# USING OODLESS TO TEACH SKIMMING SKILL IN GRADE XII OF MA BIRUL ULUM GEDANGAN SIDOARJO

## THESIS

Submitted in partial fulfillment of the requirement for the degree

of Sarjana Pendidikan (S.Pd) in Teaching English



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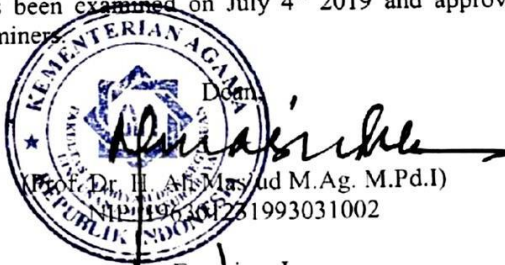
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# ABSTRACT

Ilmiyah, IF. (2019). Using Oodless to Teach Skimming Skill In Grade IX of MA. Bi'rul Ulum Gedangan Sidoarjo. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dr. Mohammad Salik, M.Ag and Hilda Izzati Madjid, M.A.

*Key words: Oodless, skimming skill, students' responses.*

In this modern era, there are a lot of things can be used to help teacher in delivering their material. This is done in order to support students achieve the main goal in the classroom. In language teaching, Oodless is an English eBook application that can be used to teach English. Students used to know that Oodless is an interesting media that help them to comprehend the text. The aim of this study is to describe the teacher uses of Oodless in the learning process and to know the students response after using Oodless in reading an e-book inside. The use of Oodless is presented using Qualitative descriptive. The observation checklist is used as the instrument of this study in the form of yes or no option. The checklist consists of 19 criteria. Based on the finding and discussion, Oodless is used in the English learning activities. Teacher asked students to open Oodles, explained the text in Oodless, given time to read Oodless, asked students to find the main idea, and found the keywords. The students responded in the classroom well and stated that Oodless is interesting, Oodless can be a stimulation, Oodless support the skill analysis, Oodless engages the subject material, Oodless helps material clarity, Oodless is easy to help students understanding, Oodless make studentsenjoy the reading text, Oodless influence student's learning motivation. So, Oodless is valuable to be applied in the English classroom using skimming skill.

# ABSTRAK

Ilmiyah, IF. (2019). Menggunakan Oodless untuk Mengajar Skimming pada Kleas 12 MA. Bi'rul Ulum Gedangan Sidoarjo. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Mohammad Salik, M.Ag and Hilda Izzati Madjid, M.A.

*Kata kunci:Oodless, Kemampuan Skimming, Respon siswa*

Di zaman modern, banyak hal yang bisa digunakan untuk membantu guru dalam menyampaikan materi. Hal tersebut dilakukan untuk mendukung murid mencapai tujuan utama pembelajaran di dalam kelas. Dalam pembelajaran bahasa, Oodless adalah aplikasi eBook bahasa inggris yang dapat digunakan untuk mengajar Bahasa Inggris. Siswa harus tau bahwa Oodless adalah media menarik yang dapat membantu mereka memahami teks. Tujuan dari penelitian ini adalah untuk mendiskripsikan penggunaan Oodless dalam proses pembelajaran, selain itu untuk mengetahui respon siswa setelah menggunakan Oodless dalam membaca e-book didalamnya. Penelitian ini dilakukan menggunakan deskripsi kualitatif. Ceklis observasi digunakan sebagai instrumen dalam penelitian ini dalam bentuk opsi yes dan no. Checklist terdiri dari 19 kriteria. Sesuai penemuan dan diskusi, Oodless digunakan dalam aktifitas pembelajaran Bahasa Inggris. Guru meminta murid membuka Oodless, menjelaskan teks dalam Oodless, memberi waktu untuk membaca Oodless, meminta siswa untuk menemukan ide pokok dan menemukan kata kunci. Hal tersebut mempengaruhi respon siswa dalam kelas yaitu Oodless sangat menarik, Oodless bias menjadi stimulasi, Oodless mendukung kemampuan analisis, Oodless menarik materi pembelajaran, Oodless membantu kejelasan materi, Oodless mudah membantu siswa memahami pembelajaran, Oodless membuat siswa enjoy dalam membaca teks, selain itu Oodless mempengaruhi motivasi pembelajaran siswa. Jadi, Oodless cocok diterapkan didalam kelas Bahasa Inggris menggunakan skimming.

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# LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| UIN | : | Universitas Islam Negeri |
| MA | : | Madrasah Aliyah |
| LCD | : | Liquid Crystal Display |
| PC | : | Personal Computer |
| PDA | : | Personal Digital Assistant |
| TXT | : | Text |
| HTML | : | Hyper Text Markup Language |
| XML | : | Extensible Markup Language |
| PDF | : | Portable Document Format |
| PDB | : | Palm File Database |
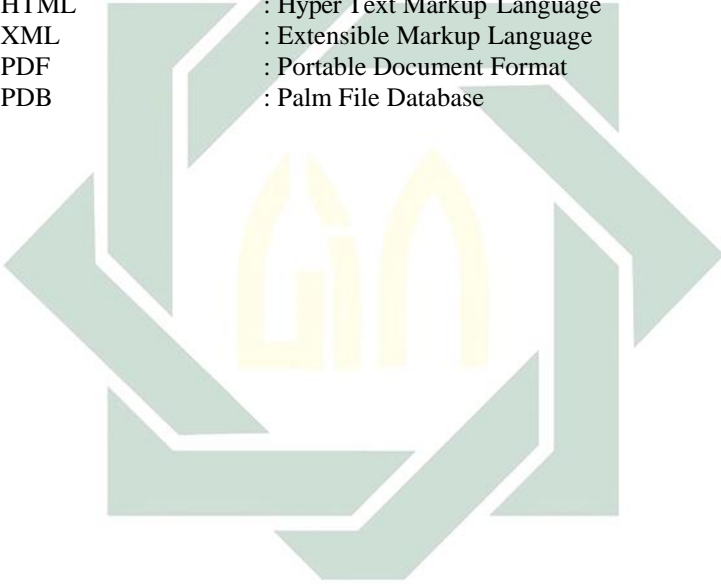
# CHAPTER I
# INTRODUCTION

In the Chapter One, the researcher explains the background of the study, research questions, objective of the study, significance of the study, scope and limitation of the study and definition of key terms.

## A. Background of the study
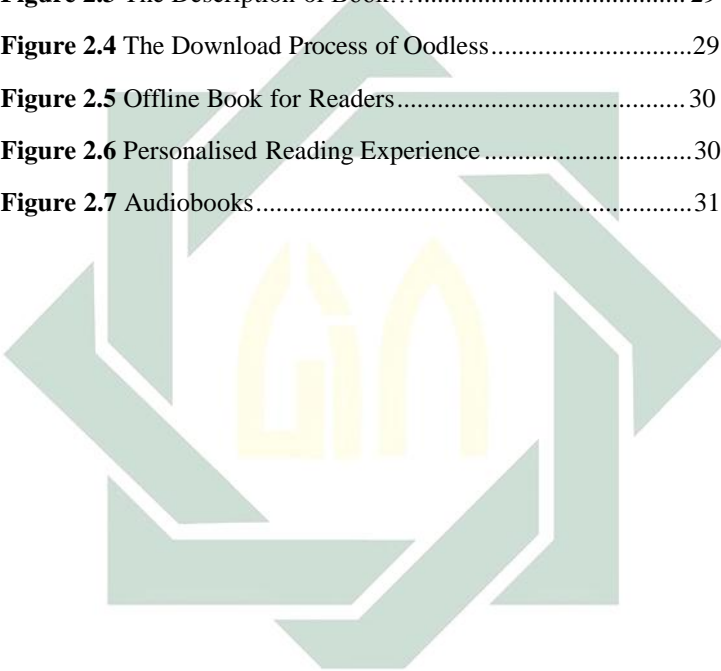
Reading is a receptive skill that is very important in daily life and it has much role in learning language.[1] Reading may be defined as recognizing words in print, combining the meanings of words with relevant prior knowledge, and thinking about the collective meaning of information.[2] Reading is a commonly offered course in many second and foreign language curricula for different age groups, yet it is not a skill easily acquired by students.[3] A basic understanding of reading techniques must be possessed so reader will understand the sentence pattern get and a comprehension skill in reading. As the reader reads, they make connections between what they are reading and what already know, especially when the information is important and interest to them.[4] In the same time, readers will comprehend the text and get the main idea of the text. In order to get a good strategy, method, or technique can be used skimming as one great way that become one of an effective technique that is useful to enhance the reading comprehension.

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea[5]. The effectiveness in skimming will help students easily comprehend the text rapidly. In the use, students should know some steps how to use

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[1] Brown H.D, *Principles of language learning and teaching* (USA: Addison Wesley Longman Inc, 2003), 65.

[2] Collins D - Collins A, *Advancing reading achievement: Becoming effective teachers of reading through collective study* (USA: Greensboro NC Educational Library, 2002), 120.

[3] Willy A. Renandya - Handoyo Puji, *English Language Teaching Today* (Switzerland: Springer Nature, 2016) , 127.

[4] Comprehension Skills: Part 2

[5] Brown H. D, *Language Assessment: Principle and Classroom* (USA: New Jersey Prentice Hall, 2003), 50.

skimming in order to understand and catch the main idea in a text. In the process of skimming, the whole passages will not be read, but the main goal is still to sweep all texts to get the topic or idea. Teachers should know well how skimming uses in improving students reading skill, than skimming skill will be applied well. Skimming technique as the way to improve reading skill, which is done at a speed three to four times faster than normal reading will help students getting higher proficiency of reading, they will be able to define main ideas and find the main information [6]

In everyday life, the reading process is applied using media books, newspapers, magazines, brochures, announcements, etc.[7] Books are a common media used in the classroom process for any kinds of activities. Newspapers and magazines are used to look for information about a lot of update news. Brochures and announcement can be read by students to see the present of information about events, jobs, etc. Following the present era, the reading media not only fixated on the printed paper, but also using an electronic media provided in a gadget.

In the current era of modernization, the use of gadgets is inseparable from the influence of human life even teenagers. For teenagers, the use of gadget is commonly use in any business, gadgets among teenagers are not only used as communication media, but also become a multi-functional tool. The facilities in it are utilized a lot, like the Camera to capture their personal moments, besides that social media also become the main attraction for teenagers to socialize or show the creativity they have. Eeducation can take the advantages of that opportunity to attract students read using gadgets, the media that can be used is an e-book because that media is practical and easy to carry everywhere.

E-book is a convenient device designed primarily for reading digital files. It is smaller, lighter and cheaper than a small laptop, computer or netbook and uses black-and-white e-ink

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[6] Liao G, *On the Development of Reading Ability. Theory and Practice in Language Studies* (USA: 2011), 302-305.
[7] Drs. Slamet Riyanto M.Pd, *The Practice of Teaching English: Panduan Praktis Terampil Mengajar Bahasa Inggris dengan Kreatif di Sekolah* (Yogyakarta: C.V Andi Offset, 2015), 30.

technology, as opposed to an LCD or backlit screen.[8] Compared to paper books, e-books are more accessible, affordable, portable, and can be delivered to a range of digital devices, such as computers, smart phones, and tablets.[9] For students, e-books have the potential to augment learning, given their unique functionalities, such as search, copy paste, and adjustable highlighting, which contribute to improving students' comprehension and recall of information.[10]

There are a lot of kind of Ebook is provided in android mobile based, one best highlighted by the writer is using Oodles Free E-Books. Oodles is a platform for reader to publish anything, it could be story, essay, poems, novels, fiction, non fiction, educative or a self-help book.[11] It is published on Oodles Android and Ios APPS. Oodless is one of good e-book that will help students comprehend tehir reading skill, Oodles allows the reader to download and read more than 50.000 free  books. Reader will find any kind of classic literatures from many authors with available audiobooks. This application includes  some variety languages that are English, French, Italian, Spanish, Mandarin, Japanese, Portuguese and many more. So that's why Oodles is good to be used for improving students reading skill, because the main screen of Oodles gives readers quick access to the available e-books and audiobooks, while also allowing them to access their library than difficult use of e-book. Depend on what the English teacher of grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo applied about using Oodless in the classroom, the teacher assume that students grade XII is easy to use the application in learning the material such as review text, their response after using Oodless is also good and make them enjoy.

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[8] Ming Niea - Alejandro Armellinia - Gabi Witthausa - Kelly Barklamb, *How do e-book readers enhance learning opportunities for distance workbased learners?* (UK: University of Leicester, Leicester, Zeal Solutions Ltd, 2011), 19–38.

[9] Wei Peng - Rabindra Ratan - Laeeq Khan, *Ebook Uses and Class Performance In A College Course* (Conference Paper, 2015), 18.

[10] D. D. Johnson - B. Von Hoff Johnson, *Highlighting Vocabulary in Inferential Comprehension Instruction* (Journal of Reading, 1986), 622-625.

[11] https://oodlesbooks.com/en/10-10-2018

Therefore, the researcher is inspired to analize the use of oodless mobile e-book learning for students skimming skill.

Based on preliminary study, the researcher found some issues become a problem which indicates whether reading can be applied properly or not in MA. Bi'rul Ulum Sidoarjo. The problems may occur in improving reading skill are, students using a gadget for less useful things done by students in the classroom, they use their gadget is only for playing game online. Students use their gadget to treat boredom while teacher explains. They did it because they lack understanding and ways to comprehend a text, they difficult to find the main idea of text in English. In the other hand, their reading motivation is low, so they have a difficulty in catching information. Moreover, when teacher ask the students about the content of the text, students can't directly answer the questions.

Pointing from the above symptoms in turn encourages the author to undertake a single study titled "Using Oodles Free E-Book to Teach Skimming Skill in Grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo". Looking at the existing problems, the writer argues that this study is an interesting study. Starting from the background above, there are at least two problems that can be formulated, that are how the teacher uses Oodles to teach skimming skill for students grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo and how are the students response of using Oodles in skimming skill for students grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo. The objectives to be achieved and expected from this research is to know how to apply and how the students' responses in using Oodles to teach skimming skill in English Language Learning Process grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo.

The previous study conducted by Andi Asmawati from State University of Makassar untitled *The Effectiveness of Skimming and Scanning Strategy in Improving Student's Reading Comprehension at The Second Grade of SMK Darussalam Makassar* indicated that skimming scanning strategy in improving students' reading comprehension is covered students' literal, inferential, and critical comprehension. They were narrative, descriptive, and news item texts. The researcher focused on improving reading skills through skimming-scanning

strategy during the treatment process.[12] The result of study showed that the treatment given to students is affecting the differences of students reading comprehension after treatment. The significant difference of the study is students' reading comprehension before and after being taught by using Skimming-Scanning Strategy and see the reading improvement result.

In another previous study by Jeff S. Kissinger from Florida State College untitled *The Social and Mobile Learning Experiences of Students Using Mobile E-Books* aimed to build a rich description of how students used e-books delivered on mobile computing devices for college-level. It is showed that students expressed competence and feelings of high self-efficacy when using the mobile e-books, they also enhanced their learning socially.[13]

The usefulness to be achieved and expected from this research is to provide input for education practitioners about the use of E-Book media as an attractive media for reading skills to increase student's interest, in this case the teacher uses teaching skimming as a teacher's effort in strengthening learning. This is done to know the response of students after using Oodless and make easier for future research in using a difference media in the classroom. Thus, the researcher tries to examine the  problems that exist in MA. Bi'rul Ulum Gedangan Sidoarjo entitled *Using Oodles to Teach Skimming Skill in grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo.*

**B.    Research Question**

Based on the background of study, the researcher analyzes the use of Oodles to teach skimming skill in grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo. Referring on that research, the problems are stated as follows:

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[12] Andi Asmawati, *The Effectiveness of Skimming and Scanning Strategy in Improving Student's Reading Comprehension at The Second Grade of SMK Darussalam Makassar* (Jakarta: 2015)

[13] Kissinger Jeff S, *The Social and Mobile Learning Experiences of Students Using Mobile E-Book,* Journal of Asynchronous Learning Networks, Volume 17: Issue .

1. How does the teacher use Oodless to teach skimming skill for students grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo?
2. How are the students' responses in using Oodless to teach skimming skill for students grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo?

**C.     Objective of the Study**

Related to the research questions above, the researcher has some objectives of study to describe the Analysis of using Oodles to teach skimming skill in grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo, in terms of:

1. To describe the teacher uses Oodles to teach skimming skill in English Language Learning Process in grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo.
2. To know the students response in using Oodles with skimming skill in English Language Learning Process in grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo.

**D.     Significance of the Study**

The research expects that the result of this research can be shared as a contribution in education for these following people:

1. For readers,

    This research is useful for readers to know how important the reading skill using a different media in the teaching learning process. Not only that, readers will know how the way to support that importance using a  skimming in developing students reading skill called skimming and an attractive media such as e-book especially Oodles. Moreover, it will develop and strengthen students learning using teacher technique to reach the learning goals.

2. For students and teachers,

    This research gives more understanding to teacher about improving students reading skill and comprehending text using skimming. Furthermore, teacher will know how to teach reading with applying skimming using Oodles. For students, this research will make them easier in reading. They use a gadget as well as they can learn inside it by

reading mobile application.

3.  For next researcher,

    This research extremely beneficial for the next readers to increase more information related to the tittle about e-book use and skimming skill in English lesson process. In addition, this research will help the next researcher in doing further research which has a similar topic.

## E.      Scope and Limitation of the Study

Scope of this research is focused on th e use of Oodles to teach skimming skill applied in English Language Learning process. This research will be taken with observing the teaching and learning activity in the classroom, analyzing teacher's ways in teaching reading using Oodless. In the other side is asking more information to teacher about teaching skimming skill using Oodles which apply in English lesson class.

The limitation of this study is the analysis of Oodless using by teacher which are seen from the teaching learning process in the classroom. The Oodless using is seen from the teacher ways in applying Oodless to the learning process which is applied only for student grade X11-A of MA. Birul Ulum Gedangan Sidoarjo.

## F.      Definition of Key Terms

To avoid misunderstanding in the way of comprehending this study, the definition of key terms elaborated as follows:

1.  E-Book

    According to Eko Supriyadi, e-book is a publication consisting of text, images, videos, and sounds and published in digital forms that can be read on computers or other electronic devices.[14] In this study, e-book define a facilitation provided the materials for reading skill which is got from websites of language learning.

2.  Oodles Free E-Book

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[14] Eko Supriyadi, *Simulasi Digital* (Malang: KEMDIKBUD, 2013)

Oodles is a mobile application which has Free English classic and English audiobooks that is easy to use the application to read or listen an English classic or Hindi books and stories.[15] In this research, oodless is an application in a mobile phone which is used as a media for teacher to teach reading more interesting for students.

3. Skimming

According to Liao. G, skimming is a speed reading technique for three to four times faster than normal reading to get the main idea.[16] In this study, skimming refers to the technique which is help students to read the text in Oodless by finding the main idea in the first and last sentence of paragraph. It is different with scanning that is used by finding the clues of the text.

4. Response

According to Stephen P. Lownie, response is a reaction to a stimulus or provocation.[17] In this study, response showed by students after teacher apply Oodless. It also can be seen when teacher gives them question, they will answer it well. The more students understand the text, they will be show a good response.

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[15] Google Play, 50000 Free E-Book and Free Audiobooks

[16] Liao G, *On the development of reading ability. Theory and Practice in Language Studies,* (USA:2011), 302-305.

[17] Lownie Stephen P, *Beware The Sapoiler Effect:Opinion, Rthe Harvard Crimson* (London: The University of Western Ontario, Department of Clinical Neurogical Sciences, 2013), 12.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter focuses on review of related theories and literature of using Oodles free e-book to teach skimming skill in grade XII of MA. Bi'rul Ulum Gedangan Sidoarjo, which is focus on the explanation about e-book, Oodles free e-book, and skimming skill.

## 1. E-Book
### a. The Definition of E-Book

E-Book has a lot definition among researcher, some of these definitions limit an e-book to an item available only on a computer screen, focusing on its digital form and being confined to a particular "desk-bound" use scenario. [18] Text in digital form or books converted into digital form or digital reading material or book in a computer file format or electronic file of words and images to be displayed on a computer screen or read on a computer through a network or viewed on a desktop, notebook or dedicated portable device or read on all types of computers or formatted for display on eBook readers.[19] An e-book reader is an electronic device designed primarily for reading digital files such as electronic books (e-books). It is smaller, lighter and cheaper than a small laptop computer or netbook and uses black-and-white e-ink technology, as opposed to an LCD or backlit screen.[20]

### b. Kind of E-Book

According to Hawkins, e-books containing four types according to their uses. These included:

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[18] Cox A. - Mohammed H, *E-books* (Jakarta: FreePint80, 2001), 35.

[19] Rao S. S, *Electronic books: A review and evaluation. Library Hi Tech* (Chennai India: 2003), 86-87.

[20] Ming Niea - Alejandro Armellinia - Gabi Witthausa - Kelly Barklamb, *How do e-book readers enhance learning opportunities for distance workbased learners?* (Leicester, UK: Zeal Solutions Ltd, Online publication, 2011), 78.

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1) **Downloadable e-books** primarily meant for use on a PC or laptop with a software or digitally-encrypted client application, such as CaféScribe.

   a) **CafeScribe**

   CafeScribe is an online and digital textbook that includes note taking, annotations, and read out loud features.[21] These digital textbooks are 40-60 percent cheaper than the physical counterpart. There are 10.000 books available with different publishers

2) **Dedicated ebook readers**, which are portable, handheld hardware devices such as a PDA, netbook, Amazon Kindle, Oodles.

   a) **PDA (Personal Digital Assistant)**

   A personal digital assistant known as a handheld PC.[22] PDA have the ability to connect to internet. PDA widely used as personal organizer, but because of their development, there were many functional uses, such as calculators, clock and time indicators, computer games, enternet access, email, video recorder, etc. in addition, PDA also can use to read e-books. One of the most characteristic of PDA is the touch screen facility. So that's why PDA can be called as a pocket computer.

   b) **Netbook**

   Netbook is generic name given to a category of small, lightweight, legacy free and inexpensive laptop computers. netbook is similar with laptop, but this one is smaller. Netbook often used by students for their work, one of the example is when students save their e-book in this netbook, it will help them to bring it everywhere.

   c) **Amazon Kindle**

   The kindle app puts millions of book at the fingertips. This app is for any reader, magazine or newspaper reader. Reader can read free books, choose from thousands of free e-books. In addition, reader can also shop for books including new releases book.[23]

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[21] www.cafescribe.htm

[22] Hewlett P, *History of the HP 95LX computer* (UK: HP Virtual Museum., 2011), 25.

[23] Amazon Kindle descriptions in Playstore

**d) Oodless**

Oodles Free Books is a fantastic ebook reader with catalogs equipped with many classic works and an easy-to-use interface. Oodles is an easy to use application to read or listen to english classics or hindi books and stories. Reader can import any ebook in epub, mobi or txt format from their phone.Oodles has a personalised reader.[24]

3) **On-demand**, print-based e-books that may be accessed and printed from a kiosk or terminal

4) **Web-based**, or limited access, e-book materials that require a user to be online, or that have limited or restricted print capabilities, such as CourseSmart.[25]

**a) Course Smart**

Coursemart provide a textbook and digital course material, include more than 40.000 e-book. It available in online or offline formats, coursesmart provide saving off the price of new print textbook and give students, faculty, and institutions a new way to find and access course materials.[26]

E-books have two basic components wich are hardware and software. Hardware is any type of technology that displays the "book" on a screen or presents it audibly with a speaker.[27] Software being run on the hardware makes it possible to view or listen to all of the "book" material such as text, pictures, sound, etc. Software enables various e-book file format display and use, these file formats called "Big Five" which include the following:

1) *Plain Text (TXT)*: Plain text can be read on any device that has a word processing application or capabilities.

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[24] Hawkins D, *Electronic books: A major publishing revolution. Part 1: General considerations and issues* (UK: 2000), 14-28.


[26] *CourseSmart Expands Executive Team to Increase Institutional and Distribution Partnership and Establish a Global Presence* (Reuters, 2011)
[27] Idem

Examples include Notepad, WordPad, Apple's TextEdit, and a variety of free applications.

2) *Web (HTML/XML)*: More advanced features are available in this type of format, the standard for most Web information and content. Subsequently, ebooks in HTML or XML are accessible from almost all standard browsers, such as Internet Explorer, Safari, and Firefox.

3) *Adobe Reader (PDF)*: Portable document format (PDF) is a proprietary format from Adobe that is accessible on most devices and widely used. The PDF viewer adds advanced features, such as text-to-speech, embedded media, and security levels that can restrict access and printing.

4) *Microsoft Reader (LIT)*: This format only works on Microsoft-based operating systems, but has some similar features of Adobe's PDF, including bookmarking, text-to-speech, and annotations.

5) *eReader (PDB)*: Available on virtually any platform, the eReader program database (PDB) format provides similar functionality to PDFs and LIT, such as bookmarking, annotations, and modifying font size.[28]

The e-books can be stored in the storage media, usually to store the e-books as PDF format using the storage media, such as CD-ROMs, Floppy Disks, and Hard Disks. Not only that, websites also can be used as the facility for users to read e-books directly and download them into several devices like PCs, Laptop and smart phones because of the advantage of high-speed internet as a result of which they are adding features to e-book technology using everywhere and every time.[29]

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[28] Cavanaugh T, *The digital reader: Using ebooks in k-12 education* (Eugene, OR: International Society for Technology in Education (ITSE), 2005), 108.

[29] Moamar Elyazgi - Othman Ibrahim - Mehrbakhsh Nilashi - Salem Elyazgi - Abdallah Raynham - Waheeb Abu Ulbeh, *An International Journal: Investigating a Theoretical Framework for E-book Technology Acceptance* (2015), 17.

### c. Advantages of E-Book

The use of e-book is important to support education quality. E-book has a good potential in learning environments, because technology now allows a student to carry many books, references, and resources in a single hardware device, which weighs as little as a pound.[30] E-book also enables accessibility, giving professionals or teachers the ability to access the materials without having to rework or modify the content into another medium.[31] E-books can be considered an adaptive and assistive technology, which has further-reaching implications and increases potential access to wider student populations and populations with various disabilities related to reading.[32]

Emergence of E-Book such as Kindle, Nook, IPad, and others, has boosted the use of electronic books. If a book is in electronic form, reader can download it fairly easy. Some electronic books are free and some are for purchase. Most people don't mind paying because the reader usually focus on colleges, universities, and school. Cost of an electronic book is usually a fraction of the cost of a printed book, and then the reader consider the convenience of carrying and storing the book, and the advantage of having many books on reading device and at fingertips. Another advantage of E-textbooks is that they update more easily than traditional paper textbooks which have to be reprinted, making E-textbooks more environmentally friendly.[33] Of course buying an old fashioned textbook is always an option, but considering price, convenience, and a technology future, E-textbooks appear to have the advantage.[34]

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[30] Cavanaugh, *The digital reader: Using ebooks in k-12 education* (Eugene, OR: International Society for Technology in Education (ITSE), 2005), 85.

[31] Cavanaugh T, *Ebooks and accommodations: Is this the future of print accommodation? Teaching Exceptional Children, 2002),* 56-61.

[32] Jeffrey Scott Kissinger, *A Collective Case Study of Mobile E-Book Learning Experiences* (UNF Digital Commons, 2011), 25.

[33] Waller Darlene, *Current Advantages and Disadvantages of Using E-Textbooks in Texas Higher Education.* (Texas: Texas A&M University-Commerce, 2013), 245.

[34] Young, J. R, *To save students money, colleges may force a switch to E-textbooks (Chronicle of Higher Education,* 2010) 1-8.

## 2. Oodles Free E-Book

### a. Definition of Oodles Free E-Book

Oodles Free eBooks is an ebook reader that allows the reader to download and read more than 50,000 books that do not cost anything at all.[35] Reader will find most of the features of these books are classic literature from authors such as Charles Dickens, Oscar Wilde, Cervantes, Mark Twain, and Lewis Carroll, so you can enjoy book titles like Oliver Twist, The Picture of Dorian Gray, Don Quixote, and The Adventure of Tom Sawyer. Besides the catalog of thousands of these books, this application also supports a variety of languages that are quite numerous, so reader have the opportunity to find books that are searched in their own language. In fact, they will find books in English, French, Italian, Spanish, Mandarin, Japanese, Portuguese and many more. The Oodles Free eBook interface is good in every aspect. Reader will find each book very easily because they can filter it through the name of the author, popularity, category, etc. This application is also very suitable for reading, reader can choose between night and day modes, change the font size, make markers, or use the Up and Down keys to turn pages. Oodles Free Books is a fantastic ebook reader with catalogs equipped with many classic works and an easy-to-use interface.[36]

### b. Advantages of Oodless Free E-Book

Oodles offers quality e-books and audiobooks for the always welcome price of zero. Oodles has Free English classics and English audiobooks. Oodles is an easy to use application to read or listen to english classics or hindi books and stories. User can also import any ebook in epub, mobi or txt format from mobile phone. Oodles has a personalised reader. User can customize the font size, style, background, line spacing, and other reading features according to the preference. Books are organized in various categories and tags that help user discover the next read easily. They can also see the top books and popular authors in separate sections. Each book is linked with the corresponding audiobook if it is available on Oodles. The downloaded books

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[35] https://oodles-free-ebooks.id.uptodown.com/android
[36] https://oodles-free-ebooks.id.uptodown.com/android

and audiobooks will appear in the personal library. User can read or listen to them anytime offline. [37]

Oodles does not provide the modern books or betseller, it's only have english classics that belong to public domain. For features can be found are read books and stories in English and Hindi for free, discover the great classics and some of world's best authors, import books from your phone and read in Oodles reader, take your library anywhere in your phone and read offline, personalise your reading experience, share ebook files with friends through email.

In Oodless there are some classification of facilities that help readers to be easier in choosing which book they read, so they will directly find the current book they looking for, the classification are:

1) Top categories: Fiction books, Romance books, Fantasy books, Adventure books, Science fiction, Christmas books, Horror books, Short stories, Love stories, Religious books, Humor books, History books, Poems, Poetry, Travel books, Detective Books, and etc.

2) Most popular authors: Jane Austen, Dostoevsky, Charles Dickens, Oscar Wilde, Mark Twain, Lewis Carroll, Wodehouse, James Joyce, Aesop, Victor Hugo, HG Wells, Plato, Jack London, Sigmund Freud, Thomas Hardy, Premchand, and others.

3) Most popular books: Aesop's fables, Peter pan, Sherlock holmes, Moby dick, Alice in wonderland, Pride and Prejudice, Kama sutra, Dorian gray, Beowulf, Grimm's fairy tales, Anna karenina, Don quixote, Hamlet, Macbeth, Pinocchio, Chanakya Neeti and thousands more.

4) Hindi authors: Munshi Premchand, Rabindranath Tagore, Devki Nandan Khatri, SharatChandra Chattopadhyay, Bhartendu Harishchandra, Jayashankar Prasad, etc. [38]

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[37] https://www.androidguys.com/reviews/app-reviews/oodles-is-a-solid-e-book-reader-just-ignore-its-looks-review/

[38] https://play.google.com/store/apps/details?id=com.oodles.download.free.ebooks.reader&hl=en_US

These advantages are the reason why the writer is interested in doing this research. While there are some app which make the reader should pay the cost, but in this app the reader can download any free books.

**c. Procedure In Using Oodless Free E-Book**

An overview about Oodles can be seen by looking at the main screen which shows two carousal style section, one for free e-books and another one for free audiobooks. Clicking on either will yield a grid or list with the available options, swiping between different views, such as categories, top books, and top authors. When you choose a specific book, you'll be directed to the book's detail page. This will show the cover at the top, along with detailed information about the book and the option to download it. There's also suggestions at the bottom, based on the book you chose. Since the available books here are probably not well-known, this is a crucial option and it's nice that the developer decided to add it. You can also browse your library of e-books and audiobooks, all neatly organized and with a percentage bar that shows you your current progress on that specific book. You can also import books you already own but are stored in your SD card or internal memory.

Oodles is a platform for reader to publish anything, it could be story, essay, poems, novels, fiction, non fiction, educative or a self-help book. It is published on Oodles Android and Ios APPS. Oodles Free E-Book publish easily and reach new readers.[39] The way to use Oodles are:

1)   Create an account, sign in and use the e-book

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[39] https://oodlesbooks.com/en/

**Figure 2.1 The first appearance of Oodless**

In the first appearance of the app asks reader to create an account. Then there's a "Sign-in later" option for whoever have already an account. After that, reader ready to use the app with a lot choice of any kind of books with difference categories of top book, top authors, and genre.

2) Choose the book
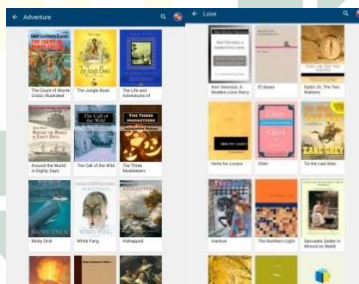


**Figure 2.2 The list of book categories**

A lot of books will be found in the list, reader can choose any kind of book they interested. There are some categories can be shoosen depend on the top books, top authors, genre and language.

**Figure 2.3 The description of book**

After choosing the book, reader can read the book details to know the synopsis and description. So, reader will know little thing about the contain than will sure to take which book is best.

3) Download and import book instantly



**Figure 2.4 The download process of Oodless**

After reader choose the best books they interested, they can download and import it from phone. It may some minutes to wait the download process but reader can wait it to read completely

4) Read books free and offline
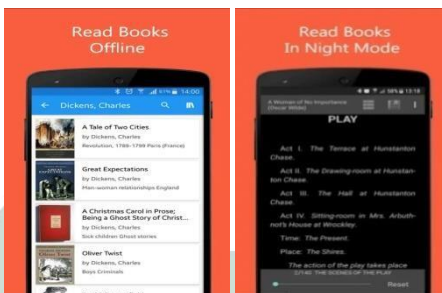


**Figure 2.5 Offline book for readers**

Readers can read books free and offline after the download process, it don't take a hard thing or long processs of internet connections after reader download the book. Even reader can set the mode appearance to night mode, that's all up to reader want to use which format.

5) Personalised reading experience



**Figure 2.6 Personalised reading experience**

Personalised reading experience with some options such as "search" for highlighting the current words reader want to looking for; "settings" to set book appearance, font text, margin, colour and etc; "book info" provide the title,

author, tags, language; "zoom in" to make the text bigger; "zoom out" to make the text smaller.

6) Listen to audiobooks
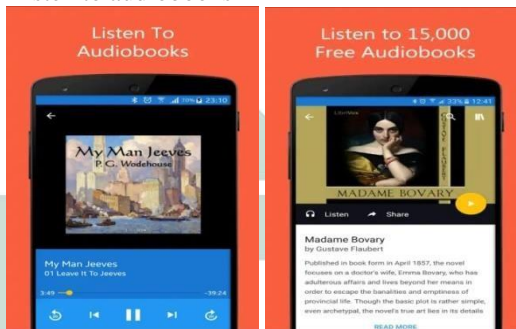


**Figure 2.7 Audiobooks**

In the other facilies beside a lot classic e-boo provided, reader also can listen to 15.000 audiobooks. The audio will show reader how speaker sounds the text. This way also can be used for reader to learn pronounciation. They also can listen it anytime any where even when they are busy.

## 3. Skimming Skill
### a. Skimming Reading

Skimming skill is part of reading technique, among the technique that can be applied by English teachers to improve student's reading comprehension is skimming.[40] It related to student's reading comprehension, because reading as the process of communication between the reader and the writer to make sense of written or printed symbols, which involves the recognition of letters, words, phrases and clauses, and

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[40] Diaz, S - Laguado J, *Improving reading skills through skimming and scanning techniques at a public school* (Action research. Opening Writing Doors Journal, 2013), 133-150.

comprehension.[41] Reading becomes an activity, therefore all reading activities must be active to a certain degree.

In reading can be seen and compared between active and passive reading, it is intended to show that the reader will look more skilled in carrying out various relevant mental actions.[42] There are various readings taken from different subjects and materials in education level, that way will improve student's pronunciation and reading skill.

Reading has a meaning that is a process of thinking and reasoning or as a language processing process. Seeing that there is a lot of understanding in reading, it can be proven that this is a lot of attention. Seeing the quality of a nation is from the next generation and its people can contribute to giving great thoughts to the progress of the nation or not. Even to bring up great thoughts cannot be owned for free but must be read.

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea[43] and as one of effective techniques is useful to enhance the reading comprehension. It's done at a speed three to four times faster than normal reading.[44]

### b. Teaching Skimming

Teaching skimming is the strategy in teaching reading comprehension that is looking for a text to get a quick idea of the gist of a text.[45] Teaching skimming is done by teacher because they know that usually students have low skills in comprehending English texts and have low participation in the teaching and learning process because they are difficult to understand and catch the information in the reading text. It can be provided when the students do the exercise in the text, they have difficulty to answer the questions because they do not know the content of the

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[41] Sheng, H. J. *A cognitive model for teaching reading comprehension. English Teaching Forum*, 12-15.

[42] Mortimer J. Adler - Charles Van Daren, *How to Read Book* (IPublishing, 2007), 5.

[43] Brown, H. D, *Language Assessment: Principle and Classroom* (New Jersey: Prentice Hall, 2003), 55.

[44] Liao G, *On the development of reading ability.* Theory and Practice in Language Studies, 2011), 302-305.

[45] Harmer J, *The Practice of English Language Teaching. Third Edition* (London: Longman, 2001), 126.

text.[46] Besides the reasons, some teachers was not fully successful in implementing teaching skimming strategies in teaching reading.[47] It happened because there were still some steps which were not applied by the teacher.[48]

Five purposes of reading comprehension are identifying the topic, predicting and guessing detail information, specific information, and general understanding.[49] Too see skimming as reading for gist, a type of rapid reading which is used when the reader wants to identify an information and main ideas from a passage.[50] The procedure of skimming technique steps as follows:

1) Students should read the title to guess the contain of the teaxt, students will imagine what will they find in the next sentence. And than read the first sentence of every paragraph introduction or the first paragraph, first sentence is enough give students wider imagination in their brain.

2) Students read last sentence of paragraph, they will find the conclusion in each paragraph, because it's included the summary.

3) Students can read key words in between first and last paragraph included. Key words can be identified by looking at any italicized or bold face word or phrases. Even when provided any pictures, charts, or graphs in the text is also help students guess what issues will be found.

Two skimming patterns in the process are:

1) For formal style, and this is typical of most text books (with

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[46] Andi Asmawati, *The Effectiveness of Skimming– Scanning Strategy in Improving Students Reading Comprehension at The Second Grade of SMK Darussalam Makassar* (State University of Makassar, 2015), Vol 1, Number 1.

[47] Tamsi Resya K - Zuhri, F – Kurniasih, *The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 SURABAYA* (Ejournal Unesa, 2013), Vol. 1. No. 1.

[48] Arundel Anne, *Reading and Study Skill Lab: Skimming and Scanning*. (*Article Online 2014*), (http://www.aacc.edu/tutoring/file/skimming.pdf, accessed on 6th February 2014).

[49] Harmer J, *The practice of English language teaching (3rd Ed.)* (Essex: Pearson Education, 2001), 76.

[50] Richards J.C - Platt, J - Platt, H, *Longman dictionary of language teaching and applied linguistics* (London: Longman. Beijing. Foreign Language Teaching and Research Press, 1992), 265.

long involved sentences and long paragraphs), therefore readers should read using the three steps outlined above.

2)  For informal style (shorter sentences and paragraphs), the readers should read using first two steps only.[51]

The use of skimming reading is important to improve EFL students' motivation and achievement in reading comprehension[52], enhance reading comprehension and improve students' reading skills[53], and get a general overview of the text.[54]

## 4. Students Response in Using E-Book

A good interaction is important to be applied for students and teacher. A teacher may initiate an interaction by asking students, followed by the students' response and the feedback from the teacher.[55] Teacher uses the variety of strategies until students understand the questions and give the suitable response.[56] Not only teacher, student has a variety way in responding something that can be seen from interaction analysis as known as student talk. Johnson stated that e-book has raised interests among educators because it facilitates teaching and learning.[57] It is supported with the statements from Shelby Clark that e-book also stimulate student's curiosity and engagement, teacher applies giving and asking question to students. Geertz and Fischer stated that the use of e-book will increase the understanding of language and meaning, so making process are important to interpret and analysis.[58]

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[51] Abdelrahman, M. - Bsharah, M. S, *The effect of speed reading strategies on developing reading comprehension among the 2nd secondary students in English language. English Language Teaching, 2014)*, 168-174.

[52] IRJE | Vol. 1 | No. 1| Year 2017 |ISSN: 2580-5711

[53] Diaz, S., - Laguado J, *Improving reading skills through skimming and scanning techniques at a public school: Action research* (Opening Writing Doors Journal, 10(1), 2013), 133-150.

[54] Centre for Modern Indian Studies (CeMIS), *Effective Reading Skill,* Georg August Universitat Gottingen

[55] Malamah, Thomas. A, *Enhancing interaction in our EFL classroom.* (Mingzhi: CELEA Journal Vol. 28 No. 2, 2005), 56-62

[56] Mehan H, *Learning lessons: Social organization in the classroom* (Cambridge, MA: Harvard University Press, 1979), 32.

[57] D. D. Johnson, B. Von Hoff Johnson. *Highlighting Vocabulary in Inferential Comprehension Instruction*. Journal of Reading, 1986.

[58] Geertz, C. *The Interpretation of culture*. (New York: Basic book, 1973), 44.

According to Meaghan Lister, designing online learning or e-book will help enhance student learning and allow learner to engage with the content.[59] It is supported by Yee Bee Choo's finding that the use of E-book had increased the level of understanding in reading in reading comprehension among the research participants.[60] Vera Nkiruka found that the students were motivated in to use ebooks because they could read them at the comfort of their homes, it saved a lot of time and these books are easy to search.[61]

## G. Previous Study

There are some previous studies in teaching skimming skill using e-book in this research:

A previous study conducted by Andi Asmawati from State University of Makassar untitled *The Effectiveness of Skimming and Scanning Strategy in Improving Student's Reading Comprehension at The Second Grade of SMK Darussalam Makassar* indicated that Skimming-Scanning Strategy in improving students reading comprehension is covered students' literal, inferential, critical comprehension. This research focuses on improving reading skills through skimming-scanning strategy during the treatment process.[62] The result of study showed that the score of the experimental group was higher than the control group and the treatment given to students is affect the differences of students reading comprehension after treatment. The difference between Andi Asmawati and this research can be seen from the media use. Researcher here use e-book as a media to pull student's interesting and motivation and Andy asmawati research is focused only on the technique. [63]

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[59] Meaghan Lister. *Design E-Learning and online courses: A Literature Analysis*. (January, 2014)

[60] Bee Choo, Y. & Zainuddin, N.S. *The Use of E-booknto Improve Reading Comprehension among year 4 Pupil.* Journal of English Education,3:2018). vol 3 no.1: 2018. P.23.

[61] Vera Nkiruka. Evaluating the impact of eBook on reading motivation of students of higher learning in Nigerian Universities. (University of Jos Library, Nigeria: 2016), 1.

[62] Andi Asmawati, *The Effectiveness of Skimming and Scanning Strategy in Improving Student's Reading Comprehension at The Second Grade of SMK Darussalam Makassar,* Vol I, Number 01 (Jakarta: 2015), 34.

[63] Andi Asmawati, *The Effectiveness of Skimming and Scanning Strategy in Improving Student's Reading Comprehension at The Second Grade of SMK Darussalam Makassa r* (Volume I, Number, 2015)

Another similar study is conducted by Jeff S. Kissinger from Florida State College untitled *The Social and Mobile Learning Experiences of Students Using Mobile E-Books,* it is aimed to build a rich description of how students used e-books delivered on mobile computing devices for college-level. It is showed that students expressed competence and feelings of high self-efficacy when using the mobile e-books, they also enhanced their learning socially.[64] The differences with this study is pointed in the subject of study which is used a senior high school students.

The last previous study is conducted by Benny Jefri Wijaya Hutabarat and Tina Mariany Arifin under the tittle *The Effect of Applying Skimming Technique on Grade XI Students' Reading Comprehension.* It shows that there was an improvement on the students' reading comprehension by applying Skimming Technique. The conclusion showed that students get better reading comprehension scores and helped the students to get the main idea easily. So, English teachers are suggested to use Skimming Technique in order to improve students' reading comprehension.[65] The difference with this research is about the focus of research content. Benny and Tina research is only focus on applying skimming technique, but in this research is focus on the technique use and also the media related to students wants.

There are some differences between those previous studies and this research done by the writer in the tittle *Using Oodles to Teach Skimming in grade XII of MA.Bi'rul UlumGedangan Sidoarjo*. The differences are the media use, the subject of study and the technique use. The researcher in those studies only focused on improving students skill using skimming scanning and expressing competence and feelings of high self-efficacy when using the mobile e-books. In this study, the researcher consider that this study is important to do because students need a media that engages them to learn the material in the classroom and researcher will show how teacher uses Oodless and the student's response after using Oodless.

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[64] Kissinger, Jeff S, The Social and Mobile Learning Experiences of Students Using Mobile E-Book (Journal of Asynchronous Learning Networks, Vol 17: Issue 1
[65] Benny Jefri Wijaya H - Tina Mariany Arifin, *The Effect of Applying Skimming Technique on Grade XI Students' Reading Comprehension.*

# CHAPTER III

# RESEARCH METHOD

This chapter focuses on the procedures for accomplishing the problem of research. The analysis consists of approach and research design, researcher presence, object and subject of research, research location, data and source of data, research instrument, d a t a c o l l e c t i o n  t e ch n i q u e and data analysis technique. There are more explanations about the methodology for this research detailed in:

a. **Approach and Research Design**

The design of this research uses case study research and qualitative approach while the purpose of this research is to recognize the detailed description of phenomenon that happen only in the small group being observed in ordinary contexts.[66] This research is designed to attain information and description concerning that happens for students' learning activity appropriate to the teacher activity which apply skimming skill that organized by English lesson teacher in MA. Bi'rul Ulum Gedangan Sidoarjo.

The researcher choose grade XII to complete the research because its relate to the material about review text that is connected to the contain of Oodless. They pay attention on how does skimming skill is used with Oodless in English language learning process

b. **Object and Subject of Research**

This researcher held at MA. Bi'rul Ulum Gedangan Sidoarjo. This study carried out the students of $12^{th}$ grade and English teacher as an object. The students in $12^{th}$ grade are students that have been used th e e-book in  impr ovin g  th eir r eading skill, the kind of e-book they used is Oodles which teacher use to pull their interest. It is supported with the way

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[66] *Qualitative Research Methods: A Data Collector"s Field Guide*, 1-2

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teacher use skimming skill as the technique to make easy for the application of that way in English learning process by looking at their learning activity. The researcher choosen the English teacher as object of research to give more information about student's activity in classroom and want to know whether the activity is run well for students or not. The researchers observed grade 12-A.

c.  **Research Location**

This research takes place in MA. Bi'rul Ulum Gedangan Sidoarjo which have a background of Islamic school. This school is located in Gemurung Gedangan Sidoarjo. By looking at the area, this school is in residential area which there some branch of institution such as TK, MI, MA in one environment, it is provides the good enough location for students' concentration to study effectively.[67]

MA Bi'rul Ulum Gedangan Sidoarjo is a private Islamic school which is in residential area. Interestingly, the students in this school have a very active attitude in respecting people around them.

**D. Data and Source of Data**

1.  **Data**

The data that is used in this study to answer the first question which is how does the teacher use Oodless to teach skimming skill is the procedure of Oodless use by teacher. The procedure is analyzed through observation. The next data to answer second research question which is what are the students response in using Oodless the students questionnaire answer that is fill after the learning process. The data to answer both first and second research question is interviewing teacher about the procedure in using Oodless, teaching learning process and the students response in the classroom.

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[67] Sandeep Kumar, et al "Study Habits of Tenth Grade Students in Relation to Their Academic Achievements" (*Indian Journal of Research*, Vol. 2 (12), 2013), 60.

2. **Source of Data**

The sources of the data are the results of the researchers' observation that take places during the teaching and learning process. The researcher also uses the result of teacher interview after the teaching and learning process. The researcher took one class that is XII-A to answer the questionnaire to know the students response after using Oodless.

E. **Research Instruments**

In this section, the researcher used the instrument to complete all data which is needed in this study. In this research, the instruments which were used by the researcher are observation checklist, interview guide.

a. **Observation checklist**

The observation checklist in this study is used to get data related to the use of Oodles in teaching skimming skill for students grade XII of MA Bi'rul Ulum Gedangan Sidoarjo. In this section, the instrument was designed by considering some theories regarding to the use of Oodles in teaching skimming. Conducting the observation checklist, assist information about how the students implement the use of Oodles with skimming technique and improve students reading skill. There are three item observed such as opening with four points, main activities with nine points and closing with three points.

b. **Interview Guideline**

In this stage, the researcher has taken interviewed the English teacher related to the application of teaching reading using Oodles with skimming technique. The interview guideline consists of 11 questions that related to the question.

c. **Questionnaire**

In this stage, questionnaire was used as the second data collection. Questionnaire is a research instrument which consists of numbers of questions to sort out the data which need to be answered by the objects of study freely

based on their opinion.[68] In this research concluded 10 statements which are answered by students using five alternative options to score the questionnaire, such as "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly disagree". Finally researcher will describe the conclusion of student's answer in the finding.

## F.    Data Collection Technique

Creswell stated that various ways in collecting data are included into qualitative method, those are: researcher can collect information through unstructured or semi-structured observations, interviews, documents, and audio-visual recorded information. He also suggested not to do random sampling or selection of a large number of participants.[69]

In this study, the data has been taken by doing premilinary research, observed the teaching and learning process in the classroom, interviewed the teacher and given the questionnaire for students to answer second research question about how the students response in using Oodless.

## G.    Data Analysis Technique

In qualitative study the researcher has done several steps to analyze the data, it would be conducted by using descriptive manner.[70] The steps are collecting the data, managing data, organizing data, describing data, classifying and interpreting the data. In this study, the analysis technique are:

1.    Collecting and organizing

Collecting the data is the beginning of the research proses. Once collected, the researcher should understand the data than the information has to be organized. The researcher did the observation and took a video recording to know the implementation of Oodless use. The

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[68] Ine amirman - Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta:Bumi Aksara, 1993), 226-228.

[69] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition* (Los Angeles: SAGE Publications Inc, 2009), 145

[70] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 152

researcher use Observation checklist and wrote a notes, it helps researcher familiar the data. After that, researcher did the interview and got the added information to organize the data.

2. Coding and reducing

In this stage, the researcher will generate categories and themes the data in script. In this study, researcher changed the result of documents into script analysis. After the researcher organized the data, the researcher changes the idea into codes. The researcher analyzed the document and giving a code such as checklist to the important data.

3. Interpreting and representing

Interpretation of data assigns a meaning to the information analyzed. When the researcher interpret the data, researche bringing out the meaning. The researcher confirm what has already known, transcribed and convented the result to the write. Researcher concluded the result by percentage the students questionnaire, in every point percentaged the total number of agree and strongly agree option. Finally, all result in concluded into descriptive manner.
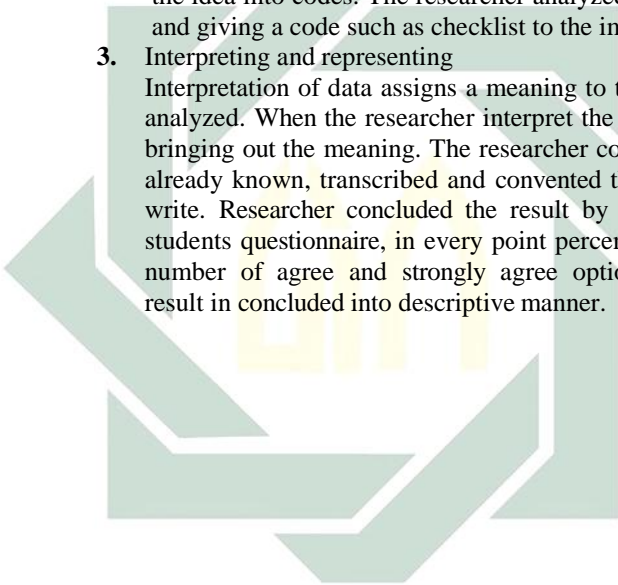
# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

This chapter presents research finding and discussion. The researcher describes the result of the analysis in the research finding. While, the research findings contain data that has been collected by the researcher during the classroom observation and interviewing the teacher. Then, in the discussion section, the findings will be discussed in relation with the theories reviewed during this research. Additionally, the analyzed data is categorized based on the research question of this research.

## A. Research Findings

The researcher conducted the research on March 2019. For answering the questions in this research, the researcher used three methods for collecting the data. In this research, the teacher applies Oodles in review text for students grade 12 senior high school. In the review text, teacher asks students to use a novel by William Shakespeare with the tittle "Romeo and Juliet". Then students should read it and look for the contain of text using skimming skill. All those activities will be described in this chapter with doing observation, interview and field note refers to recorded classroom activities. So, that recording results are presented and discussed.

### 1. The use of Oodles to teach skimming skill

The researcher collected the data regarding with the first research question, which is about the use of Oodles by teacher to teach skimming skill for students during the teaching and learning process. The researcher analyzed the use of Oodles that the teacher apply in English learning process by taking field note and video recording with the teachers' permission. Based on the classroom observation, the researcher found some teacher use in applying Oodless.

#### 1.1 Opening

The first section is opening. During the classroom observation, the researcher found some teacher activities in the

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opening that relate to Oodles when the teaching and learning process occur. In the beginning and before teacher started the lesson, researcher found a different thing the teacher did which is managing the students seating arrangement in some group work to discuss about the text in Oodless. Teacher asked students to make a group work before say salam, it is apply to make students easy in discussing what things they are finding in Oodless, so in the learning process the students have arranged their good position depend on their group.

### 1.1.1 Teacher prepares students to study

Before the learning process, teacher doesn't deliver the material directly to students, the teacher pay attention to the student's readiness. Teacher ask students about student's preparation and manage students seating arrangement which students should make a group. Teacher also asks students a piece information about Oodless. It is used to support the classroom management and the discussion about text included in Oodless. All well done and make the teacher very easily carry out the learning process.

### 1.1.2 Teacher gives apperception

Apperception setting in pre English teaching process is needed. The teacher gives the students preparation before they get the lesson. The apperception done by the teacher such as teacher welcoming students to use Oodless as a media in their mobile phone. It makes students feel happy and more interesting in the learning process. Because as usual, students is forbidden to bring a mobile phone, so in applying Oodles students should use mobile phone and give this certain chance, that looks acceptable.

### 1.1.3 Teacher delivers the learning objectives

In the learning process, delivering learning objectives is important to make students know what are the important of all they get. Teacher showed the objectives and

asked students about review text, Oodless and the technique they used called skimming and what are the activities will be done. Than teacher showed that Oodless as an interesting media in supporting them to learn English.

### 1.2 Activities

The activities included some main things to reach the learning objectives. The researcher found some students are enjoy the classroom with the media used with an e-book called Oodles. In the classroom observation, each activities showed the use of Oodles by teacher in the classroom. The teacher also applied skimming to help students understand the content of text.

#### 1.2.1 Teacher asks students to open Oodles

Teacher asks students to open the application of e-book in their mobile phone called Oodless. The researcher found the students is easy to use Oodless. Students open the Oodles and looking for a book by William Shakespeare in the title option and type "Romeo Juliet". Moreover, students can be focus on the reading process. Some of them use an electronic dictionary to translate the words in the text. It was also because the allocation time of the course was only three minutes, so they did it in a hurry.

#### 1.2.2 Teacher explains and applies skimming skill

In the next step, teacher has given student's time for three minutes to understand the content. Teacher also has given a skimming technique to manage that. Before students apply it, the teacher explained that skimming is the fast reading while they are focus to listen the teacher explanation. This

technique made Oodless easier to be more understood. After reading the text, teacher asked students to find the tittle and main idea of the text and so on. In the last, teacher has given students question to know how long the students understand the text well.

### 1.2.3 Teacher gives students time to read the text

In the skimming process, students read the text in Oodless quickly. The text in Oodless helped them understand it. Teacher asked students to read the text only for three minutes, so in three minutes students found the main idea in the first or last sentence in every paragraph, students found some keywords to help them understand the text in a hurry without read all text. Teacher monitored students activities while student reading Oodless. In the process, sometimes students asked teacher about something they don't understand, than teacher has given any information. Lastly, teacher asked some questions after students read Rome Juliet novel.

### 1.2.4 Teacher asks students to find the main idea

Teacher asked students about the content ad they told any information they found in the text. The question that teacher asked are the tittle, the content, and the best moment students like. All information they got is included in Oodless. Finally students can answer by doing a discussion with their group.

### 1.2.5 Teacher ask students to find the keywords

After students reading the text, they found the main idea and also should write

some keywords to help them understand the whole content. The teacher asked keywords in every group, students showed the keyword and read it to the teacher and all friends. Each group found 5 to 6 words and shared it to another group. The keywords has been taken from text in Oodless.

### 1.3 Closing

In the last section is closing, there are some activities in closing section, which are reinforcement, evaluation about students understanding.

#### 1.3.1 Teacher reinforces the material

After delivering all material, teacher did not directly leave the class, but he reviewed again the material that has been delivered last time. Teacher has given a conclusion in the end of lesson and told about review text and Oodles use with skimming. Teacher also asked students about Romeo and Juliet story.

#### 1.3.2 Teacher evaluates the use of Oodles

Teacher did an evaluation to know how long students understand about teacher explanation, teacher asked to students what are they learn in that day and give them a question about the material.

### 2. Students' responses in using Oodles with Skimming Skill

After doing the classroom observation about teacher activities in using Oodles to teach skimming skill, the researcher found the information about students' responses of using Oodles in skimming skill for students while and after teacher apply, it is done by doing an interview and giving a questionnaire to students. While doing the interview, the researcher found some information from observations' result, teachers' interview and students'questionnaire

result. Therefore, the researcher combined those results to get the data.

### 2.1 Oodless is interesting for students

*W: How do the students look when using Oodles?*
*T: Anak-anak tampak bersemangat ketika ada sesuatu pembelajaran yang berbeda dan unik.*

Students are very interesting in the usage of Oodless. It can be showed by student's answer that 56,6 % is strongly agree that they are interested in using Oodless. Than 26,6 % of them are agree, the rest is 16,6 % are neutral. It was seen after teacher asks them to open Oodles, they are look so happy and directly open it.

### 2.2 Oodless can be a stimulation to pull curiosity

*W: How do the students look when using Oodles?*
*T: Ketika saya suruh mereka mendownload membuka Oodless, mereka penasaran dan cepat-cepat membuka dan membacanya. Dipelajaran selanjutnya terkadang mereka bilang untuk minta menggunakannya lagi.*

In attention, from 30 respondent answers the result of student's response about stimulation to pull students curiosity, it is showed that 66,6 % is strongly agreed that they are curious in using Oodless. Than 20 % of them are agreeing, the rest is 13,3 % are neutral. It was seen when teacher ask them to open Oodles, especially at the first time, they look so curious. According to teacher talk, they always ask about what kind of application is it and how does Oodless use.

### 2.3 Oodless supports the development of analysis skill.

*W: Are their response answers fastly or need a periods of quiet in the interaction?*
*T: Mereka dapat menjawab dengan mudah apa yang saya*

*tanyakan karena mereka telah memahami isi teks tersebut. Terkadang hal yang membuat mereka butuh waktu berfikir adalah proses menerjemahkan pertanyaan bahasa inggris dari saya yang membantu mengembangkan pola fikir mereka.*

Students read the text in Oodless using their reading analysis skill which is showed by 30 respondents that 33,3 % is strongly agree that Oodless help them analyze reading text. Than 33,3 % of them are agree, the rest is 26,6 % are neutral an 6,6 % are disagree.

### 2.4 Oodless engages the subject materials to be learned.

*W: Do you think Oodless can engages the subject material?*
*T: Pastinya. Karena teks bacaan yang merupakan materi utama saya yaitu review teks ada didalam Oodless. Jadi otomatis Oodless bias melibatkan materi yang akan saya ajarkan.*

From 30 students, 40 % is strongly agree that they can understand the subject materials after reading using Oodless, because Oodless engaging the subject material. From 40 % of them are agree, the rest is neutral from 20 % students. It is provided that Romeo Juliet book is exists there.

### 2.5   Oodless helps students material clarity.

*W:Does Oodless help students material clarity?*
*T: Iya, karena ketika mereka membaca teks didalamnya, mereka akan memahami isi dari bacaan dan saya minta mereka menceritakan ulang isi teks tersebut. Darisitu mereka akan memahami bagaimana teks review itu.*

In the first meeting on new material, students  will have their expectation about what will they learn, and Oodless help them to make it clear with the story inside. It can be showed by student's answer that 26,6 % is strongly

agree, than 40 % of them are agree, the rest is 20 % are
disagree and 13,3 % disagree.

### 2.6 Oodless is easy to get the understanding for students

*W: Do you think students understand the text by using*
Oodles?
*T: Iya. Jika mereka merasa kesulitan dalam terjemahannya,*
*mereka bias menggunakan kamus untuk membantu*
*mereka. Selain itu, guru memberikan teks dari Oodless*
*dengan melihat kemampuan mereka, sehingga*
*pemilihan bahasa dan cerita yang digunakan sesuai*
*dengan kemampuan mereka.*

From 30 respondents, 10 % is strongly agreed  that
they are easy to understand the text after reading using
Oodless. Than 26,6 % of them are agree, the rest is 46,6 %
are neutral and 16,6 % disagree. Teacher said that here are
many students are neutral in answering this statements
because they still need teacher help to understand the text
there. But it is not a big problem for them, the rest students
who are agree and strongly agree with this sentence also
help their friends understanding.

### 2.7 Oodless is easy to help students retell the reading contain

*W: Do you think Oodless help students to retell the text*
*easily?*
*T: Iya.Fitur Oodless membuat mereka antusis membukanya,*
*mereka pun senang membacanya. Disisi lain, saya*
*meminta mereka menyediakan kamus untuk membantu*
*mereka. Sehingga ketika saya menyuruh meretell,*
*mereka mampu mendeskripsikan isi teksnya.*

Students can retell the reading contain with teacher
help, but some of them about 33,3 % are strongly agree
that they are easy to retell the contain. For 33,3 % of them
are agree, the rest of 16,6 % students are neutral and 16,6

% disagree. It was seen when teacher asked them to retell the reading result, and they can did it well.

### 2.8 Oodless makes students enjoy in reading text

*W: Do you think the students enjoy the material?*
*T:Mereka terlihat sangat enjoy. Karena model pembelajaran yang bebeda, sehingga mereka sangat antusias dan menikmati kelasnya*

For 20 % students are strongly agreed that they feel enjoy in reading text using Oodless. Than 56,6 % of them are agree, 23,3 % are neutral. It was seen when researcher walked around them and monitored each students. They are so fun with doing a discussion with their group.

### 2.9 Oodless influences student's learning motivation.

*W: Does Oodless motivate students learning?*
*T: Iya.mereka sangat termotivasi dengan adanya Oodless didalam kelas.*

Oodless influenced students learning motivation can be seen in the preparation time, whilst learning, and reinforcement time. It is provided by student's answer that 56,6 % is strongly agree with this statement. Than 33,3 % of them are agree and 10 % are neutral.

## B. Discussion

After getting the data of using Oodless to teach skimming skill, this research analyzed the use of oodles by the teacher that was applied in the learning process. After the results of the research questions are presented on the research finding, then the data are discussed on the discussion.

### 1. The use of Oodles in teaching skimming skill

The first research question asked about the use of Oodless by teacher for students during the teaching and learning process. The researcher found some activities in using

Oodless during the classroom observation. The use of Oodles can be done by students and almost of all students found so easy in operating Oodles as an e-book. According to Huang, Liang, Su, & Chen, the younger generation has grown up and is familiar with new technology, they are likely to have different expectations and behaviors towards it.[71] That is why it is not surprising to know the activities teacher use in classroom using Oodles is arranged well and students can enjoy it, because they learn differently using new technology.

When the researcher observed the class, the researcher found that the activities and the item observed in the instrument are mostly applied. There are two activities didn't apply which are teacher is not motivating students and students is not doing an active communication in the learning because teacher directly show the objective learning and teacher have preparing well the class and students setting arrangement before starting the class, so teacher directly go to the main activities without motivating them first. When the teacher explained the material, all of students listen well the instruction and follow all activities that are about using Oodless with skimming technique or fast reading. All students can use Oodles easily, they read the content of the text and find some important things such as keywords, main idea with the little time provided, with only three minutes. Therefore, the students who are using Oodles can share the content of text without reading all text because they can find keywords clearly and they also enjoy the activities using Oodles so well. It is proved by the following teachers' statement.

*"Students are greatly helped by the use of oodles and skimming techniques that I have instructed. They do not need to read all the text, just by reading the beginning and end of the sentence in the paragraph, searching for keywords they will easily find reading ideas."*

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[71] Huang, Y., Liang, T., Su, Y., & Chen, N. (2012). Empowering personalized learning with an interactive e-book learning system for elementary school students. *Educational Technology Research & Development*, *60*(4), 703-722.

However, in this research, the main topic is the use of Oodles in skimming skill done by teacher in the classroom. Based on the theory from Broughton at all, that there are some ways to skim a text they are look the title, read the first and last sentence in paragraph, look for the keywords and find the main idea.[72] From some ways to skim a text, teacher applies it in the activities while using Oodles. some activities applied in the classroom are teacher explaining the material, teacher providing question and answer about material, teacher ask students to open Oodles and give a reading text, students use Oodles effectively, students give a good anthusiast in using Oodles, teacher explain and teach skimming skill to read the text, teacher give students the time to read the text, teacher ask students to find the main idea, teacher ask students to find the keywords, teacher get students participation of the reading result, students find the main idea and keywords easily, students answer teacher's question anthusiastic.

In the activities, the teacher asks students to open Oodles and give them a reading text in a form of novel by William Shakespeare with the tittle "Romeo and Juliet". Students use Oodles to read the text inside that and teacher give them a limit time with the duration for only three minutes, than students should looking for the main idea and keywords inside that. Student don't need to read the whole text, because they only need to read the first and last paragraph and guess the whole content. After the time is up, teacher will ask some question about the the tittle, characters, content of text, retell the text and best moment students like. In that process, teacher get students participation of the reading result. They give a good respond in that questions. It can be seen that they can answer the question enthusiastic. In the closing section, teacher reinforces the material, evaluates the use of Oodles and ensures students understanding.

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[72] Bever, T., & Bower, T. (1970). *How to read without listening*. In M. Lester (Ed.), *Readings in Applied Transformational Grammar*. New York: Holt, Rinehart and Winston.

2. **Students' Responses of using Oodles in skimming skill**

The second research question asked about how do the students' responses of using Oodless with skimming skill in teaching learning process. According to the questionnaire about e-books on reading from Lindsay Lichti to know how many students agree with the statements as follows, the researcher found some response can be seen by students in the classroom.

In the point of students interesting in using Oodless, the researcher got student's answer about 56,6 % strongly agreed, 26,6 % agree, and 16,6 % are neutral. In addition, students look so happy and enthusiastic in downloading and opening Oodless. According to Johnson stated that the innovation in mobile apps has raised interests among educators because it facilitates teaching and learning.[73] It means that students will be more interesting in learning if there is something creatively used by teacher.

In the second points about Oodless can be a stimulation to pull curiosity, from 30 respondent answers the result of student's response about stimulation to pull students curiosity, it is showed that 66,6 % are strongly agree, 20 % agreeing, 13,3 % are neutral. It was seen when teacher ask them to open Oodles, especially at the first time, they look so curious. According to teacher talk, teacher and students usually asking and giving question. It is support by Shelby clark, Allen G. Harbaugh, and scott seider which is stated that asking question helps individuals identify gaps in knowledge and target information, stimulates students curiosity and engagement.[74]

The third point is Oodless support the development of students skill of analysis. It can be provedwhen students read the text in Oodless with getting their effort in understanding the language and meaning. Depend on Geertz and Fischer stated that the use and understanding of language, meaning making

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[73] D. D. Johnson, B. Von Hoff Johnson. *Highlighting Vocabulary in Inferential Comprehension Instruction*. Journal of Reading, 1986.

[74] Shelby clark, Allen G. Harbaugh, and scott seider, "Teaching questioning fosters adolescents curiosity: Implication for key student outcomes," (poster presentation, annual convention of the American psychological association, Washington DC, August, 2017).

process are important aspects of interpret and analysis.[75] So, that why 33,3 % is strongly agree that Oodless help them analyze reading text, 33,3 % of them are agree, 26,6 % are neutral an 6,6 % are disagree. Some students feel disagree because they are difficult in the analysis reading process.

According to Meaghan Lister, designing online learning or eBook will help enhance student learning and allow learner to engage with the content.[76] It means that the more teacher designing the activities, so it will pull students willingness in reading and make their surosity about the content increased. 40 % students is strongly agree that they can understand the subject materials after reading using Oodless40 % of them are agree, 20 % students are neutral.

Oodless help material clarity according to student's expectations, even students is easy to get the understanding after reading text using Oodless. It is supported by Yee Bee Choo finding that the use of E-book had increased the level of understanding in reading in reading comprehension among the research participants.[77] From 30 respondents, only 10 % is strongly agreed that they are easy to understand the text after reading using Oodless and 26,6 % of them are agree. Easy to retell the reading contain. It is proved that 33,3 % of students are strongly agree and 33,3 % are agree. They are also enjoy in reading text using Oodless. So that they prefer choose reading an eBook than paper, as the percentage shows 50 % are strongly agree and 50 % are agree in using e-book in reading text. It means that students understanding and will affect their ability in retell the reading text. But the percentage of retell ability is higher because teacher help them understand firstly than they can retell it by themselves. It can be conclude that Oodless influenced their learning motivation. Oodless influenced students learning motivation, and 56,6 % students is strongly agree with this statement. It also supported by Vera

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[75] Geertz, C. *The Interpretation of culture*. (New York: Basic book, 1973)

[76] Meaghan Lister. *Design E-Learning and online courses: A Literature Analysis*. (January, 2014)

[77] Bee Choo, Y. & Zainuddin, N.S. *The Use of E-booknto Improve Reading Comprehension among year 4 Pupil.* Journal of English Education,3:2018). vol 3 no.1: 2018. P.23.

Nkiruka findings that the students were motivated in to use ebooks because they could read them at the comfort of their homes, it saved a lot of time and these books are easy to search.[78] Those reason can be a conclusion that ebooks influence students learning.

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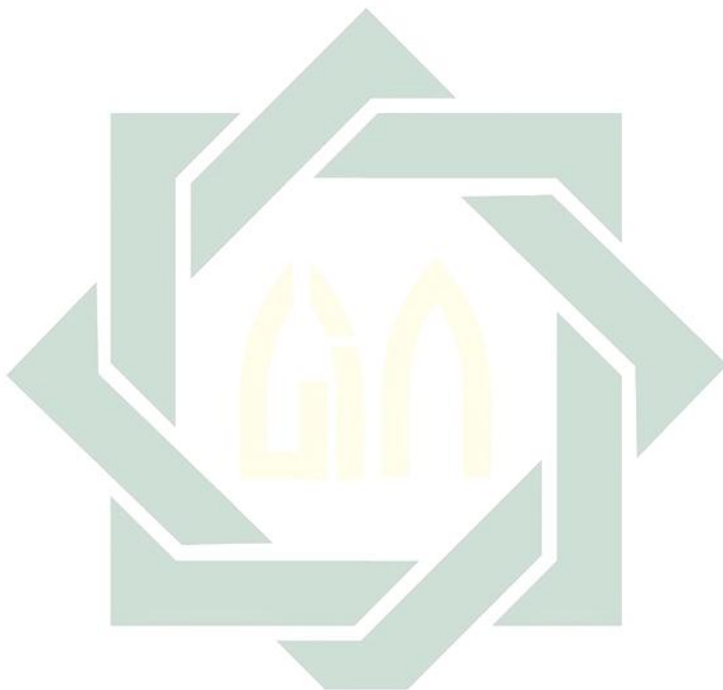
[78] Vera Nkiruka. Evaluating the impact of eBook on reading motivation of students of higher learning in Nigerian Universities. (University of Jos Library, Nigeria: 2016), p.1.

# CHAPTER V
# CONCLUSION AND SUGGESTION

Based on the findings and discussion, this chapter presents the conclusion of the research and the suggestion for the teacher, students, and further researcher. The result of the finding and discussion can be concluded as the following representation.

## A. Conclusion

Based on the data on the research finding, there are several points which can be concluded as follow:

1) In the opening, teacher manages the students seating arrangement in some group work to discuss about the text in Oodless. In giving apperception, teacher welcoming students to use Oodless as a media in their mobile phone. Teacher showed in the learning objectives that Oodless as an interesting media in supporting them to learn English. In the activities, Researcher found that students is easy to use Oodles. Teacher asked students to open Oodles and use skimming technique. This technique will make Oodless easier to be more understood. Teacher monitors students activity while student reading Oodless. All information they get is included in Oodless. In closing section, teacher gives a conclusion in the end of lesson and talking about review text and Oodles use with skimming. Student's is enjoy in learning using Oodless because it makes them more curiousity about things inside.

2) The Students' responses result in this study are Oodless is interesting for students, Oodless can be a stimulation to pull students curiosity, Oodless supports the development of students skill of analysis, Oodless engages the subject materials to be learned, Oodless helps material clarity according to student's expectations, Oodless is easy to get the understanding for students, Oodless is easy to help students retell the reading contain, Oodless makes students enjoy in reading text, Oodless influences student's learning motivation. Some response showed by students is positive.

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So, it can be concluded that the response showed by students is good to be valued.

## A. Suggestion

Based on the conclusion above, the researcher gives some suggestions concerning the use of Oodless in teaching skimming to the English teacher, students and further researcher.

1) English Teacher

It is suggested for English teachers to use Oodless in the learning process because it can help students to be more interested in learning English. Teacher also can open students experience in comparing technology in the learning. In other way, it is also a good way for teacher to help students minimize the use of mobile phone in a bad things while the learning process. In addition, the teacher applying Oodless with knowing how the strategy works and how skimming skill help students in understanding the text.

2) Students

In learning English, especially in reading the students should be more motivated. Reading is a receptive skill that's important in daily life especially for students in the classroom. Students more enthusiastic in reading using Oodless because it is included in their mobile phone. The students can use any technique especially skimming that is applied by teacher to master the reading skill. It's a good technique that help students finding the main ide of text without reading all sentence. The last, it is suggested for the students to have Oodless in their mobile phone and can read it everywhere using skimming to help them more understood.

3) Further Researcher

The researcher suggests for further researchers who are interested in the same topic to conduct a research about the use of Oodless in English learning. It is important to know how far Oodless can be a good media for students in improving students reading skill. Next researcher can develop this current study. The next researcher can investigate Oodless from other sources or different manner.

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