

## **AN ANALYSIS OF STUDENT'S DIFFICULTIES IN ENGLISH READING SKIMMING TEXT AT GRADE X MA MUHAMMADIYAH BENGKULU**

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### **ABSTRACT**

*Reading is an essential skill in learning English as a Foreign Language (EFL) because it plays a significant role in developing students' academic abilities and knowledge. One of the rapid reading techniques introduced at the Madrasah Aliyah level is skimming, which is used to obtain the general idea and main points of a text without reading it in detail. However, based on preliminary observations at MA Muhammadiyah Bengkulu, many students still experience difficulties in applying skimming techniques effectively. Therefore, this study aims to analyze students' difficulties in reading English texts using skimming techniques and to identify the factors causing these difficulties. This research employed a descriptive qualitative approach. The participants were 15 tenth-grade students of MA Muhammadiyah Bengkulu selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation. The data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. The findings reveal that students faced several difficulties in applying skimming techniques, such as identifying the main idea, understanding vocabulary, locating word references, making inferences, and finding detailed information in the text. The main factors contributing to these difficulties were limited vocabulary mastery, students' lack of understanding of skimming strategies, and insufficient practice in reading English texts. Based on these findings, it can be concluded that students' skimming ability still needs improvement through more structured reading instruction, appropriate strategy application, and continuous practice in order to help students comprehend English texts more effectively and efficiently.*

**Keywords:** *reading, skimming technique, reading difficulties, EFL learners*

### **ABSTRAK**

Membaca merupakan keterampilan penting dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL) karena berperan besar dalam pengembangan pengetahuan dan kemampuan akademik siswa. Salah satu teknik membaca cepat yang diajarkan di tingkat Madrasah Aliyah adalah teknik skimming, yaitu teknik membaca untuk memperoleh gambaran umum dan ide pokok teks tanpa membaca secara detail. Namun, berdasarkan hasil pengamatan awal di MA Muhammadiyah

Bengkulu, masih banyak siswa yang mengalami kesulitan dalam menerapkan teknik skimming secara efektif. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kesulitan yang dihadapi siswa dalam membaca teks bahasa Inggris menggunakan teknik skimming serta faktor-faktor yang menyebabkan kesulitan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah 15 siswa kelas X MA Muhammadiyah Bengkulu yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui observasi kelas, wawancara semi terstruktur, dan dokumentasi. Data dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa mengalami berbagai kesulitan dalam menerapkan teknik skimming, di antaranya kesulitan menentukan ide pokok, memahami kosakata, menemukan rujukan kata (reference), membuat inferensi, serta menemukan informasi rinci dalam teks. Faktor utama penyebab kesulitan tersebut adalah keterbatasan penguasaan kosakata, kurangnya pemahaman siswa terhadap strategi membaca skimming, serta minimnya latihan membaca teks bahasa Inggris. Dengan demikian, penelitian ini menyimpulkan bahwa kemampuan skimming siswa masih perlu ditingkatkan melalui pembelajaran membaca yang lebih terarah, penggunaan strategi yang tepat, serta latihan yang berkesinambungan agar siswa dapat memahami teks bahasa Inggris secara lebih efektif dan efisien.

**Kata kunci:** membaca, teknik skimming, kesulitan membaca, EFL

## **A. Introduction**

Reading is one of the most essential language skills in English as a Foreign Language (EFL) learning. Through reading, students are able to access information, develop knowledge, and improve their language competence. At the Madrasah Aliyah level, reading comprehension plays a crucial role because students are required to understand various academic texts, including narrative, descriptive, and expository texts. However, reading comprehension is not merely

decoding words, but involves understanding ideas, identifying main points, and interpreting meaning from written texts.

One of the reading strategies commonly introduced in English instruction is skimming. Skimming is a rapid reading technique used to obtain the general idea or main information of a text without reading every word. This strategy is particularly useful when students are faced with long texts and limited time. According to Grabe and

Stoller (2019), skimming helps readers identify text organization, main ideas, and overall meaning efficiently.

Despite its importance, many EFL learners still experience difficulties in applying skimming techniques effectively. Students often read word by word, focus excessively on unfamiliar vocabulary, and fail to identify main ideas. As a result, they become slow readers and have difficulty answering comprehension questions. This condition is also found among students at MA Muhammadiyah Bengkulu.

Based on preliminary observations, students showed limited ability to identify main ideas, locate references, and make inferences while skimming English texts. Many students relied heavily on dictionaries and teacher assistance, indicating a lack of reading strategy awareness. Therefore, it is necessary to investigate students' difficulties in skimming English texts in order to improve reading instruction.

This study aims to analyze the types of difficulties faced by students in applying skimming techniques and to identify factors contributing to these difficulties. The findings are expected to provide insights for English teachers in developing more effective reading strategies.

## **B. Method**

This study employed a descriptive qualitative research design. Qualitative research was chosen because it allows the researcher to explore students' difficulties in depth and to understand the phenomenon from the participants' perspectives. According to Creswell and Poth (2023), qualitative research focuses on understanding meaning, experience, and context rather than measuring variables statistically.

The research was conducted at MA Muhammadiyah Bengkulu during the academic year 2024/2025. The participants consisted of 15 tenth-grade students selected through purposive sampling. The selection was based on students' activeness

and their reading performance in English lessons.

Data were collected through three techniques: classroom observation, semi-structured interviews, and documentation. Observations were conducted during English reading lessons to identify students' behavior and difficulties when applying skimming techniques. Interviews were used to explore students' perceptions and experiences related to reading skimming. Documentation included lesson plans, students' reading tasks, and school records.

The data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing. Data reduction involved selecting relevant information related to students' difficulties. Data display was presented in narrative form to facilitate understanding. Finally, conclusions were drawn based on patterns and themes identified from the data.

### **C. Research Results and Discussion**

The results of this study indicate that students faced several difficulties in applying skimming techniques in English reading texts.

#### **Difficulty in Identifying Main Ideas**

Most students experienced difficulty identifying the main idea of a paragraph, especially when it was not explicitly stated. Students tended to assume that the main idea was always located in the first sentence. This misconception caused them to misunderstand the overall meaning of the text.

#### **Difficulty in Understanding Vocabulary**

Limited vocabulary knowledge was a major obstacle. Students frequently stopped reading when encountering unfamiliar words and relied heavily on dictionaries. This habit slowed down their reading process and hindered effective skimming.

#### **Difficulty in Locating References**

Students had difficulty identifying pronoun references such as *it*, *they*,

*this*, and *that*. Many students failed to connect these references to previous sentences, which led to confusion in understanding the text.

### **Difficulty in Making Inferences**

Another difficulty was making inferences from implicit information. Students relied only on explicit information and struggled to interpret meaning that was not directly stated.

### **Difficulty in Finding Detailed Information**

Students also found it challenging to locate specific details quickly. They did not use keywords effectively and required a long time to answer detail questions.

The findings of this study confirm previous research indicating that limited vocabulary and lack of reading strategies contribute significantly to reading difficulties. According to the Simple View of Reading, comprehension is influenced by both decoding and language comprehension. In this study, students' limited vocabulary knowledge affected their ability to

understand texts quickly while skimming.

Furthermore, students' misunderstanding of skimming strategies indicates insufficient explicit instruction. Teachers often introduce skimming conceptually but provide limited guided practice. As a result, students apply skimming incorrectly by reading word by word or focusing only on the first sentence.

These findings highlight the importance of teaching skimming strategies systematically, including identifying topic sentences, recognizing keywords, and understanding text structure.

## **D. Conclusion**

Based on the findings, it can be concluded that students at MA Muhammadiyah Bengkulu experience significant difficulties in applying skimming techniques in English reading texts. These difficulties include identifying main ideas, understanding vocabulary, locating references, making inferences, and finding detailed information.

The main factors contributing to these difficulties are limited vocabulary knowledge, lack of reading strategy awareness, and insufficient practice in skimming techniques. Therefore, English teachers are encouraged to provide explicit instruction, continuous practice, and varied reading materials to enhance students' skimming skills.

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