EFL UNIVERSITY STUDENTS' EXPERIENCES IN USING SKIMMING AND SCANNING TECHNIQUES IN READING: DIFFICULTIES AND STRATEGIES

A THESIS

Submitted to fulfill one of the Requirements for *Sarjana Pendidikan* Degree at English Education Department

By :

UMILIYA LUTFIYA
SN. 2519074

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 14 Juni 2023
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TITTLE : EFL UNIVERSITY STUDENTS' EXPERIENCES IN USING SKIMMING AND SCANNING TECHNIQUES IN READING: DIFFICULTIES AND STRATEGIES

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MOTTO

"You don't have to be great to start, but you have to start to be great."

(Joe Sabah)

ABSTRAK

Membaca merupakan salah satu keterampilan berbahasa Inggris yang harus dikuasai oleh siswa. Dalam membaca, beberapa teknik dapat digunakan oleh siswa untuk mengetahui maksud yang ada dalam teks bacaan. Beberapa teknik ini termasuk skimming, scanning, membaca intensif, dan membaca ekstensif. Studi ini menyelidiki kesulitan menggunakan teknik skimming dan scanning yang dihadapi siswa EFL dalam membaca. Secara umum, teknik skimming adalah teknik membaca yang digunakan untuk menemukan gagasan utama dalam teks. Sedangkan teknik scanning digunakan untuk menemukan informasi tertentu dalam teks. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan dan strategi siswa EFL dalam menggunakan teknik skimming dan scanning. Dalam penelitian ini, peneliti menggunakan metode naratif kualitatif. Peneliti menggunakan wawancara semi terstruktur untuk mengumpulkan data. Partisipan penelitian ini adalah mahasiswa EFL semester tiga jurusan Pendidikan Bahasa Inggris. Hasil penelitian ini dibagi menjadi dua bagian. Pertama: ada dua faktor kesulitan siswa sesuai dengan teori Burt, Peyton, & Adams (2003), yaitu kosa kata dan budaya. Selain itu juga dipengaruhi oleh faktor lain yaitu rendahnya minat dan motivasi siswa dalam membaca. Kedua: untuk mengatasi kesulitan siswa, mereka menerapkan beberapa metode, antara lain siswa menggunakan metode penerjemahan, mengembangkan emosi siswa, dan terus berlatih menggunakan teknik skimming dan scanning dalam membaca.

Kata kunci*: membaca, skimming, scanning, dan siswa EFL*

ABSTRACT

Reading is one of the skills in English that must be mastered by students. In reading, several techniques can be used by students to find out the intent that is in the reading text. Some of these techniques include skimming, scanning, intensive reading, and extensive reading. This study investigates the difficulties of using skimming and scanning techniques that EFL students face in reading. In general, the skimming technique is a reading technique used to find the main ideas in the text. Meanwhile, the scanning technique is used to find specific information in the text. The purpose of this study is to find out the difficulties and strategies of EFL students using skimming and scanning techniques. In this study, researchers used a qualitative narrative method. The researcher used a semi-structured interview to collect the data. The participants of this study were third-semester EFL students majoring in English Education Department. The results of this study are divided into two parts. First: there are two factors of student difficulty in accordance with the theory of Burt, Peyton, & Adams (2003), namely vocabulary and culture. In addition, it is also influenced by other factors, namely the low interest and motivation of students in reading. Second: to overcome student difficulties, they apply several methods, including students use the translation method, developing students' emotions, and keep practicing using skimming and scanning techniques in reading.

***Keywords**: reading, skimming, scanning, and EFL students*

PREFACE

Praises and gratefulness are sent to Allah SWT. who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **"EFL University Students' Experiences in Using Skimming and Scanning Techniques in Reading: Difficulties and Strategies"** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Final Project Course. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the most widely used language throughout the world. Therefore, many students with English as a foreign language begin to study English more deeply. In learning English, of course, several skills must be mastered, one of which is reading skills. Reading is a basic skill in learning English. Tarigan (1998) states reading is a process that is used by a reader to get the purpose of the writer through the written word. Therefore, reading is very closely related between writers and readers, where writers can communicate with readers through a book. According to Presetyo & Abbas (2017), reading can relate to the author's relationship with the text they compose, and the reader's relationship with the text they read based on the ability of the reader which will improve reading skills. Reading diligently can increase their insight and knowledge. Reading can also help add new vocabulary that they did not know before (Fitriana, 2018). Reading is a fun activity for those who like it. However, reading can also be a boring activity for some students. Some students have difficulty reading because they do not know the contents of the text they read. This is caused by their ignorance regarding the proper techniques to use in reading. Therefore, there are several techniques that students can use in reading including skimming and scanning techniques.

The skimming technique in reading is used to find the main idea of a text. Skimming is skipping reading to see the main idea by understanding the themes in the text (Munawaroh et al., 2018). The skimming technique is usually used when there is a lot of material in the text being read. The method used in skimming is to read the beginning of the sentence in each paragraph because the main idea is usually located at the beginning of the paragraph. This method can shorten the time to find the main idea of a text. Unlike the skimming technique, the scanning technique in reading is only used to see the keywords you are looking for and specific information without reading the whole text (Harmer, 2007). This technique is used to search for specific or more detailed words or information. Generally, scanning techniques are often used when we want to know the answer to a question that we get faster. Sinaga (2019) states that students can quickly search for specific information such as time, place, name, and so on without the need to read the entire text. Reading using scanning techniques can save time because it can quickly find keywords. Both of these techniques, skimming and scanning, are included in the category of speed reading so that they can shorten the reading time. In their use, skimming and scanning techniques have their way and purpose in a text so they must be adjusted so that they can understand the text quickly without changing the content and meaning in the text (Rakhmanita, 2019).

The use of correct reading techniques can make reading more effective and make it easier for students to know what they are aiming for in reading. However, there are some EFL (English as a Foreign Language) students,

especially EFL students in Indonesia, who have difficulties in using skimming and scanning techniques. This research was conducted by one of the universities in Pekalongan. Based on previous observations, in 2022 at one of the universities in Pekalongan, 6th-semester students majoring in English Education Department in a reading class, the researcher found something similar was happened. The mastery of reading techniques that are not optimal, so they cannot know the meaning of the text they read. Many of them used the wrong technique, when they were asked to use skimming and scanning techniques they still did not know the meaning of the text. They have difficulties because they are constrained by minimal vocabulary, lack of focus in reading, and the content of reading texts that are too much. Therefore, the researcher conducted a study entitled "EFL University Students' Difficulties in Using Skimming and Scanning Techniques in Reading". Thus, this research is expected to provide an overview of the difficulties and ways to overcome difficulties for EFL students in using skimming and scanning techniques in reading.

1.2 Formulation of the Problems

The problems in this study are formulated as follows:

1. What are the difficulties faced by EFL university students in using skimming and scanning techniques in reading?

2. How do EFL university students overcome the difficulties in using skimming and scanning techniques in reading?

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Reading is a process of acquiring a lot of knowledge and plays a role in improving students' abilities (Carrell & Eisterhold, 1983).

2. Skimming is a reading technique to find the main idea of a text quickly through systematic practice that can help find out the content of the text (Maxwell, 1972).

3. Scanning is a quick reading technique by looking at words or related information to find specific information (Nuttal, 2000).

4. EFL students learn English as a foreign language that is not used in the country they live in as the first language in communication (Gebhard, 2006).

1.4 Aims of the Study

The objectives of this study are listed as follows:

1. To reveal the EFL university students' difficulties in using skimming and scanning techniques in reading.

2. To describe the EFL university students' efforts to overcome the difficulties in using skimming and scanning techniques in reading.

1.5 Significance of the Research

This research theoretically contributed to strengthening the theory of reading developed by Burt, Peyton, & Adams (2003) and Brown's (2001) theory of skimming and scanning techniques. The perspective in this study is expected to provide more information about students' difficulties and strategies in using skimming and scanning in reading and supports theories related to the student's experience in it. This research will also provide empirical insights into the use of skimming and scanning techniques in reading used by EFL university students. The findings of this study make students aware of their reading difficulties and may inspire students to overcome the difficulties using the strategies provided. In the end, this research will practically provide information to readers about the difficulties of EFL university students in using skimming and scanning techniques along with how they overcome them. Thus, this study can be used as a resource and inspiration for other researchers who want to assist EFL university students in solving reading problems.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The researcher presents the final findings and recommendations in this chapter. The researcher provides conclusions based on the discussion in the previous chapter. Based on the explanation in the previous chapter, the researcher draws conclusions into several points.

1. Based on the explanation in the previous chapter, it can be concluded that there are several reasons related to students' difficulties in using skimming and scanning techniques in reading. Students' perceptions regarding skimming and scanning techniques are almost the same as one another. Students understand skimming and scanning techniques well. Several components underlie students' difficulties in reading, including vocabulary, pronunciation, grammar, and culture or background knowledge. The first reason that causes students difficulties is vocabulary. It can make students have difficulty with vocabulary that they don't understand. The limited vocabulary that students have becomes an obstacle for students in understanding the content of reading texts. Second, students' difficulties are influenced by cultural reasons in reading texts. Differences in cultural elements and students' lack of knowledge related to these matters make it difficult for students to understand the text. Pronunciation and grammar do not affect students'

difficulty in using skimming and scanning techniques in reading. This is because the skimming and scanning techniques are speed reading techniques so they do not pay too much attention to pronunciation and grammar. The third difficulty of students is influenced by low interest and motivation in reading. It can make students suffer in reading. In conclusion, the findings in this study indicate that there are two factors of student difficulty in accordance with the theory of Burt, Peyton, & Adams (2003), namely vocabulary and culture. In addition, it is also influenced by other factors, namely the low interest and motivation of students in reading.

2. To overcome student difficulties, they apply several methods, namely: First, students use the translation method. It can make it easier for students to know the meaning of unfamiliar vocabulary. Second, developing students' emotions. It can help students concentrate more while reading. By developing students' emotions, students can control and adjust their emotions. Third, keep practicing using skimming and scanning techniques in reading. By keep practicing, students can improve their reading skills for the better.

5.2 Recommendation

The researcher provides several recommendations for further research to explore students' difficulties in reading. The researcher in this research only used five participants in the same grade, it will be better if the further

researcher use more than five participants, and in different classes as well to make their research more strengthen. In addition, future researchers can continue this research by conducting more in-depth investigations regarding students' difficulties in reading and how students overcome them to improve their reading skills

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