

CHAPTER 1

INTRODUCTION

This chapter is the introduction of this study, containing information such as background, theoretical framework, and other general things regarding this current research.

1.1 Background of the Study

Included in the English language skills, reading is as important as the other skills. According to Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. The importance of improving learners' reading is that it increases their grammatical comprehension, vocabulary variation and it increases their comprehension in the other skills. The other importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text. The importance mentioned above applies more for EFL learners in order for them to excel in their English skills. So far, reading is considered difficult for learners, especially when they are reading a long text with many paragraphs and could be boring when it goes on longer. In addition, the ability to read various texts in English, such as to adjust reading styles according to the purpose of reading (i.e. skimming, scanning), and to have critical perspective on the content of the texts (Hedge, 2003, as cited in Alyousef, 2005) are important when going through school or other educational institutions.

In order to improve students' efficiency of reading, the cause and perception of reading from the students must be figured before finding a solution. In this particular case, the techniques being used in reading comprehension course, skimming and scanning, are helpful in students' reading comprehension problems. The techniques being used can make reading less time-consuming and more

efficient for students to comprehend. As said by Díaz, S & Laguado, J. (2013), they mentioned in their findings that the use of both techniques was important in enhancing the reading comprehension of the participants since the results obtained after the implementation of this project were significant. The perceptions of students regarding these techniques are important in order help improve students' efficiency of reading.

The particular techniques that were mentioned above are skimming and scanning. Both of them are crucial in comprehending a text. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. The statement means that skimming can help learners to quickly grasp the vague idea of a text which helps them save more time in a test. Rather than spending too much time of a test to read the whole text, it is better to read them quickly and get a hint of what the text is about. As the other strategy, scanning is defined as glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). The second statement from Grellet here tells that scanning is a helping tool to answer questions by searching for minor details such as names, dates, numbers or other information. It also helps learners to save time answering the questions in their tests.

In terms of previous research, there are lots of previous research on reading techniques, specifically in skimming and scanning. However, the researches do not aim to the students' perception of both techniques. Even when it does, the research used junior high school students in conducting the research. The first research is conducted by Anjarsari, E. (2016), aiming to know the students' perception on skimming and scanning. However, the subject being used is 8th graders which is totally different from university students in terms of lesson materials and also critical thinking in the process of precepting the techniques. The second research is conducted by Setiawan, A. H. (2019), aiming to know the influence of skimming and scanning in improving students' reading comprehension. This research uses experimental method, including pre-test, post-test, and also questionnaire.

Therefore, the second research has different aim and method, but same topic with this research. The third previous research, conducted by Nurohman, M. M. (2018), aims to analyze the perceptions of the students towards academic reading. The similarities between the third research and this one is that it uses questionnaire in collecting the data and both has the same topic, reading.

Therefore, this research aims to make a difference from the first previous research mentioned above in finding out the perception of students of English Department of a private university in the particular reading techniques of skimming and scanning after they have taken the class. The main purpose of this is to figure out whether those techniques are useful based on their perceptions and what can be done by lecturers to improve teaching reading using those techniques in the upcoming classes.

1.2 Research problem

Skimming and Scanning is used in many circumstances such as reading a journal article, reading a book, novel, etc. which makes reading more practical and not to be seen as a boring subject. The main and sub question of this research is:

- What is the perception of English Department students about the use of Skimming and Scanning strategies in Reading D class?
- What is students' opinion on how scanning and skimming should be taught?

1.3 Objective of the study

The objective of this study, according to the problem mentioned, is to find out what the students think about skimming and scanning reading techniques in their reading D class. The perceptions of the students also include their personal opinion whether skimming and scanning is effective to be used in comprehending a text.

1.4 Theoretical Framework

This study is based on the theories of reading, skimming, scanning and also perception. Firstly, reading according to other researcher such as Flesh (1995) stated that reading is as getting the meaning from a certain structure to letters. Goodman (1970) also stated that reading is an interaction transaction. As for skimming, it is known as one of the reading techniques, is defined by Grellet (1999) as glancing rapidly over a text to get the gist of it. Another expert, W. Kramer (1998), in his paper, mentioned skimming as the vertical skill in which the eyes of the reader move rapidly down the page in a manner in order to locate a word in the dictionary or a number in the phonebook. On the other hand, scanning is also defined by Grellet (1981) as glancing rapidly through a text to search for a specific piece of information. Quoting from another expert, W. Kramer (1998), mentioned that scanning is a process in which the eyes quickly survey written material to identify the main idea. Here, the main idea and the specific information have the same meaning. The last theory is perception, explained by Graham (1869) as whatever we perceive or gain knowledge of something or something presented to the senses. Another expert, Efron (1969) mentioned that perception is man's primary form of cognitive contact with the world around him. From the two definitions of perception, we can conclude that perception is the knowledge that we gain from seeing things around us.

Conclusively from those theories, it is said that skimming and scanning is a way to help students to read effectively without wasting much time and that perception is the way we gain knowledge of something that we see, hear, and feel.

1.5 Significance of study

This study is expected to give English teachers clues in improving their teaching of reading comprehension to students using skimming and scanning

techniques. The clues to improve teaching would be acquired from the students' perception of the skimming and scanning techniques from this research.

1.6 Scope and limitation

This study is limited to the skimming and scanning techniques as usually used in reading classes. The subjects are Reading D Students of English Department of a private university in Surabaya

1.7 Definition of key terms

There are some definitions being used in this research such as:

1. Reading: Murcia (1991) said that reading is the most important language skill for academic success.
2. Skimming: according to Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it.
3. Scanning: according to W. Kramer (1998) is a process in which the eyes quickly survey written material to identify the main idea and specific information.
4. Reading D: the highest level of reading class in the English Department of a private university in Surabaya. The class is compulsory for all students.

1.8 Organization of the study

1. The first chapter of this research contains the background, problem, objective, theoretical framework, significance, scope and limitation, and definition of key terms.
2. The second chapter contains the related literature of this research and previous studies
3. The third chapter contains the description of research design, samples, and methods of data collection.

4. The fourth chapter contains the findings from the data that has been collected from the questionnaire
5. The fifth chapter contains conclusion and suggestions