

Chapter Two

Literature Review

This study aims at finding out the effect of skimming and scanning the reading text in English learning process. This chapter presents the definition of reading, definition of skimming, type of skimming; types of strategies are used in skimming, definition of scanning, advantages and disadvantages from scanning. The theoretical framework of this study is also presented in this chapter.

Definition of Reading

There are many definitions of reading stated by experts from different views. According to Nunan (1999) as cited in Akbar (2011), reading is sometimes viewed as a passive skill. It involves the process of generating ideas by others that are transmitted through language. It also involves the written language and the highly complex cognitive processing operations. Furthermore, reading is very important. By doing reading we can get a new vocabulary that will be valuable in the future.

Definition of Reading Skills

Brown (2004) noted that reading comprehension has big elements. There are micro and macro skills. There are several points of micro skills. The first micro skill is

discriminating among the distinctive graphemes and orthographic patterns of English. The second micro skill is retaining chunk of language of different lengths in short-term memory. The third micro skill is processing writing at an efficient rate of speed to suit the purpose. The fourth micro skill is recognizing a core of words, and interpreting word order patterns and their significance. The fifth micro skill is recognizing grammatical word classes (noun, verb, etc.), systems (for example tense, agreement, pluralization), patterns, rules and elliptical forms. The sixth micro skill is recognizing that a particular meaning will be the next point, and it may be expressed in different grammatical forms. The last micro skill is recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

On the other hand, the macro skills also have some points. The first point is recognizing the rhetorical forms of written discourse and their significance for interpretation. The second point is recognizing the communicative functions of written texts based on form and purpose. The third point is inferring context that is not explicit by using background knowledge. The fourth point is distinguishing between literal and implied meanings. The fifth point is detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata. The sixth is developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts, inferring links and connections between supporting idea, new information, given information,

generalization and exemplification from described events, ideas, etc.

Reading Comprehension

There are a lot of intrinsic and extrinsic factors to succeed in reading. According to Zimmermann and Hutchins (2003) as cited in Moreillon (2007), reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in text. Reading comprehension is a complex interaction of language, sensory perception, memory, and motivational aspects (Woolley, 2008). Alfassi (2004) stated that students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. The students need to understand how to think critically and evaluate the text properly for obtaining information in current society.

“The important point is that understanding text is not simply remembering the content that is presented, but rather involves combining this content with past knowledge to form a durable representation that can inform future behaviour and learning” (Catts, 2009, p.179). Understanding the text is not as easy as simply remembering the content.

Reading Strategies

Brown (2001) identified more specific strategies in reading, and explained them in sequences so that the process can clearly be seen. First, it identifies the purpose of reading. Second, it uses graphemic rules and patterns to aid in bottom up coding (especially for

beginning level learners). Third, it uses efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level). Fourth, it is skimming the text for main ideas. Fifth, it scans the text for specific information. Sixth, it uses semantic mapping or clustering. Seventh, it guesses when you are not sure. Eighth, it analyzes vocabulary. Next, it distinguishes between literal and implied meanings. Last, it capitalizes on discourse markers to process relationships.

Reading Strategies and How They Affect Reading Comprehension

Baker and Boonkit (2004), Soleimani (2008), Willingham (2006), and Griffiths (2003) as cited in Zare and Othman, (2013) stated that there is a positive relationship between the use of reading strategies and reading comprehension achievement. "Secondary school and university students have problems in reading in English and using reading strategies for better comprehension" (Molla, 2015, p.35). This statement above means that in secondary and university students most of them have problems in reading in English. By using reading strategies, students can improve their reading comprehension. Moreover, Brown (2001) stated that when students build some appropriate and effective reading strategies, the reading comprehension appears.

Houtveen et al (2007) as cited in Alsamadani (2011) stated "the students who were trained in the use of reading strategies had substantially better reading comprehension results than those who were not trained" (p.185). They showed that students who use

reading strategies will be good at reading comprehension. Carrell (1989), Carol (2002), and Janzen (1996) as cited in Molla (2015) argued “if reading strategies can be taught to learners and that reading strategy instruction can benefit all students” (p.35)

Wilhelm and Li (2008) contended that “for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies” (p. 291). Alsamadani (2009) “asserted:

The quality of reading strategies is vital, whereas the quantity of reading strategies used while reading does not guarantee reading comprehension. All of these studies suggest that reading teachers can teach their students to use quality strategies not only to improve their reading comprehension, but also to increase awareness of their own performance as they read. (p.185)

The statement of Alsamadi (2009) showed reading strategies are important in increasing reading comprehension and awareness of the second language learners’ performance as they read.

Comprehension and reading strategies show how readers perceive a task as well as steps they take to understand and make sense of what they read (Singhal, 2001). The statement tells that comprehension and reading strategies support each other to understand

and make sense of what we read. Moreover, Grabe (2004) said, when the reading strategies is used appropriately, student can improve their reading comprehension skills. Overall, reading strategies and comprehension support each other and give effect to one of them.

Definition of Skimming

The understanding of skimming can be found out from many sources. According to Liao (2011, p.2) “skimming is done at a speed three to four times faster than normal reading.” The strategies of skimming and scanning are well-known and help students to improve their speed of reading. Macleod (2013) wrote that skimming involves a through overview of a text and implies a reading competence. People usually do skimming when they have a lot of keywords to find with a limit amount of time and they already read the passage before and they just need to find the important keywords. Basically, skimming is one of the reading skills that give the theme, the purpose, and the perspective of the writer in text.

According to Richards (1992) in (Ng Chiew Hong, 2013) defined skimming as looking keywords on reading text with a quick of time. Skimming is used when the reader wants to quickly identify the main ideas from a passage. Skimming can also help the reader make decisions about which part of the text is important by looking at the specific keywords in limit of time.

Technique of Skimming

According to Nurhadi (2010), there are steps that need to be done to do skimming. First, we have to have ideas of “What are we searching for or what do we need from the book?” (Nurhadi, 2010, p. 115). Second, with the help of table content or acknowledgement (if books that we use), find the possibility if the information you need it is inside that book. Third, with a lot of attention to it, try to investigate with a high speed every line of reading that you are facing. For kind of book, level that is need to be investigate maybe not line, but paragraph. Next, stop if you feel you get the sentence or title that shows what you are searching for. Lastly, read with a normal speed, and try to understand what you are searching for.

The Advantages of Skimming

Skimming has many advantages. Mikulecky and Jeffries (2004) stated that skimming is a high speed reading that can save time and help the readers get through lots of materials quickly. Skimming is done at a speed three or four times faster than normal reading. When the reader skims, he or she will spend less time than normal time. Brown (2004) defined that skimming is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader.

Definition of Scanning

Djuwarsih (2006) stated scanning is a reading skill in getting specific information from a text. In this reading skill, students try to find out specific and detail information such as names, places, dates, and others.

Brown (2001) maintained:

Scanning is a quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting detail. The purpose of scanning is to extract specific information without reading through the whole text. (p. 308)

Techniques of Scanning

Nurhadi (2010) mentioned there are steps that need to be done in scanning. First, look at the table list of contents and preference with glance. Second, look at shortly the background of how the book is written. Third, read the introduction briefly. Next, find the important chapter in the list of contents. Then, read the conclusion (if there is conclusion). Last, look briefly if there is bibliography, index, or appendix.

The Advantages of Scanning

Grellet (1981) as cited in Winarti (2010) mentioned some advantages of scanning. First, scanning helps the students only to try to locate specific information. Second, scanning helps the students to follow the linearity of the passage. Last, scanning helps the students to use the time efficiently. Thus, scanning helps the students to find information if they have limit of time.

Overall, skimming and scanning is really helpful to improving the students' speed in comprehension. According to Broughton et al. (1980), Smith (1971) and Brower and Bever (1970) in Abdelrahman & Muwafaq (2014) stated that "if the learner wants to be fast in comprehending a text, he or she needs to practice skimming and scanning". Basically, skimming and scanning have a big role in reading comprehension.

How to Teach Skimming and Scanning

According to Mack and Ojalvo (2009), before the class, the teacher chooses the "6 Q's" which is what, where, when, which, who and how post that will suit the class. Note that not all questions have answers in the text as sometimes personal questions are included to allow students to make personal connections to the article contents. For this exercise, allow students to skip those questions, or choose a different "6 Q's" post.

The teacher should introduce and discuss the term of skimming and scanning and

discuss will be useful. Skimming is discovering the main ideas of a text by reading first and last paragraph and topic sentences, and paying attention to other details on the page like titles, bold type or italics, photograph captions, etc. Scanning is when one looks down and around a page quickly and efficiently to search for important words, facts or phrases to find specific information. The teacher should tell students that during the class activity they will be practicing these two skills, skimming and scanning.

The activity has been divided into two parts, one on skimming and the other on scanning, as you may wish to concentrate on one skill or the other, or both.

Part One: Skimming. The teacher should remind students that skimming is used to quickly find the main ideas of a text, and that skimming is often done at a speed three to four times faster than normal critical reading speed. After that the teacher asks the students about when you might use skimming, they may be asked in what situations it is useful. Then, the teacher can tell students that skimming is useful if they have a great deal of material to read in a short amount of time, or to quickly ascertain whether a text (like the daily newspaper) merits a closer read.

While reviewing the skimming strategies, the teacher writes on the board. First, the teacher should tell the students to read the first and last paragraphs of an article first. Second, the teacher may require the students to notice the titles and headings and subheadings in the article. Third, the teacher tells the student to look at the illustrations,

graphs, or other visuals on the page. After that, the students need to read the captions of the visuals in the article. Last, the students need to read the first sentence of each paragraph.

Once the class is clear on the strategies, each student should skim the front page of article. Next, the teacher and the students need to have a class discussion about the various stories that caught their attention and why.

The article invariably takes most of its material from that day's printed front page of The Times, though it is possible that not every question is from there. The teacher can have students to go to today's quiz and see how many questions they can answer based on their skimming. When the class is finished, students should discuss which skimming strategies were the most effective, and then report out to the larger group.

Part Two: Scanning. First, the teacher should remind the students that scanning is a technique they already use, for instance, when looking up a word in a dictionary or trying to find a specific phrase or number on a printed page. When the students do scanning, they move their eyes to find specific words, numbers or phrases.

Second, the teacher can begin by asking students to identify differences between skimming and scanning. If it is not mentioned, the teacher can add the idea that scanning often comes before skimming. For example, scanning can be used to determine if a resource has the information that the students looking for. Once the resource is scanned, it

can then be skimmed for more detail.

Third, the teacher needs to remind students to look for words in boldface or italics when they are scanning, and to pay attention to details like fonts (typefaces), as well as to numbers. The teacher may introduce a scanning game. For this game, the teacher can choose three to five vocabulary words and write them on the board. Then, the teacher tells students that they will have a contest to find how many times the word appears on the front page of the article.

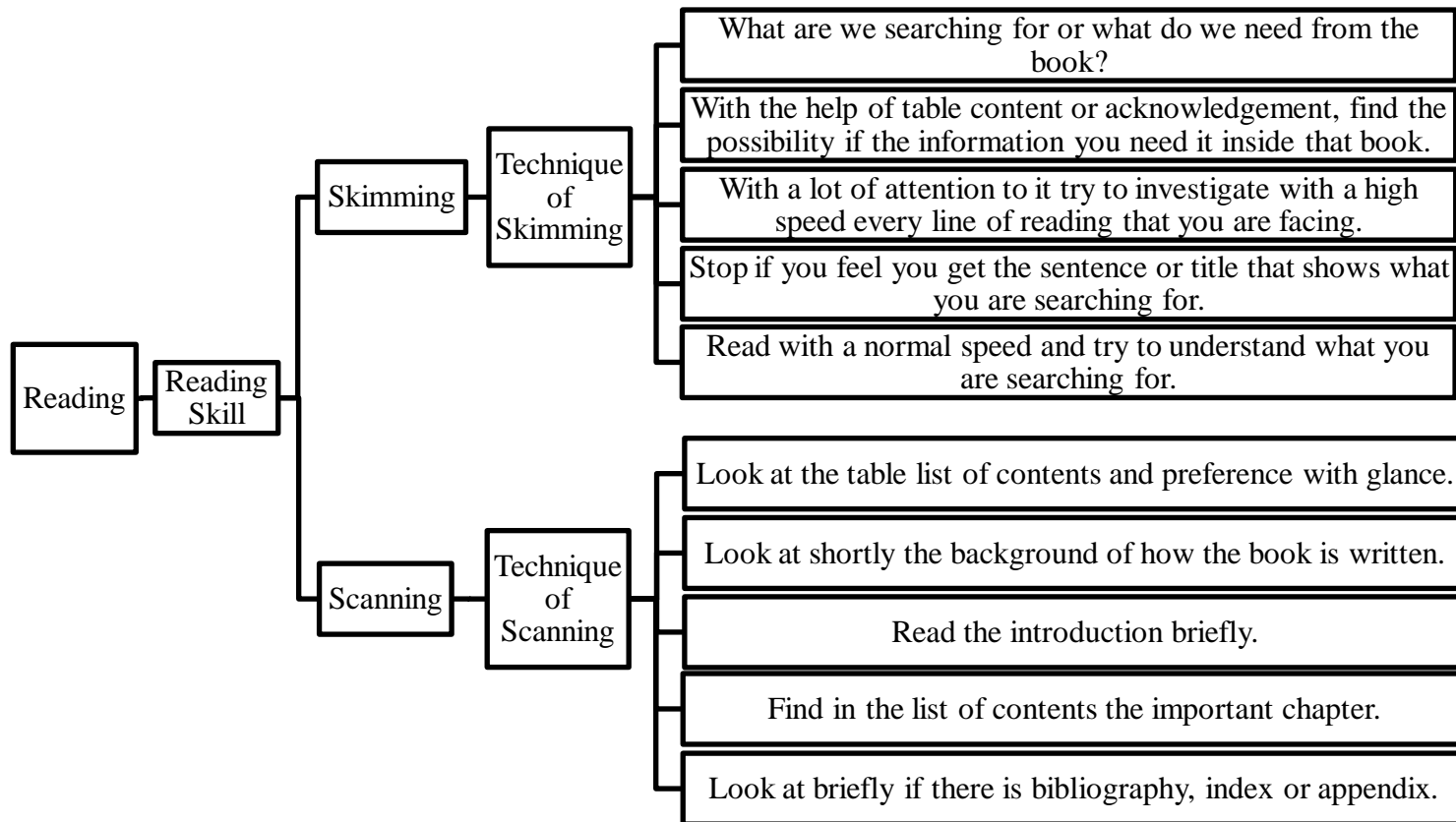
Last, another way to play this game, to work on both scanning and vocabulary, is to have students scan the article for vocabulary words they do not know, look them up and record the definition, then have each team challenge another team to find their words.

Conceptual Framework

This research focuses on skimming and scanning. Skimming and scanning are used when reading all kinds of documents and articles. There are several reading strategies which are identifying the purpose of reading, using graphemic rules and patterns, using efficient silent reading techniques, skimming and scanning, and semantic mapping or clustering, etc. However, the fastest and simplest strategies are skimming and scanning. Skimming and scanning are the most effective reading strategies to enhance the students' reading comprehension.

There are several points of skimming and scanning. Basically, in the technique of skimming, the students need to find what they need from the book. Then, they need to read the text with a quick speed. If the students find what they are looking for, they stop and think what they are looking for. Besides, scanning is only to find keywords by looking at the text at glance.

Figure 1. Conceptual Framework



Hypothesis

Based on all of the study, the researcher hypothesized:

Ho (Null hypothesis) is that skimming and scanning techniques are not effective to improve the reading comprehension ability of students at SMP Muhammadiyah Kasihan. H1

(alternative Hypothesis) is that skimming and scanning techniques are effective to improve the reading comprehension ability of students at SMP Muhammadiyah Kasihan.