THE STUDENTS' DIFFICULTIES IN DIFFERENTIATING SKIMMING AND SCANNING FOR ELEVENTHGRADE STUDENTS OF MADRASAH ULUMUL QUR'AN (MUQ) LANGSA

THESIS

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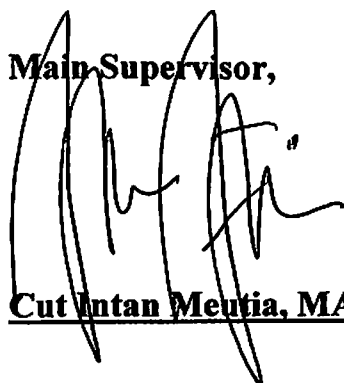

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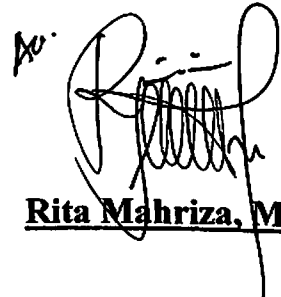Tarbiyah Faculty

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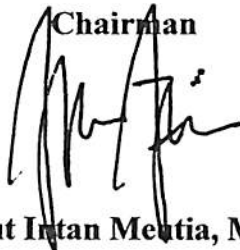In Teacher Education

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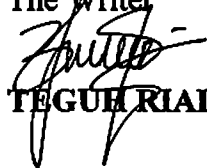
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May Allah Bless you all

The Writer

TEGUH RIADI

CONTENT

CHAPTER V   CONCLUSSION AND SUGGESTION

LIST OF APPENDICES

LIST OF TABLES

LIST OF APPENDICES

1. Surat Keterangan Bimbingan Skripsi
2. Surat Keterangan Penelitian
3. Surat Keterangan Telah Mengadakan Penelitian
4. Questionnaire
5. Multiple Choice Test Instrument
6. Bibliography
7. Biography

ABSTRACT

The research was conducted in order to find out the students' difficulties in differentiating skimming and scanning in reading. The research was applied to eleventh grade students at Madrasah Ulumul Qur'an (MUQ) Langsa. Moreover, the writer would like to further the research to investigate the students' ability in reading comprehension. The research belongs to case study which uses qualitative approach. The writer did the research around September 2013. In the process of collecting data, the writer spread questionnaire and do test. The questionnaire was spread to find out the students' difficulties in differentiating skimming and scanning. In the other hand, the test was done to investigate the students' ability in differentiating skimming and scanning in reading comprehension. Based on the result of questionnaire, the writer found that there were 66, 66 % of students who argued that they can comprehend the reading text by using skimming technique. Meanwhile, there were 33, 33% of students who argued that they cannot or have difficulties in applying skimming technique to reading comprehensive. In the other hands, there were 57, 81 % of students who argued that they can comprehend the reading text by using scanning technique. Meanwhile, there were 42, 18% of students who argued that they cannot or have difficulties in applying scanning technique to reading comprehensive After spreading questionnaire, the researcher did the test to analyze the students' ability in differentiating skimming and scanning in reading comprehensive. Based on the result of multiple choice test, the researcher got the result that three students reached 80 to 85 or 9.37%, three person for70 to 75 or 9.37, twelve students reached 60 to 65 or 37.5%, seven students got 50 to 55 or 21.8%, four students got 40 to 45 or 12.5%, one student got 35 or 3.12% and the last students or two students who gotten score under 30 or 6.25%. In the other hands, there were 18 of 32 or 56, 25 % of students who got score more than 60. It means that, most of eleventh grade students at Madrasah Ulumul Quran (MUQ) can mastery reading comprehensive by using skimming and scanning well.

Key Words : Difficulties, Differentiate, skimming and scanning

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the skills in learning English. The skill belongs to important aspect for students. It cause students needs reading comprehension to develop their knowledge. There are many of information which is gotten by students through reading. By reading more, the students will know more knowledge. Therefore, students should practice their reading as often as possible to get many of knowledge and information.

To get much information in reading text, the students have to know the main idea or the topic sentence within. The topic sentence will represent the intention of the text. So, the students can understand the information which included in the text. Not only a topic sentence, a certain sign in the text also has particular information which need to know by students. Therefore, students should apply a certain technique or strategy in studying reading to understand the information that capture in the text.

There are some techniques and strategies that have to be applied by students to anticipate students' difficulties in reading. As Brown that stated that:

> reading comprehension strategies mainly focus on how someone is developing appropriate, efficient and comprehensive strategy. These strategies are related to bottom-up procedures, and some others enhance the top-down process. He suggests that the ten strategies can be practically implemented in the classroom techniques, that is identifying the purpose in reading in which reading can be for understanding (broadening, knowledge), pleasure, exercise the pronunciation etc.; using grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners); using efficient silent reading techniques for relatively rapid comprehension (for

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intermediate to advance levels); skimming the text for main idea; scanning the text for specific information; using semantic mapping or clustering; guessing when readers are not certain; analyzing vocabulary; distinguishing between literal and implied meaning; and capitalizing on discourse markers to process relationships[1].

One of the techniques which have to be applied by students in reading are skimming and scanning. Both of techniques have to purpose to help students to understand reading comprehensive text well. "Skimming is running your eyes over a text to get a quick idea of the gist of the text and scanning is the activity to get specific information. By encouraging the students to glance their eyes and take a short look at a text and searching for specific piece of information, it will help them get to understanding detail information of a text" [2].

Based on explanation above, skimming and scanning techniques are required to help students in comprehending a text, getting detailed information and reading tasks. Skimming and scanning techniques are also intended to help students in overcome the senior high school curriculum task in Indonesia, which is to understand the meaning of short functional text and simple essay in the form of report, narrative and analytical exposition in the context of everyday situation and also to increase new knowledge.

At Madrasah Ulumul Quran Langsa, the reading comprehensive texts are studied by students at the eleventh grade. Based on the writer experience during doing teaching training there, the eleventh grade students often faced many

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[1] Brown, Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Person Education: New York, 2007) P. 306-310

[2] Hammer, Jeremy, *The Practice of English Language Teacher*.(Longman:England) 2001,p.202

difficulties to figure out the main idea and the important information of the text. Therefore, the students cannot answer the question which has the relationship to the reading comprehensive text.

Based on the case above, the writer inspired to conduct a research which is entitled **STUDENTS' DIFFICULTIES IN DIFFERENTIATING SKIMMING AND SCANNING FOR ELEVENTH GRADE STUDENTS OF MADRASAH ULUMUL QURAN LANGSA (MUQ) LANGSA**

B. The Problem of the Study

Based on the background of the study above, the writer wants to analyze the problems of the study below:

1. What are students' difficulties in using skimming and scanning of reading comprehension at the eleventh grade of MUQ Langsa?

2. How is the students' ability in using skimming and scanning of reading comprehension at the eleventh grade MUQ Langsa?

C. The Objective of the Study

Based on the questions formulated above, the research has the purposes of the study below:

1. To investigate the students' difficulties in differentiating skimming and scanning of reading comprehension at the eleventh grade of MUQ Langsa

2. To find out the students' ability in differentiating skimming and scanning of reading comprehension at the eleventh grade of MUQ Langsa

D. The Significance of the Study

The writer hopes that this study can be useful to the English teacher, the students, and the other researchers and even to the writer herself.

1. For English teacher

   The research can give information about students' problem in facing skimming and scanning in reading comprehension,

2. For students

   The research will help students to understand the differences between skimming and scanning in reading comprehension.

3. For other researchers

   The research can give information to be developed for further researches which have similar topic

4. For the writer

   The research gives information about students' difficulties in applying skimming and scanning in reading comprehension.

E. Theoretical Framework

1. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[3]. Harmer noted that reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs,

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[3] Snow, Catherine E, **Reading For Understanding: Towrd a Reasearch and Development Program** in Reading Comprehension.(santa Monoca: RAND Education, 2002)

and texts[4]. The product of reading is students able to construct the meaning, get the point of the text and able answer the question.

2. Skimming

Skimming is a term commonly used in discussion about reading (which means running your eyes over a text to get a quick idea of the gist of a text), meanwhile scanning is frequently go to written and spoken text because we want specific details[5]. To identify the main idea in a story it can be helpful to create a story map or graphic organizer.

In separate boxes in your graphic organizer, you should include

a. The names of major and minor characters.

b. Major and minor settings.

c. Conflicts occurring between characters.

d. Key events.

e. Major resolutions.

3. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text[6]. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept or to list a number of supporting details. The purpose of the scanning is to extract specific information without reading through the

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[4] Harmer, Jeremy, *How to teacher English*, (Edinburgh: Longman,2004), P..68
[5] Harmer, Jeremy, *The Practice of English Language Teaching*, (Longman: England, 2001), P.202
[6] Brown, Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson, 2007) P. 368

whole text. In implementing skimming and scanning, teacher should guide students about how to do this strategy.