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Email Address: mrsugengariyanto@yahoo.com

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The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Recount Texts Reading Comprehension Achievement at SMPN 1 Silo Jember

Lana Nofelia H Ulmi, **Siti Sundari, I Putu Sukmaantara,**
FKIP, the University of Jember

Abstract: This research was intended to know whether there is a significant effect of using skimming and scanning techniques on students' RCA (reading comprehension achievement). The research design was experimental. The area was at SMPN 1 Silo Jember determined by using purposive method. The respondents were the eighth grade students determined by using cluster random sampling by lottery. The research data was collected by test, interview and documentation. The result showed that the mean scores of both the experimental (55.78) and the control groups (48.92) showed that there was a significant difference between the experimental and the control group because the sig. value (0.022) was lower than 0.05. This means that the mean scores of the two groups were different. Therefore, using skimming and scanning techniques gives a significant effect on the eighth grade students' reading comprehension achievement at SMPN 1 Silo Jember.

Key words: RCA achievement, skimming , scanning technique, recount text.

English is an international language that is used in many sectors like engineering and education in all countries in the world. In Indonesia, English is taught in all levels of education whether as an elective subject or as a compulsory subject. Besides, it is the subject of the achievement test like the national examination and placement test. For those reasons, it is very important for the students to learn English. In the teaching of English, the role of a teacher is to make the students have motivation and interested in a text. As stated by Grellet (1981:4), there are some reasons in reading, namely reading for pleasure and reading for information. The students have to know their reason in reading. Besides, appropriate techniques should be used by the teacher to improve the students' interest in reading a text.

Bos and Vaughn (1991:93) note that reading is an interactive process. This means that when reading, there is an interaction between us as the reader with the ideas presented by the writer of the text which leads the reader to comprehend the text by using his/her knowledge to guide the reading process. As stated by Mikulecky and Jeffries (2007:3), the students enjoy their reading if they do it extensively. Extensive reading leads positive effects for the students' comprehension. Moreover, Flippo (2000:8) states that reading can be said successful if the reader can reach the goal of reading. The goal of reading is that there is an alignment between the students' mind and the writer's message. In other words, the students can be said successful in reading if they can understand and comprehend the information from the text they read.

The problem of RCA in the classroom includes the limitation of time for the students to read. It happens because it is difficult to facilitate the English reading comprehension activity in the classroom because the common activity is the combination between some skills and components of English. Therefore, the students might not optimally use their time because they are busy with difficult words and read every word in the text. To overcome this problem, the teacher should use an appropriate technique to improve the students' RCA. Wallace (2004:10) states that the readers do not need to read every word in the text to be efficient readers. The readers only need to find the information needed from the text without reading the whole text in order to make them able to manage their time effectively. On this point, there must be some techniques that can be used to save the time, such as skimming, scanning and searching.

A skimming technique is a technique which deals with the ability to identify the general ideas or information of the text. According to Brown (2003:213), skimming

technique deals with the process of rapid coverage of reading a text to determine its gist or main idea. In reading a text, students are supposed to read the first and the last sentence of the paragraph, because the main idea of the text is usually stated in those parts. While a scanning technique is a technique which deals with the ability to find out the specific information in the text. Grellet (1981:4) suggests that the scanning technique quickly goes through a text to find a particular piece of information. Besides that, the scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers' ability in finding certain information they need in the text without reading the whole text.

Some previous findings showed that the use of skimming and scanning techniques worked well to increase the students' RCA. Sasmita's (2013) and Diaz and Laguado (2013) research findings showed that the use of skimming and scanning techniques improved the students' RCA. Further, Hutabarat's (2012) and Li'ismawati (2014) research findings showed that the use of skimming technique had a significant effect on the students' RCA. The above research findings were the main concern in this research that it was necessary to conduct another research on using skimming and scanning techniques to know whether or not there was a significant effect of these techniques on the eighth grade students' RCA at SMPN 1 Silo Jember.

Research design

The design of this research was quasi experimental design with nonequivalent-groups posttest-only design. This research was intended to know whether or not there was a significant effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember. There were two groups that were investigated in this research, namely the experimental group and control group. The experimental group

was given the treatment to know whether or not there is an effect after getting the treatment, while the control group did not get any treatment. In this research, the experimental group was taught reading by using skimming and scanning techniques, while the control group was taught reading by using conventional technique used by the teacher that was discussion technique. The area of this research was chosen purposively, that was SMPN 1 Silo Jember. The reasons choosing this school were the English teacher of the eighth grade never used skimming and scanning techniques in teaching reading and both the headmaster and the English teacher gave permission to the researcher to conduct this research.

The respondents of the experimental group and the control group of this research were determined by using cluster random sampling by lottery because the two classes were homogenous. The result was VIII B as the experimental group and VIII A as the control group. The population of this research was all students of the eighth grade at SMPN 1 Silo. There are two kinds of data collection method used in this research, namely primary data and supporting data. The primary data were obtained from the students' score of reading posttest, while the supporting data were obtained from the interview with the English teacher and the documentation. A try out activity was also conducted to a class that did not belong to either the experimental or the control group. The try out was to know the reliability of the test items, the index difficulty of the test items, whether the time allotted was enough or not and whether the instruction of the test items was clear or not to understand.

The data analysis method used in this research was SPSS to analyze the results of the students' score of the reading posttest. Independent sample t-test was used to know whether or not there was a difference between the mean of the two groups (the experimental group and the control group). Based on SPSS data output, there

were two stages of analysis in the Independent Sample t-test, that were the test of Equality of Variances (F_{test}) and the test of Equality of Mean Score (T_{test}). They were done to know whether or not there is a significant effect of using skimming and scanning techniques on the eighth grade students' reading comprehension.

Research findings

The result of the interview that was obtained from the English teacher of the eighth grade showed that the English teacher of the eighth grade never used skimming and scanning techniques in teaching reading. The technique used by the teacher was discussion technique. In that technique, the students made small groups consist of 4 up to 5 students and they read the text given by the teacher together. After that, the teacher asked the students to find unfamiliar words in the text and find the meaning in the dictionary.

The primary data of this research was obtained from reading comprehension test in the form of multiple choice items. There were 25 items with 4 choices for each item. The reading test covered the four aspects of reading; that were word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The result of the data analysis showed that the experimental class who were taught reading by using skimming and scanning techniques got better score than the control class who were taught reading by using discussion technique. This is because the significant value of T_{test} was 0.022. It was lower than 0.05 that means the score of the experimental group and the control group was different. In other words, the mean score of the experimental group was 55.78 and the control group was 48.92. From the result, it was known that the experimental class got higher means score than the control class. This means that skimming and scanning techniques are appropriate to be used for teaching reading comprehension.

The result of the data analysis by using the independent sample t-test counted by SPSS software showed the number of the students in each group (N), the mean score of each class, standard deviation and standard error mean. There were two steps of analysis, the first is the analysis of F_{test} (the test of equality of variances) and the second was the analysis of T_{test} (the test of equality of mean score). The F_{test} was used to analyze whether the variances of the two groups equal or not and the T_{test} was used to analyze whether the two groups have the same mean score or not. The second was the analysis of the T_{test} . The sig. value of the T_{test} was 0.022. It was lower than 0.05, so H_0 was rejected and H_1 was accepted. This means that the two groups (experimental group and control group) had different mean score.

There were 72 students who participated in the research, and they were divided into two groups of 36. One was for the experimental group and the other one was for the control group. The mean score of the control group was 48.92 and the mean score of the experimental group was 55.78. The standard deviation of the control group was 13.105 and the standard deviation of the experimental group was 11.660. The standard error mean for the control group was 2.184 and for the control group was 1.943.

Discussion

As stated before, the research was conducted to know the effect of using skimming and scanning techniques on the eighth grade students' recount text RCA at SMPN 1 Silo Jember. The research instruments used to obtain the data included the reading comprehension test, interview questions and documents. The result of the data analysis showed that there was a significant effect of using the skimming and scanning technique at the school.

The result of this research was in line with Grellet's (1981:19) theory showing that skimming and scanning techniques are suitable for efficient reading. The result of this research also supported some related previous research results about the use of skimming and scanning techniques which proved that the use of these techniques worked well to increase the students' reading comprehension achievement.

However, there were some weaknesses that happened during the research. The students still depended on using the dictionary in reading the texts. Thus, it was very difficult for them to find the meaning of certain words by looking at the content of the text. Then, the students' motivation in joining the teaching and learning process could be categorized as low. It can be seen from the fact that only a few of them who paid much attention to the teacher while the teacher explaining the materials.

Conclusion

Based on the result of data analysis, it can be concluded that the use of skimming and scanning techniques gave a significant effect on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember. It can be seen from the mean score of the experimental group that was higher than the mean score of the control group ($55.78 > 48.92$).

Therefore, the English teacher should use skimming and scanning techniques in teaching reading comprehension in order to practice the students' speed reading. Meanwhile, the students should be more actively involved in the teaching and learning process, and the future researchers should conduct another research with the same or different research design and different schools.

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