

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a system to communicate each other by using a few medias or ways, which include symbols, sounds, or giving ideas and opinions (Daulay,2020:1). One of the languages that should be mastered is English. English is an Interntional language that is used by all countries in the world. In Indonesia, English is taught in all level of education wheather as an elective subject or as a compulsory subject. For the Indonesian secondary school, English was learned as a foreign language. Engslish as a foreign language can not separated from four aspects of language skills, specifically listening, speaking, writing and reading. Among those skills, reading is one of an important role in teaching and mastering English. Students should master in studying because most of the materials presented inside the text book.

To help students to read texts properly and efficiently is the aim of reading instruction. One of the four language skills that students must master in order to learn a language is reading. It is necessary for being able to read. Reading helps us share and develop knowledge in science, technology, and culture. We also receive important information. According to Patel and Jain (2008: 113), reading is a critical interest for keeping one's knowledge up to date. The skill of reading is a crucial tool for academic success. According to the aforementioned assertions, reading literature is a very crucial activity. Reading helps people learn new things and learn new information.

Building your comprehension of a written text involves reading. According to Tarigan (2008: 7), reading is a process that an author carries out so that the reader can see and understand it. Building your comprehension of a written text involves reading. According to Nunan (2003: 68), reading is a fluent method in which readers combine details from a text with their own previous knowledge to create meaning. According to Snow (2002: 15), who supports this perspective, reading is an action that is done with the intention of achieving a

specific goal. It asserts that reading is a method of communicating text or information. Students are expected to read the text only during the reading process, but they are also expected to comprehend the context and the overall goal of reading. There will be no confusion for the reader. The ideas or information from the author were also grasped and comprehended by the reader. Especially when learning English as a foreign language, the readers are expected to learn and gain something from the reading text (Daulay, 2019:478).

If a person can comprehend what they read, they can increase their knowledge. According to Pang et al. (2003: 6), the process of making sense of words, phrases, and connected texts is known as comprehension. To help students grasp written content, readers frequently draw on background knowledge, vocabulary, grammatical knowledge, familiarity with reading, and other techniques. The capacity to analyze texts, comprehend its meaning, and integrate it with prior knowledge is known as reading comprehension.

In fact, students have difficulties in reading comprehension. The students' difficulties are evident in their poor reading comprehension scores. The pupils have trouble understanding how the materials they are reading relate to their actual experiences and prior knowledge. This might have occurred because the students are unfamiliar with the text or the teaching style (Daulay et al., 2020:146).

There are some techniques in teaching reading, skimming and scanning procedures are two of the methods used to teach reading. According to previous research, scanning and scanning procedures have a significant impact on students' reading comprehension, according to Musrafidin and Roganda (341:2019). Skimming and scanning are the better method for students to efficiently understand reading. Students won't get bored reading text if they use techniques like skimming and scanning because that they do not have to read the whole text in order to obtain a few specific details. These methods could make the teaching and learning process easier and more efficient. It can therefore increase students' interest in reading.

Daulay (2020:11) states that there are some steps in using skimming and scanning techniques. in the skimming technique students will take several steps. (1) read from the title and subtitles of the text and find out the main ideas discussed, (2) avoid reading the contents of the text word by word, (3) if essential, read the beginning and end of every paragraph's sentence, (4) read carefully the final paragraph which usually contains the conclusion. (5) look the illustration inclusive of pictures or photos, if any, to make it easier to understand the contents of the reading further, (6) read the final paragraph completely. when finished, try to stop for a second to understand the contents of the article however, in the scanning technique, students can take steps such as: (1) keep in mind what you look for, (2) anticipate in what form the information like numbers, proper nouns, etc, (3) analyses the organization of the content before start to scan which part of the article, (4) let your eyes run rapidly over several lines of print at time, (5) read the entire text. It could be deduced from the information above that these skimming and scanning techniques can facilitate students' knowledge, especially in studying.

Based on the studies observation in microteaching 3 program, the students are difficult to identify the cause of the text, finding information detail and comprehending the text. They may be limited of gaining knowledge of vocabulary so it takes time to translate the textual content word by phrase. Researcher uses skimming and scanning techniques to look if there's an effect of these techniques on student reading comprehension. Researcher hopes that the use of skimming and scanning techniques can help students become more focus and understand the material in reading text. in addition to these factors, researcher are interested in doing a research entitled "*The Effect of Skimming and Scanning Techniques on the Studets' Reading Comprehension at MTs PP Ahmadul Jariah Kotapinang*".

1.2 Identification of the Study

Based on the background of the study, the researcher discovered a problem with reading, specifically reading comprehension. It was discovered that one or more problems contributed to the low reading comprehension.

1. The students have trouble understanding the text and locating general information.
2. It's challenging students to learn detailed information
3. It takes time to read a whole text and translate it word by word because the students have trouble acquiring vocabulary.

1.3 Limitation of the Study

Based on the background of the study, the researchers decided to limit and focus this study on MTs PP Ahmadul Jariah Kotapinang in order to examine the effectiveness of skimming and scanning in reading comprehension.

1.4 Formulations of the Study

Based on the limitation of the study above, the formulation in this study: is there any significant effect of using skimming and scanning on the students' reading comprehension at MTs PP Ahmadul Jariah Kotapinang?

1.5 Objective of the Study

The objectives of the study of this study are to know whether or not there is an effect of using skimming and scanning techniques on the students' reading comprehension at MTs PP Ahmadul Jariah Kotapinang.

1.6 Significances of the Study

Below is a discussion of the research's significance.

1. Theoretical Significance

This study added to our knowledge of how to use the skimming and scanning techniques to increase students' reading comprehension.
2. Practical Significance
 - a. For the Students, to help in their comprehension of the text and provide practice using skimming and scanning strategies in their reading comprehension learning process.

- b. For the teacher, it can be used as an alternate teaching method by the teacher to improve the students' reading comprehension by using skimming and scanning strategies.
- c. The other researchers, skimming and scanning approaches in teaching reading comprehension can be used as a reference or source of information.



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