THE IMPLEMENTATION OF SKIMMING AND SCANNING STRATEGIES IN READING COMPREHENSION CLASS OF THE FIRST YEAR STUDENT OF ENGLISH DEPARTMENT UNIVERSITY OF NUSANTARA PGRI KEDIRI

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Presented as a Partial Fulfillment of the Requirements to Obtain The Sarjana

Degree of Education of English Education Faculty of Teacher Training and

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By:

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FACULTY OFTEACHER TRAINING AND EDUCATION

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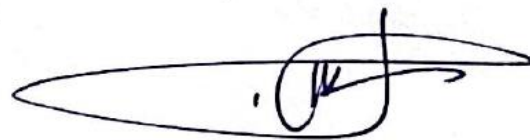
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ABSTRACT

Indra Putra Prihadi. The Implementation of Skimming and Scanning Strategies in Reading Comprehension Class of The First Year Student of English Department University of Nusantara PGRI Kediri.

Key Word: Reading, Skimming, Scanning

Language proficiency is crucial for efficient communication and success in learning activities, including English language education. Mastering four linguistic abilities, including listening, speaking, reading, and writing, is essential for students. Reading is a preductive learning process that involves mentally repeating, spelling, pronouncing, guessing, and understanding meaning. Skimming and scanning strategies, such as scanning and skimming, can help students improve their comprehension and self-assurance. These strategies can reduce the speed at which they read, making them essential for success in the English language. A study at the University of Nusantara PGRI Kediri investigated skimming and scanning strategies in first-year students' reading courses. Descriptive methodologies were used to study individuals' experiences, behaviors, interactions, and social situations. Data was collected from first-year students taught strategic skimming and scanning in reading courses. The study aimed to promote student literacy and learning by building reading abilities. A questionnaire was conducted with 51 responses from students on the implementation of skimming and scanning strategies in reading comprehension. Most students were able to use these strategies, such as searching for relevant

keywords and reading quickly from sentence to sentence. However, some students were unsure about their comprehension and application of these strategies. The study found that English language education students use skimming and scanning strategies in reading, saving time by quickly finding information in books, articles, or newspapers. Students can read important phrases and words quickly, with a reading speed twice that of general reading. Questionnaires serve as indicators of these strategies. Students should better understand these strategies, lecturers should be more in-depth, and researchers should further develop these theories to improve their use in reading activities.

MOTTO AND DEDICATION

MOTTO:

There will be a time in one's life when one feels a problem, which seems like a heavy burden to be carried to feel difficulties from head to toe whoever it is. If there is someone who is feeling that, rest assured the word of Allah at that time Allah is raising his degree and improving the quality of his life to achieve something special that has never been achieved.

"...dan sabarlah (menghadapisegalakesukarandengancekalhati); sesungguhnya Allah beserta orang-orang yang sabar.(Al-Anfal ayat 46)"

"DO WHAT YOU LOVE, AND LOVE WHAT YOU DO"

DEDICATION :

"I fully dedicate this thesis to Mr. Muhadi, my beloved father, and Mrs. Supriati, my beloved mother, the researcher's beloved parents who have always prayed for the completion of this thesis, as well as their greatest support, love, and affection." Thank you very much to all of my lecturers. Thank you so much to everyone in my support system who has supported and encouraged me. Finally, I'd like to thank myself profusely for still being alive today. Everyone, I'm sure, has a different perception style, but respecting himself is genuinely respecting himself."

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CHAPTER I

INTRODUCTION

This chapter presents the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Problem

Every human being utilizes language as a means of communication. One can acquire information and knowledge from others through language. Good language abilities are required for the transaction process to ensure that communication flows efficiently. Language proficiency is essential for all individuals, including student's at all educational levels.

At the university, students have the opportunity to take English as a foreign language classes. Listening, speaking, reading, and writing are the four linguistic abilities that must be developed in order to become proficient in English. These four abilities are intertwined and interdependent on one another. Reading is one of the language skills that students need to master since it is a prerequisite for being able to follow the English learning process both inside and outside of the classroom. Therefore, reading is one of the language

skills that students need to master. Reading skill is inseparable from the degree to which students are successful in their participation in learning activities. Therefore, in order to increase students' reading abilities, reading instruction has to be provided in the classroom. According to Harmer (2001) Readers put a variety of specialized abilities to work when reading, and the degree to which they are successful in comprehending the material that they are presented with is significantly dependent on these specialized abilities.

Reading is a sort of preductive learning in which the learner investigates predetermined pictures, obtains predetermined images, investigates predetermined details and patterns of speech, and infers meaning. Reading, as defined by Darwanto (2000), is not just seeing at printed words but also mentally repeating, spelling out, pronouncing out, guessing at, and comprehending their meaning. It may be thought of as a two-way conversation between the reader and the author. Therefore, reading is an essential ability for children to have since it heightens their awareness of certain points of view. Students' mental acuity will benefit from this as well. Due to various misunderstandings in the reading Ignoring reading assignments, having trouble with simple instructions, having trouble pronouncing words, and having trouble identifying words are all signs of a reading disability.

Therefore, it is of the utmost importance to bring to the attention of students' the fact that reading is a skill that calls for participation on their part. Reading strategies should be taught to students as part of an attempt to assist them in developing the skills and self-assurance necessary to effectively manage communication scenarios that may arise while they are not in the classroom. Students will learn how to develop their communicative competence in a second language in this manner, which will allow them to find and build upon this development.

Scanning and skimming are two reading strategies that might be helpful to students as they work to enhance their reading abilities. According to Yusuf et al. (2016), strategies such as skimming and scanning are ways that students might increase their comprehension of what they are reading. Furthermore, according to Abdelrahman and Bsharahin (2014), teaching students how to skimming and scanningstrategies may assist enhance the amount of information they take in throughout the reading process.

According to Liao (2011), the pace at which one skimming is three to four times quicker than the speed at which one reads normally. When they have a large quantity of reading information to go through in a short period of time, readers often skimming (Sutz & Weverka, 2009). When skimming, readers should simply focus on

extracting the most essential information and found that people are more likely to skimming for the primary concept rather to read the whole text. Because speed is connected to skimming, advise that in order for readers to enhance their reading speed, they must also raise their focus, improve their memory and recall, and minimize subvocalization, interruptions, procrastination, and stress. Skimming is also related to speed. In addition to this, they break down the process of skimming into its three component parts, which are as follows (Abdelrahman & Bsharah, 2014), first read the first sentence of the paragraph, then read the final sentence of the paragraph, and then read the crucial words in between. They took the procedure one step further by using two different skimming patterns (Abdelrahman & Bsharah, 2014), first as the language is formal, and as most textbooks are written in this manner (with lengthy sentences that include several ideas and extended paragraphs), readers should read the material following the three processes that have been explained above. Second, if the reader wants to read in an informal style, which has fewer phrases and paragraphs, they should just use the first two stages. Students are instructed to skip words and learn to choose essential words or phrases in order to grasp significant information via attention and practice. This is done in the context of instruction. In conclusion, since the skimming approach involves the process of

rapidly covering a text in order to discern its gist or major concept (Brown, 2003), students are likely to rely more on top-down processing (Ueta, 2005). This is due to the fact that the skimming strategies deals with the process of quick coverage of reading a text. This is done so that they will not be required to translate any of the specific information included in the text. since a result of this, it is often advised that the first sentence of the paragraph and the final sentence of the paragraph be read, since these areas of the paragraph are frequently where the primary point of the text is expressed.

According to Sutz and Weverka (2009), readers who scanning pay less attention to the overall meaning of the text and more attention to the specifics of the information being presented. In this method, the readers search a given text for particular information such as dates, names, and locations, among other things. In addition, according to Brown (2003), scanning is the act of rapidly exploring a text for a specific piece or pieces of information. This may be done in either a linear or circular fashion. Scanning is done with the intention of gleaning certain information without reading the whole text. According to Mikulecky and Jeffries (2007), it consists mostly of skimming. According to Sutz and Weverka (2009), the process of skimming entails rapidly shifting one's eyes down the page in search of certain words or phrases. Reading proficiency may be

significantly improved by practicing scanning. According to Thamrin (2014), the following steps make up the scanning strategies: Remember to solely focus on the specific information that has to be discovered. Determine which hints would be most helpful in locating the essential information, then go from there. Have a hurried look at it and skimming down the page as soon as you can to uncover the hints. If the hints are discovered, study that section to get the information that is required. Readers should have full concentration while reading, be able to scan for two or three search terms that describe the information needed, and look for italicized, bolded, or underlined words which may carry specific information in the text when carrying out the procedures outlined above (Sutz & Weverka, 2009). The reader may also be guided to the information they need by consulting the table and index included inside the text.

Reading strategies seeks to equip students with the ability to acquire and comprehend information conveyed through written media. In the current era of globalization, information is disseminated through a variety of media, including the Internet, newspapers, periodicals, and so on. This requires students to be able to access this information using scanning and skimming strategiess. The ability to read scanning is necessary for students to comprehend the content of the literature. In addition to being able to rapidly

locate the reading's content while perusing, students are also able to do so while reading slowly. There must be a balance between the pace of reading and the speed of comprehension. Students who can read quickly but comprehend at a slower rate will undoubtedly reduce the effectiveness of reading. Students' reading speeds are highly dependent on their interest in the material being read. With engaging reading material, students will be motivated to read quickly and comprehend the material. Students who will be studying a science find speed reading to be extremely beneficial. If the student's reading pace is not optimal, the learning process will be hindered. According to Nurhadi (2005), there are three factors that contribute to a person's suboptimal reading speed: internal factors, external factors, and environmental factors. First, internal factors, such as intelligence (IQ), interests, attitudes, abilities, motivation, reading purpose, etc. Thirdly, environmental factors, such as socioeconomic background, reading traditions, and reading habits.

Reading requires a variety of mental processes, including mental rehearsal, phonetic articulation, speculation, and comprehension. Students should be given instruction in a variety of reading strategies, including scanning and skimming techniques, in order to improve students' reading proficiency. While skimming is a rapid reading of a text with the goal of locating its main idea,

scanning is a more in-depth process that focuses on particular information. It is absolutely essential for effective learning to strike the right balance between reading and comprehension. The purpose of this study is to observe among first-year students how to implementation the reading comprehension of scanning and skimming strategies.

B. Identification of the Problem

Based on the background of the problems that have been revealed. Previously, the research problem can be identified:

1. There are many reading strategies but not many students know about these strategies.

2. Decreased literacy because students don't want to read a lot.

3. Many students do not use reading strategies such as scanning and skimming.

4. Students are not familiar with skimming and scanning strategies.

5. There are deficiencies in the use of scanning and skimming strategies in reading comprehension by students.

C. Limitation of the Problem

Constricting the scope of the problem is necessary before conducting research on it. This study will only focus on first-years

students at the English Language Education Department in University of Nusantara PGRI Kediri how to skimming and scanning text effectively. As a result, skimming and scanning strategies can help students improve their literacy. Students can put these strategies into practice by reading quickly while still get the points.

D. Formulation of the Problem

From identification of the problem and limitation, the researcher wants to know how do the students first-year in English Language Education Department implement skimming and scanning in reading comprehension?

E. Objective of the Research

From this objective of the research is to describe the implementation skimming and scanning strategies of students first-year in English Language Education Department to improve reading comprehension.

F. Definition of Key Terms

1) Reading

Reading is a method for gaining an understanding of something or interpreting something else. Reading does not always entail merely understanding the words or the grammar, reading may also mean other things. It isn't only a

matter of translation. Reading requires one to think, thus if you want to be able to read effectively in English, you need to be able to think in English.

2) Skimming

Skimming is a strategies of reading in which the eyes move swiftly over the text in order to grasp the storyline and content of the tale. In lectures, for example, it can undertake activities such as reading phrases in a timely and succinct way, then reporting to each other how the contents are written in the text.

3) Scanning

Scanning is a strategies of reading swiftly while seeking for only the information needed from the text. Scanning is used to learn precise information from a reading. Scanning will be simpler if you know what the key concepts and particular information from a reading are, so you can grasp its contents without having to memorise it, and it will be held in memory for a longer period of time and will not be readily lost.

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