

THE USE OF SKIMMING TO TEACH EXTENSIVE READING

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ABSTRACT

Teaching reading in a second language is not easy as teaching in students' first language. There are three reasons why teacher should teach reading to their students. Using skimming, the students will get the main idea quickly. . Skimming is helpful when she or he wants to know the point of view of the text. It is not necessary to read word by word. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. Reading extensively means reading widely and in quantity. By reading what students choose and enjoying their reading students have a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their reading competence at their own rates.

Keywords: *skimming, teaching reading, extensive reading*

INTRODUCTION

Reading means different in every individual learners. As a second language teacher, we have to try the best way to help the students achieve their reading ability. The goals of reading are to lead the students get the certain pieces of information, the general idea of a text, the main idea of the text. However, students may find the difficulty to get all of those goals. All of those goals can be got through skimming, because skimming is helpful when a reader wants to know the important information of a text without read from the whole text. Therefore, students should improve their reading skimming skills in a reading.

Teaching reading in a second language is not easy as teaching in students' first language. There are three reasons why teacher should teach reading to their students: "the students must be taught English text because many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure, then reading is useful for language acquisition, also reading text provide good models for

English writing.” (Hammer 2007). Also in the result of Powell’s research (2005), extensive reading also got some benefits in students reading achievement. Students became enjoyable and purely pleasure in reading the texts.

Using skimming, the students will get the main idea quickly. Since skimming requires a higher level of reading skills and involves reading a text quickly to find the main facts or ideas in it, to get a general idea of the content as Leane (2002) has stated in her writing. Because of this skill is requires a higher level, teacher must threat the students extensively. The students can be threat regularly by giving encouraged to read as much as possible.

The problem now is since reading is one of the basic skills in learning L2, it needs some efforts to help the students become highly motivating to read many source as their basic knowledge. Reading is activities in our daily life, but reading in our L2 might be more difficult than in our native. As the teacher, it is their duty to encourage the students’ willingness in reading. Many sources which are available in the students surrounding can be used as long as the students can enjoy and do that activities in pleasure.

Current practice shows that when begin with a reading lesson, the students often face the lack of reading strategies which are essential for them to overcome their ability in the classroom. Some students often find a difficulty to understand the texts easily. Many new words they find make them sometimes give up continuing it. This problem makes the teacher must find a way to lead the students more easily to get the information in their reading L2.

In this case, using skimming in extensive reading can be the strategy in teaching reading for the students. It is hoped that this study will reveal issues concerning teaching reading strategies and provide classroom English teachers with an in – depth understanding about reading strategies to make decisions on how and what they should do to keep their students much more involved in the reading process and get the goals of their reading.

Skimming

Definition

Some of the objectives of the teaching reading are to get certain pieces of information, to identify the general idea of a text, and to get the main idea of both explicitly. However, to get all of those in reading it is not easy for some students. Some of them need to read carefully. In that way may not lead the reader to a full understanding about what she or he reads. Therefore, students should improve their reading skimming skill in a reading course. Mikulecky and Jeffries (2004) defines skimming as a high speed reading that can save your time and help you get through lots of material quickly. Further, he claimed that when we doing skimming it means that we have a general question about the whole text.

One of the ways to find main idea of a text is skimming. Skimming is helpful when she or he wants to know the point of view of the text. It is not necessary to read word by word. Skimming is covering the territory faster and identifying significant words and ideas (Michigan, 2000).

It is important to lead the students capable in their reading to get the main idea, so it is not wasting time. As Leane (2002:20-1) skimming is an extremely useful skill when students are deciding which sections of a book will be the most useful for their research. Also, when they are about to begin reading a new book they can get a quick idea of the content by skimming the book first.

Skimming before you start is valuable for any type of reading, even pleasure reading. According to Haryono(2010) "Skimming used to search out certain short passages, it can quickly identify the main ideas of a text." Therefore, the readers do not need to read every single word to get the main.

Skimming can be useful when we read a long piece of text. There are some advantages in using skimming when reading a text. Skimming is a combination strategy for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed (Grabe,2002).

Strategies Used in Skimming

There are many times in life where you will not need to read the entire piece of text in order to get the idea. When studying for school, it is helpful to skim text for content instead of slogging through an entire chapter trying to understand every word. This skill

will help you study, take notes and grasp the information. Read on to learn how to skim text for content.

We also need strategies in using skimming in reading. According to Nation (1997) there are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Extensive Reading

Definition

The extensive reading is an effective and pleasurable way for undergraduates to learn to read English as a foreign language as an alternative to intensive reading courses. Reading extensively means reading widely and in quantity. Roschach and Mac Gowan-Gilhooly stated in Egbert (2007) see extensive reading as the cornerstone of becoming a better reader and at the heart of language acquisition overall. It means reading large amounts (often of what we find intrinsically interesting) with the main aim of getting a global understanding of what you are reading. By reading extensively, these learners recognize that they can improve their vocabulary and comprehension, and also recognize the need to read something they can easily understand and have an interest in (Nation, 1997).

Since teachers are constantly searching for ways to motivate and interest students, extensive reading is not only improves learners' reading abilities and aids the development of a variety of other language skills. As Powell (2005:29) states that whatever the target is set, the basic goal of extensive reading is to encourage students to read as much as possible and, hopefully, to enjoy doing so. This pleasure factor is vital for preparing the ground in which language acquisition can germinate.

By reading what students choose and enjoying their reading students have a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their reading competence at their own rates. As a

result, students' motivation to read will increase, which will in turn benefit their eventual acquisition of the target language (Meng; 2009).

Characteristics

The term extensive reading refers to reading which students do often away from the classroom. Powell (2005) states that extensive reading involves the reading of large amounts of longer, easy to understand material, usually done outside the classroom and at each students' own pace and level.

There are few follow-up exercises in this activity because the main aim of extensive reading is for overall understanding rather than detailed analysis. The reading should be enjoyable, which is one reason why students should choose their own material as far as possible.

Reading extensively means using time for continuously reading. There are four factors stated by Hammer (2007) which contribute to the success of this kind of extensive reading:

1. Library. Students need to access all kinds of books' collection, so there must be library at school. The library should have a range of different genres.
2. Choice. The students free to choose what they read. It makes the students more enthusiasm if they have made their own decisions.
3. Feedback. There must be a feedback on what they have read either verbal or in written form.
4. Time. We need to give students time for reading just to get the students comfortable with the activity.

BENEFITS

In extensive reading, students usually enjoy reading the text. They free to choose kind of text they will read. As cited by Hedge on Alyousef (2010) that since extensive reading helps in developing reading ability, it enables readers to achieve their independency by reading either in class or at home, through silent reading.

There are many benefits that the students can get from extensive reading. A research that was conducted by Pino-Silva (2006), he got several evidences using extensive reading on his research. The students can practice reading after the course is over. It is because the students read depending on their interest. Then, the students can

get the main idea of the text easily because they have usual to find the main idea only.

By combining sustained silent reading and out-of-class pleasure reading, students gradually move from a learning-to-read orientation to a reading-to-learn framework. By reading what they choose and enjoying their reading according to Meng (2009) students have a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their reading competence at their own rates.

The Application of Skimming in Extensive Reading

There are many steps that can be used when skimming. According to Bell (2001) we can begin with read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

In each meeting with the students, teacher must prepare the students for giving them much kind of texts. The aim is for the students can choose what they want to read. We do not need to ask the students to read in detail for getting the fastest result of the reading.

In addition to this free reading, the students must to read a lot of levels books. They are free to change a book when they find the difficulties in understanding or uninteresting the passages. They are lead not to use dictionaries, but to go overall understanding and enjoyable.

CONCLUSION

I come up to the conclusion of this article, I sum up that skimming is one reading skill that requires a higher level of reading skills and involves reading a text quickly to find the main text or idea. Using skimming in the extensive reading can make the students more comfortable to find the main idea of a text. The students choose what text they want to learn make the student easy to find the main of the text because they read enjoyable.

For further study, I can give some suggestion. We should make sure in what level are our students, so that we can offer the material appropriately. Offering our students the easy one is probably able to because they are learning a foreign language. Then continually asks the students questions about the books they are reading, show our interest.

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