

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presented a description of the study. In this chapter, the background of the study and the formulation of the problem were explored to provide insight into the context and urgency of the issue under study. Following this, the operational definitions, the aim of the research, and its significance were discussed, thus clarifying the research objectives and the benefits derived from this study.

#### **A. Background of the Study**

Reading comprehension played a fundamental role in English as a Foreign acquire knowledge, and develop literacy skills necessary for academic achievement. Through reading, students were able to understand the writer's intention, identify key ideas, and gain new insights from the texts they engaged with (Pal et al., 2023). Thus, reading comprehension served as an essential component in helping learners interpret written information meaningfully and support their overall language development.

However, many EFL students faced difficulties in reading English texts, which hindered their learning progress and limited their ability to understand the teaching materials. Common challenges included limited vocabulary mastery and the absence of effective reading strategies to process information efficiently. Mokalun et al. (2021) found that students were often reluctant to concentrate on the content they read and struggled to extract ideas when answering comprehension questions. These issues indicated that many learners still experienced obstacles in reading purposefully and effectively.

Similar problems were evident in one of the tenth-grade classes at a high school in Tasikmalaya, which served as the research site for the *Merdeka Belajar Kampus Merdeka (MBKM) Mandiri* program. Pre-observations revealed that students showed low interest in reading activities. When assigned a long passage from the textbook, only a few were able to complete the task. Many required a

considerable amount of time to answer comprehension questions, demonstrating that they had not yet mastered efficient reading strategies. Faced with extensive information, they tended to read word by word without identifying the main idea and still lacked adequate vocabulary. Pre-interview results with the English teacher also indicated that several students were new to English because not all had studied it in junior high school, which contributed to their difficulties in comprehending texts. Furthermore, the pre-test results showed that the students' mean score was 58 out of 14 students, with scores ranging from 20 to 90. Only five students achieved a score above the minimum standard of 75. These findings demonstrated that students had not met the required level of proficiency and reinforced the urgency of using strategies that could support their reading comprehension development.

One techniques that hasstudents are asked been shown to enhance reading comprehension was the use of skimming and scanning techniques. Skimming functioned as a fast-reading strategy that allowed students to grasp the general idea or overview of a text without reading every detail. It enabled learners to determine whether the text contained information relevant to their needs (Familia et al., 2022) and helped them recognize how the text was organized, including the writer's intention (Mokalu et al., 2021). Gulo (2020) also noted that skimming was beneficial when students were limited by time. Thus, skimming was essential for assisting learners in identifying key ideas quickly.

Meanwhile, scanning was used to locate specific information such as names, dates, or particular facts within a text. Masduqi (2022) described scanning as a strategy in which readers swiftly moved their eyes across the text to find certain keywords or information. This technique saved time by allowing students to identify relevant details efficiently (Komara & Dewi, 2021). Therefore, scanning helped readers retrieve specific information without requiring them to read the

entire passage. Both skimming and scanning played important roles in enhancing students' reading efficiency.

A number of previous studies showed that skimming and scanning techniques effectively enhanced students' reading comprehension and helped them overcome reading difficulties (Susanti et al., 2013). These studies, involving senior high school students, reported that skimming was conducted three to four times faster than regular reading (Adifatoni & Insiyah, 2019), while Yusuf et al. (2017) emphasized that the technique still required readers to retain essential information. For scanning, Brown (2003) described it as a rapid search for specific information, while Masada and Evitarini (2022) and Lubis et al. (2022) highlighted its importance in enabling students to locate details efficiently. Most participants in these studies were tenth-grade senior high school students.

Based on the problems identified during the pre-observation, pre-interview, and pre-test, the students continued to experience difficulties in reading comprehension. They struggled to identify main ideas, locate specific information, and understand vocabulary in context. These problems showed that the previous teaching methods were not effective enough, and the students needed reading strategies that helped them process texts more efficiently.

Skimming and scanning were chosen because many previous studies showed that both techniques enhanced students' reading achievement. Skimming helped students grasp the main idea and understand the overall structure of the text more quickly (Wahyuningsih, 2018; Yusuf et al., 2017). This technique enhanced important aspects of reading, especially identifying the general meaning, determining the topic, and recognizing the organization of the text. Scanning, on the other hand, enhanced students' ability to locate specific information accurately and in a short time (Brown, 2003; Masada & Evitarini, 2022). Previous studies by Dewi et al. (2022) and Agustin et al. (2023) also showed that scanning strengthened students' skills in finding details such as names, numbers,

time, and sequence of events. These findings indicated that skimming enhanced students' ability to understand the main idea, while scanning enhanced their ability to identify specific information two essential aspects of reading comprehension.

Based on these previous findings and the problems observed in the classroom, skimming and scanning were suitable methods to address the students' difficulties. These techniques targeted exactly the aspects that the students struggled with understanding the overall meaning, recognizing important points, and locating key details. Therefore, applying these techniques through Classroom Action Research (CAR) became necessary, as CAR allowed the researcher to apply the strategies systematically and observe their impact across two cycles.

In line with this rationale, the present study aimed to investigate how skimming and scanning enhanced the reading comprehension of tenth-grade EFL students in a senior high school. To guide this investigation, the following research questions were formulated.

## **B. Formulation of the Problem**

How do skimming and scanning techniques enhance EFL students' reading comprehension?

## **C. Operational Definitions**

The research provided three definitions related to this research to avoid misunderstanding of the terms contained in this research:

### **1. Reading Comprehension**

Reading comprehension are those abilities that enable EFL students to understand and interpret English texts, such as descriptive text and recount text. This includes deciphering words, understanding language in context, identifying text structures, and using technique.

### **2. Skimming Technique**

The skimming method is a speed reading technique used by EFL students to find the main ideas and main themes of a text such as descriptive text and recount text. It involves reading headings, subheadings, and the first and last sentences of paragraphs quickly, which helps students gain a general understanding of the material.

3. Scanning Technique

EFL students to find specific information or details in a text use the scanning method. This method involves quickly searching for specific words, phrases, or numbers without reading every word.

**D. Aim of the Study**

Based on the research questions to solve the problem above, the purpose of this study is to investigate and determine an enhancement of EFL students' reading comprehension through skimming and scanning techniques.

**E. Significances of the Study**

**1. Theoretical use**

This research enriched the existing theories of the implementation of skimming and scanning techniques in enhancing students' reading comprehension.

**2. Practical use**

This research provided teachers with a technique to enhance students' reading comprehension.

**3. Empirical use**

This research provided empirical insights into how the implementation of skimming and scanning techniques can enhance students' reading comprehension.