it will help them get the general understanding and detail information of the text itself (Harmer, 2001).

Based on that explanation, therefore, skimming and scanning techniques are required in helping students in comprehending a text, getting detailed information and other reading tasks. Skimming and scanning techniques are also intended to help students in overcome the senior high school curriculum task in Indonesia, which is to understand the meaning of short functional and simple essay in the form of report, narrative and analytical exposition in the context of everyday situation and also to access knowledge (KTSP, 2005).

Hence, the present study is intended to investigate the effectiveness of skimming and scanning techniques in improving students' reading abilities and it is expected that this research will contribute to the practice of reading teaching in the future.

1. 2 Statements of the problem

This study is conducted to answer these following questions:

1. How is the students' mastery of reading comprehension before learning the skimming and scanning techniques?
2. How is the students' mastery of reading comprehension after learning the skimming and scanning techniques?
3. Do skimming and scanning techniques effective in teaching reading?

1. 3 Aims of The Study

Based on the questions formulated above, the aims of the study are:

1. To find out the students' mastery of reading comprehension before learning the skimming and scanning techniques?
2. To find out the students' mastery of reading comprehension after learning the skimming and scanning techniques?
3. To find out the effectiveness of skimming and scanning techniques in teaching reading.

1. 4 The scope of the study

According to Surakhman (1975, cited in Setiawan 2006), the scope of the study is necessary since it can simplify the subject for the researcher and solve the problem, such as time, dexterity, cost and energy that emerge from the research planning.

Based on that, this study focuses on the use of skimming and scanning techniques in improving the students' reading abilities and the subjects are the second grade students of UPI Laboratory High School.

1. 5 The significance of the study

This study is expected to:

1. Contribute to the EFL teaching methodology where skimming and scanning techniques is used as an alternative technique in teaching and learning reading.

2. Enhance students and teacher knowledge related to reading skills.
3. Develop students and teachers creativity in the teaching learning process of reading.

1. 6 Hypothesis

In this research, the writer uses the null hypothesis which is:

H₀: There is no effectiveness in using skimming and scanning techniques in improving students reading ability.

1. 7 Research Methodology

1. 7.1 Research Design

This study used a quantitative method that deals with data in the form of scores and numbers. The study also used the quasi experimental as the research design. The quasi experimental is applied when it is not feasible to use random selection and random assignment (Gibson and Herman, cited in Utami 2006)

Furthermore, the research used the *t* Test with the primary purpose of which to figure out whether the means of two group scores differ to a statistically significant degree (Kranzler & Moursund: 1998: 89).

There are two groups taken for this study. First, the Experimental Group (EG) which will be treated by using skimming and scanning techniques, and second, is the Control Group (CG) which will be treated by using conventional technique.

The experimental design in this study is described schematically as following:

Sample	Pre test	Treatment	Post test
Experimental group	X1e	T	X2e
Control Group	X1c	0	X2c

Notes:

X1e : Students' reading comprehension of experimental group in pre test

X1c : Students' reading comprehension of control group in pre test

X2e : Students' reading comprehension of experimental group in post test

X2c : Students' reading comprehension of control group in post test

T : Treatment using skimming and scanning techniques.

1. 7. 2 Research Instrument

This study uses two kinds of instrument which are similar for both pre and post test. The first is a reading test 1 as a pre-test. This test comprises 30 items of multiple choice questions which is develop based on the syllabus. This test is apply to both classes; experimental and control.

Second is a reading test 2 as a post-test. This test comprises 30 items of multiple choice questions. This test is applied to both classes after the treatment given to experimental class.

1. 7. 3 Data Collection Techniques

In collecting the data, a reading test is given to both classes before and after the experiment held, so that reading scores of both classes are identified. The data is taken along with this study during regular schedule of English subject in

school. Various reading text are taken to compose reading test as *pre-test* and *post-test*.

Meanwhile, the steps are showed below in the Procedure of Study.

1. 7. 4 Procedure of the study

The procedures of the research are described as following:

1. Organizing the teaching procedures.
2. Organizing the research instrument.
3. Conducting the try-out test in order to check the reliability and validity of the research instrument.
4. Conducting observation of the classroom teaching in the school.
5. Conducting pre test for both experimental and control group.
6. Conducting treatment in the experimental class, which is giving skimming and scanning techniques.
7. Conducting post test for both classes to find out the result of the treatment.

1. 7. 5 Data Analysis

The data analysis conducted in this study involved several statistical processes, such as:

- 1) Analyzing the students' scores on try-out test in order to investigate the validity and reliability of the instruments.

- 2) Analyzing the experimental and the control groups' scores in the pre-test and post-test using the t-test formula in order to investigate whether or not the two groups were equivalent.
- 3) Analyzing the students' scores of each group in pre-test and post-test using the t-test formula in order to investigate whether or not there was a significant improvement in students scores.
- 4) Interpreting the research findings.

1. 8. Subjects

1.8.1 Population

The population of this study is the second year students of *SMA Laboratorium (Percontohan) UPI*.

1.8.2 Sample

The sample of this study is two classes from the second year students of UPI Laboratory High School. The first class is XI-IPA 1 as the experimental group and the second class is XI-IPS 2 as the control group.

1. 9 Clarification of Key Terms

To avoid misconception and misunderstanding, several terms are clarified.

Those are:

1. Effectiveness in this study refers to different effect which produces better result in students reading ability before and after treatment

from the process of skimming and scanning techniques implementation in teaching reading.

2. Scanning technique in this study is a technique in reading that enable students to quickly find pieces of particular information without reading the whole text.
3. Skimming technique in this study is a technique in reading that enable students to read a text in brief to get the general idea of a text.
4. Improving students' reading ability in this study is defined as to improve reading comprehension, skill and comprehension of the students in the process of reading learning.

1. 10 Organization of The Paper

The research paper will be organized as following:

Chapter I Introduction

This chapter consists of an introduction which provides the information on the background of the study, the scope of the study, statement of the problem significance of the study, research technique that comprises population, sample, instrument, and procedure, clarification of terms, and organization of the paper.

Chapter II Theoretical Foundation

This section focuses on the theoretical foundations that are relevant to the present study, with skimming and scanning techniques as the main issue.

Chapter III Research Methodology

This part comprises the methodology of the research includes the formulation of the problems, aims of the present study, data collection, scope of the study, analytical frameworks and data analysis.

Chapter IV Findings and Discussions

This chapter provides the results of the research and discussion of the research findings.

Chapter V Conclusions and Suggestions

This chapter presents all the conclusion of the study and also provides for implications and suggestions for further researchers and related institutions.