TEACHING READING COMPREHENSION IN NARRATIVE TEXT THROUGH SKIMMING AND SCANNING

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui adanya peningkatan dalam kemampuan membaca Bahasa Inggris siswa dengan menggunakan teknik skimming dan scanning pada SMP Negeri Unggulan 1, Pulau Morotai. Sampel dalam penelitian ini berjumlah 66 yang dibagi menjadi 2 kelompok, yaitu kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan bahwa, 33 siswa mendapatkan level rendah pada kelas kontrol setelah di ajarkan dengan menggunakan metode tradisional. Sedangkan di kelas eksperimen, 33 siswa mendapatkan nilai 0-54 sebelum di implementasikan teknik skimming dan scanning. Setelah diberikan teknik skimming dan scanning, nilai yang didapatkan oleh siswa meningkat, dari 100% siswa, 64% mendapatkan nilai (0-54), 24% di level moderate dan 12 siswa mendapatkan nilai 70-84. Dari hasil menunjukkan bahwa teknik skimming dan scanning sangat bermanfaat dalam meningkatkan kemampuan membaca siswa.

Kata kunci: skimming, scanning, teks narrative, membaca Bahasa Inggris

Abstract

The purpose of the study was to see how successful skimming and scanning techniques are at improving students' reading comprehension. This study employed a pre-test and post-test control group design. The research subjects were first-year students from SMP Unggulan Negeri 1 Pulau Morotai. There were 66 students in all, divided into two groups of equal size: an experimental group and a control group. The results show that students or (33) got deficient levels in the control class. After the students were taught by using the conventional method, there was no improvement. While in the experimental group pre-test results showed that 100 percent of students (33) scored 0-54. After skimming and scanning techniques was applied the students' score in reading comprehension were higher, this can be seen in the figure, from 100 percent of students (33) 64 percent students who got poor level (0-54), 24 percent students got moderate level, while in the range of scores from 70 to 84, there were 12 students. From these findings, skimming and scanning techniques were clearly beneficial in improving students' reading comprehension.

Keywords: Skimming, Scanning, narrative text, Reading Comprehension

INTRODUCTION

Reading is one of four abilities required to master English, thus mastering it is critical in the learning process. Speaking, writing, and listening abilities are also significant, but reading is the most crucial because it is used in official assessments to evaluate a language learner’s aptitude. According to
(Riance, 2018) Reading should be a daily routine activity, because by reading we gain insight into knowledge or information from every type of book read. It is an activity that allows us to understand the meaning of a word or sentence written in the reading material. This is because reading can help the brain develop so that it can improve science.

Based on the researcher's observations during teaching practice (PPL 2) at SMP Negeri Unggulan Negeri 1 in the academic year 2020/2021, the majority of students struggle with reading. Students have trouble understanding a passage because most of them are uninterested in reading English texts. As a result, the teacher must assist the students in developing successful reading skills based on the difficulty. Skimming and scanning procedures are some of the techniques that teachers might use to help their students. According to (Mokalu et al., 2021) by skimming over a text, students can make the process of reading becomes easier, they know how the text is organized, and it increases their understanding about the writer's tone or intonation, while scanning can assist students in extracting knowledge from a book while also allowing them to maximize their time. (Gulo, 2020) adds Skimming is a technique that students can apply when they do not have enough time to read the passage. In skimming technique, the students read the passage in order to get and determine the main idea. Students should understand the meaning of some words to make them understand the context of the passage. In addition, (Sinaga, 2017) states that scanning as a technique, which means read quickly in order to identify specific information is appropriate to be applied in various types of texts. In teaching learning process, the teacher built students’ skill in reading by using scanning technique. Teacher gives times to students to find out the specific information in the text quickly without reading the whole text. In brief, by using scanning technique in reading process can make the readers become flexible in reading a text. Good readers are active readers who must be active in identifying the information they want in the text without reading the whole text. It can be said that scanning technique can be useful in teaching reading because it can help the students become good and flexible reader. While Skimming is reading techniques in which the reader reads quickly, running over the text and the purpose of the reader is to get the gist of the text.

The researcher employed three step techniques in this procedure for teaching reading comprehension using skimming and scanning techniques. There are three phases of teaching reading comprehension.

**Pre-reading activities was conducted:**
Greeting students, confirming attendance, motivating students, and requesting students to create some questions relating to the subject.

**Whilst-activities was conducted:**
Presenting some new vocabulary, giving each student a copy of the text, asking them to read each paragraph rapidly, and asking them to comprehend and locate general information in the text. For example, read the title and images before asking students to discover specific information without reading the entire text. Such as setting, date, symbol, and number, asking students to locate the key points in the summary, asking students to deduce the author's social message, and asking students to answer questions from the text.

**Post-reading activities was conducted:**
Summarizing the lesson, assessing each student's comprehension of the reading text by asking questions and administering a quiz, and finishing.

To summarize, all that is required to receive the information desired by the readers is a quick skim. Students must understand the material or a passage before using the skimming approach. Students should aim to go as quickly as possible while leaving some things behind. When a reader doesn't have enough time to read and wants to master the content as quickly as possible, they skim.
Meanwhile, Scanning is a technique of quickly reading and locating certain information without having to read everything. Checking the facts, generating precise queries, anticipating clue phrases, finding potential answer location, utilizing a systematic pattern, and validating your response are all steps in efficient scanning. The scanning technique was also modified to fit the materials' characteristics.

RESEARCH METHOD
This research uses quantitative research, focusing on true experimental design taking the type of pretest and posttest control group design. The first test was a pre-test of reading comprehension to evaluate the students' starting level of reading comprehension, and the second test was a post-test for each group to analyze the effect of skimming and scanning on increasing the participants' reading comprehension. Finally, data were analyzed using SPSS version 20th. Before and after the experiment, the outcomes of the pretests and posttests were compared using SPSS statistical software.

Population and Sample
The participants in this study were first-grade students at SMP N Unggulan 1 Pulau Morotai in 2021. The population was 123 students. The sampling technique used in this study was basic random sampling; the research was conducted to the 66 students and the sample was chosen by lottery.

The Instrument of the Research
In collecting the data, the researcher employs the instrument as follows. The researcher conduct the reading test for the pretest, then in the treatment session, this treatment was held for the sixth time, and the post-test aims to know the improvement of students’ ability to read after using skimming and scanning techniques.

FINDINGS AND DISCUSSION
The results were obtained from pretest and posttest. As it could be seen in figures 1 and 2 of the control group and experimental group. It showed that all of the students (33) got deficient level. After the students were taught by using a conventional method, there was no improvement. While in the experimental group pre-test result showed that 100 percent of students (33) scored 0-54. After skimming and scanning techniques were applied the students' scores in reading comprehension were higher, this can be seen in the figure, from 100 percent of students (33) 64 percent students who got poor level (0-54), 24 percent students got moderate level, while in the range score from 70 to 84 there were 12 of students.
Table 1. Tests of Normality

| Class         | Statistic | df | Sig. |
|---------------|-----------|----|------|
| PreTest       | .165      | 33 | .022 |
| Experimental  |           |    |      |
| PostTest      | .160      | 33 | .032 |
| Experimental  |           |    |      |
| PreTest       | .267      | 33 | .000 |
| Control       |           |    |      |
| PostTest      | .141      | 33 | .096 |
| Control       |           |    |      |

a. Lilliefors Significance Correction

From the data above, it was known that sig. Value of the pretest experimental group was .022 and the sig. Value of posttest experimental was .032, the sig. Value of control group pretest was .000 and posttest of control group was .096 it means the data were not normal. Due to the data were not normally distributed, the researcher used Non-Parametric test through Mann-Whitney test.

Table 2. Non-Parametric Test

| Students’ Learning Result | Mann Whitney U | Wilcoxon W | Z | Asymp. Sig. (2-tailed) |
|---------------------------|----------------|------------|---|-----------------------|
|                           | 33.500         | 594.500    | -6.569 | .000                  |
| a. Grouping Variable: Class |                |            |      |                       |

The data indicated that Asymp. Sig (2-tailed) was .000, thus it was lower than 0.05. To sum up, there was an improvement in the students’ reading comprehension after they taught by skimming and scanning technique.

The researcher’s finding reveals the experimental group who were taught reading through skimming and scanning technique got better score than control group who was taught by using conventional method. It means that skimming and scanning techniques were adequate to be used for teaching fast and efficient reading comprehension. The research study was connected to previous research by (Marliasari, 2017) her research was carried out at the tenth grade students of SMAN 1 Gelumbang, it was effective to teach reading comprehension by using skimming and scanning techniques. From the score that were found, the result of statistical analysis between experiment and control group (t-obtained) was higher than critical value (0.05) for two tailed. Furthermore the result of the students’ score in the experimental group and control group (value of t-obtained) was 3.955. It indicated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Another study carried out by (Yusuf et al., 2017) in Meulaboh, Aceh, Indonesia. A number of 32 eleventh grade students participated in this study, and the one group pre-test and post-test design were used. Data collection was from a pre-test and a post-test. In analyzing the data, statistics was used. The results showed that the mean score of the pre-test was 45 and the post-test was 65, with 20 points of improvement. Furthermore, the result of t-test was 4.7, while the critical value of 0.05 significant levels was 2.4, with the degree of freedom.
at 23. Since t-test > t-score, thus SST improved the students' reading comprehension in this study.

According to (Fauzi, 2018) skimming and scanning strategies are effective to improve students’ comprehension in the reading tasks. It is efficient to minimize time consuming in the tasks of reading. Consequently, the researcher may speculate based on this finding that the faster students’ performance in reading the better their comprehension in completing reading tasks. (Wahyuningsih, 2018) adds skimming will help the readers locate the information quickly while making sure the time wisely. In other words, if the readers pick and choose carefully what they skim, they will be pleasantly surprised at the large amount of information reading text through in a short period of time. The benefit for scanning is its ability to help the readers become a more flexible reader. Because the reader may be used to reading word by word and may be uncomfortable leaving some words out, the readers need to give theirself permission to overlook some words by skimming, scanning, and skipping materials according to the readers reading purpose. In line with (Rosmarie, 2020) when students were taught by applying skimming technique, they could increase their achievement in reading comprehension through this technique. As consequence, most students could elicit prior knowledge and find specific information from the reading text. Most students were active in the class when there was teaching learning process.

CONCLUSION

Based on the results, the researcher tries to draw conclusions based on the findings: there is a substantial difference in students’ reading achievement in narrative material before and after skimming technique teaching. The responses of the students are excellent. They were enthusiastic about learning English, and they may have acquired new vocabularies in the language. It can also help to reduce reading monotony, particularly in narrative literature that is written in long paragraphs. The students found this technique to be useful and helpful, and it may also help them think critically.

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