

CHAPTER I

INTRODUCTION

1.1. Background of study

Reading is one of the four main skills that must be taught in English language teaching. Not only reading the texts but also understanding the meaning or content of the texts read (Zalha et al., 2020; Rohani et al., 2022). Rivers (1987) states that reading is an important skill because by reading students will obtain new information and knowledge that can improve and help students in acquiring language. According to Alvermann & Moore (1991), students are required to read within limited time frames, employing strategies provided by teachers to comprehend the content of the reading. This approach enables students to acquire knowledge and information embedded within the text. It is anticipated that students will develop proficiency in reading different types of texts, cultivate a habit of reading regularly, and ultimately become independent readers. But they are given limited opportunities to explore their own interests and to build their understanding of what is read. Students are required to increase their knowledge by reading and finding information in the text.

Students generally have difficulty identifying main ideas and new information in reading, especially when given a very short time to them to read a passage. As a result, they often fail to get information from the reading text. Therefore, it is crucial to instruct students in effective strategies for locating information within texts. Understanding the material they read, is necessary, included is knowing the text within a limited time.

When readers speed read, they do not read all the words but only focus on a few specific words. Likewise with skimming, readers only concentrate on important, marginal, non-negligible

ideas and ignore sentences that are less important. Finding the main idea of a reading can be a challenge for students because of the large amount of reading content and limited time. Students often have difficulty identifying the main idea of a passage because of the different ways paragraphs are structured in reading passages. Susanti (2013:84) defines skimming as a reading technique that assists students in overcoming reading challenges and enhancing their comprehension abilities.

Skimming is an important reading skill used to quickly understand the main idea of a text. Effective skimming involves reading at least twice as fast as usual without concentrating on comprehending every single word in the passage. For the students, poor grades and failure result more often from inefficient reading, than from other deficiencies.

Apart from that, When the writer was in junior high school, there teachers did not emphasize the techniques used in skimming, so that she and friends only knew how to read not for a short time and answer questions according to the content of the reading text within the given time without looking at the techniques what should be used in reading skimming. So, researcher here would examine more about the strategy used in skimming and what difficulties students might face in skimming.

1.2. Research Question

This study is done to answer the following questions:

1. How are students reading ability improving after being taught using skimming technique of students grade VIII of SMPN 6 Kupang Tengah?
2. What are the area of difficulties faced by the students when they are skimming?

1.3. The objectives of the study

The objectives of this study are stated as follows:

1. To know students reading ability after being taught using skimming technique of students grade VIII of SMPN 6 Kupang Tengah.
2. To identify the difficulties students faced when they skim of students grade VIII of SMPN 6 Kupang Tengah.

1.4. Significance of the study

This study has some significance or benefits for the following persons:

1. For teachers

The result of this study may encourage the teacher to include skimming strategies in their reading lessons in order to help students' competence in skimming some texts.

2. For students

The result of this study also may motivate students to read as much as possible and encourage them to skim texts which they encounter in their reading activities.

3. For the writer

This study advances the researcher's knowledge of how to carry out research and successfully present it in an academic writing.

1.5. Scope and Limitation

This study is related to reading techniques. There are several techniques of reading but in this study, the writer chose skimming to analyze students' ability in understanding the text that has been prepared.

There are three different levels of reading speed: slow, average, and fast or selective. Skimming and scanning are two primary forms of selective reading. Three forms of skimming are preview or pre-reading, overview or revision and review.

1.6. Definition of Terms

There are some highlighted terms that can assist readers when reading this scientific writing.

1. Reading

Karlin in Bhoka (2006) suggests that reading encompasses a sophisticated set of abilities essential for interpreting written material, which includes understanding written symbols and letters. It is regarded as a fundamental language skill, alongside listening, speaking, and writing. The competence to engage with a text and effectively process its content is defined as reading skills, involving the capability to read, comprehend, interpret, and decode written language and texts.

2. Skimming

Heasley and Maskur (1995:90) characterize skimming as the practice of reading a text swiftly to grasp its overall subject matter.

According to Brown (2003:213), skimming involves quickly covering reading material to pinpoint its main idea. Kustaryo (1988:8) adds that skimming is a method employed to identify the essence or main points of a text without focusing on specific details.

Therefore, skimming is a rapid reading strategy aimed at enabling readers to swiftly recognize the crucial information or main idea of a text without reading it in its entirety.

3. Ability

It's the power or skill required do something (Hornby in Waton, 2005:6). An ability is a potential or competence of someone in doing an activity. Ability is the capacity to do something (Chaplin in Kusumaningrum, 2016). It can also be defined as aptitude, skill, competency, or skills.