CHAPTER I

INTRODUCTION

1.1. Backround

In the category of language skills, reading is an important aspect of language learning. Aulia (2012, P.347) stated that reading is the main thing in teaching and learning activities, because all teaching and learning processes based on reading. It can be concluded that reading is a thought process in determining material by involving most readers intellectually such as understanding to get ideas or information through text. Reading also makes a person to knows something that has never been known before such as incidents or events and other important information, because of that there is a term that says that reading is a window to the world Aulia (2012, P.349). However, reading is still considered one of the skills in English which is quite easy among speaking, writing and listening by most students. Inawati & Sanjaya (2018, P.174) reading is very important for a student, in addition to improving reading skills and sharpening memory, it can also increase the readers knowledge of learning material. Inawati & Sanjaya (2018, P.174) also argue that reading is important and has a very good impact on humans.

Whatever form is used, both orally and in written, will always be related to the level of reading comprehension. The reason is because reading includes several integrated components such as vocabulary, grammar, pronunciation and comprehension. Kurniawati (2012), through that teaching reading, teachers can direct students to have adequate abilities in reading comprehension. Reading

comprehension involves more than the reader response to the text Klingner (2007, P.8). When reading and understanding the contents of the reading, the reader can catch the message from the reading. Reading and understanding a text greatly influences the thinking and meaning of a text. Reading comprehension is the process by which we understand the text we read Kirby (2007, P.1). Reading also adds a lot to the English vocabulary, but in practice there are some words whose meanings are not or are not known to the reader so that when reading and this will make it difficult for students to read and understand a text. Reading has become a basic skill that everyone has since they learned to recognize letters. Especially in learning English. However, there are several things that make learning English difficult, namely when reading a passage and it is difficult to understand the reading because some people just read without knowing the strategies or techniques to be able to understand a text. According to Smith et al (2021, P.219) teaching reading focuses on encouraging children to use reading comprehension strategies to find the main idea of a text. Reading by looking at the necessary and important things in a reading helps readers more easily understand the content of the reading, so a strategy or technique is needed so that someone can understand a text more quickly. A reader, must to understand a text, need to use strategies that can help readers understand a text quickly and accurately. Antoni (2010, P.40), states that in deriving meaning from text, readers need a strategy when reading. Reading itself has many strategies and techniques. If understanding the entire content of the reading is not the reader's goal, then reading speed allows the reader

to complete the reading with moderate understanding. One technique that readers can use is skipping technique.

Skipping technique is a speed reading technique by skipping unnecessary words to find information quickly. Skipping technique is a reading technique by skipping reading that is not the focus or main point of the reading as proposed by Widodo & Ardyantama (2019, P.41). When reading, a reader needs some information from the reading but the reading is too long so the reader can use skipping technique to find information or reading that is needed and can skip parts of the reading that are not needed. There are several techniques in speed reading, namely skimming techniques, scanning techniques, selection techniques and skipping techniques. Kusumarasdyati (2018) states that one of the strategies that can be used in reading to understand reading is to skip words, where when reading you do not need to know every word and the words can be skipped. Skipping reading activity aims to find parts of the reading that are relevant to the reader's needs, done by skipping or skipping other parts that are not needed Siregar (2023, P.34). Based on this statement, it can be concluded that in reading comprehension, skipping words can be used as a strategy and technique used to identify and find information the reader wants, so that understanding the meaning of the text would be occur automatically.

In teaching and learning activities, especially reading activities, readers usually use skipping techniques without realizing it. This usually happens when readers want to find information and when looking for answers to questions using stories. Often when a reader reads a text and does not understand the meaning of

one word and finds unknown words, it means the reader would get stuck on that word. Readers' also look for words in the dictionary this is an effective reading strategy but waste time to thinking. If the reader do not understand a word and can not find the word the reader looking for in the dictionary, just skip it. This is called skipping technique. Slattery & Yates (2018, P.150) states that readers' eyes often miss words when reading. The words that are skip can be words that the reader already understands, words whose meaning is not yet known, and words that the reader does not need, this is done to get specific and fast information in the text. By skipping words, the reader can quickly get an idea of what the text is reading. Rahmat (2010), Kusumarasdyanti (2018), & Hermawan (2018) conducted the same research and found that skipping words is a suitable technique for helping students understand what they are reading, so that students are not bored and have difficulty finding words and understanding the contents of the reading. Skipping technique is a high-level cognitive process that is influenced by parafoveal eye movements and is carried out depending on the length or shortness of a word Slattery and Yates (2018, P.251). Skipping words can help teachers encourage students to move and use their own logic in learning.

Students' understanding when reading English texts is still not good because when students' encounter difficult words students will get stuck on these words and become confused when reading them, so researchers want to try using skipped words to improve students' reading comprehension. Most studies simply use skipped words to test eye movements. Therefore, this study focuses on skipping words to improve students' reading comprehension. The writer reason is

because the writer wants the reader to read faster and by using skipping words when doing something in the form of reading with limited time the reader can find the answer quickly even with moderate comprehension but the reader knows what the sentence means because the reader chooses the part of the reading that can be understood clearly by skipping words or ignoring unnecessary words. Reading is one of the English skills taught in schools, especially in junior high schools. One of them is SMPN 2 Kota Kupang. Reading texts in English have been implemented at SMPN 2 Kota Kupang and are always included in the exam question sheets given to students. According to the results of interviews with English teachers, especially class VIII teachers at this school, students are interested in learning English, but when reading English texts students have difficulty reading texts, there are several vocabularies words that are difficult to read, namely long texts with minimal time making it difficult for students to understand the reading text.

Based on the data above, the writer conducted a study to find out wheteher the use of skipping words improve students' reading comprehension or not, entitled "The use of skipping technique to improve students reading comprehension in eight grade students at SMPN 2 Kupang"

1.2. Research Problem

In relation to the background above, the research problem can be stated as follows: "Does the use of skipping technique improve students' reading comprehension?"

1.3. Aim of Study

Based on the questions above, the purpose of this study is to find out whether the use of skipping technique improves students' reading comprehension or not.

1.4. Significance of Study

The results of this study will give several implications and applications as follows :

1.4.1. Implication

Based on the results of research conducted at SMPN 2 Kupang, it shows that skipping technique in reading can improve students' reading comprehension abilities and influence students' speed in doing assignments. This study supports the theory of Kusumarasdyati (2018) which states that reading comprehension skills can be achieved by skipping words technique. The skill of a student in applying skipping technique correctly make it easier for a motivated reader to deal with a lot of reading.

1.4.2. Application

This study will be a valuable contribution towards:

1. The students

   In this research, the researcher hopes it can improve students' reading comprehension by using skipping words technique.

2. The teacher

   The teacher will have other ways to improve students' reading skills.

3. Other researcher

   It is hopes that other researchers can use this research to help strengthen their research on the use of skipping words to improve students' reading comprehension.