The Effect of Using Skimming and Scanning Techniques on the Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Pesanggaran, Banyuwangi

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Abstract

Reading is one of the language skills in English that should be mastered by senior high school's students because reading is the basis instruction of all language learning. The purpose of this reserach was to know whether or not there was a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi. The respondents of this research were determined by using cluster random sampling. The research design used was quasi experimental with pretest-posttest non-equivalent group. The data of this research were obtained from the students' score of reading test, interview, and documentation. The main data was analyzed by using Independent Sample t-test through SPSS program. It showed that the significant value of t was 0.000, it was less than 0.05. It indicated that there was a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi

Keywords: *Reading Comprehension Achievement, Scanning Technique, Skimming Technique, Students, Quasi – Experimental research*

Introduction

English is used as a means of an international communication in both the oral and written forms. This is in line with what Crystal (2003:2) says that English is a global language. In other words, English is recognized in every country, but every country treats the status of English differently. Some countries consider English as first language for example Australia, but some others consider it a foreign language, such as Indonesia.

Even though English is a foreign language, it is a compulsory subject in Indonesian High School Levels. Even, it has been introduced to elementary to university levels. It is also one of the subjects included in the national examination for high school students. According to Crystal (2003:6), "About a quarter of the world's population is already fluent and competent in English". So, it is not surprised that most people in the world learn English language. Moreover, it is used in every field in the world including in education. This statement is supported by Crystal (2003:172) who says that the future of English is as World language. The point in here is English as an important subject that needs to be mastered by the students

There are four language skills that are needed to be learnt by the students at Senior High school. Those skills are listening, speaking, reading and writing. Of the four skills, reading is considered receptive rather than productive because it leads the students to "understanding the words" in reading texts (Nation, 1990) in Nan and Mingfang (2009:26).

As one of the English language skills, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing and using computer assisted language learning program (Beatrice, 2008). As reading terms, there are some reading definitions from the experts. Broughton *et al* (2003:89) says "Reading is a complex skill". Reading is not only reading aloud some words or reading some words silently, but also reading is as an activity to get information from the text by executing symbol stated in a text, and then try to combine each other, and the last finding the main idea of writer's intention. According to Broughton (2003:94), there is a relationship which concerns written text; among the author, text and the readers. The meaning of written text does not reside on the printed page, nor is it only in the reader. It indicates that reading activity involves interaction between reader and text to get main information from the text as the

author's intention.

Reading and comprehension is a set. The readers cannot separate them because when the readers read a text, it means that the readers try to comprehend the text. It is in line with Crawley (2000:40) who says that the main purpose of reading is to understand or comprehend the communication between the author and the author's audience. When a learner comprehends, s/he interprets, integrates, critiques, infers, analyzes, connects and evaluates ideas of each word or symbol stated in a text. We call a learner's comprehension is a successful if s/he get information and understand it as the meaning of the text. According to Crawley (2000:40), "Comprehension . . . understanding what is heard or read". So, when the students try to comprehend something, they try to cultivate the information they get while listening or reading. The other opinion says that comprehension is the ultimate goal of reading (Nation, 2005:248). That statement has meaning that comprehending a text is the point of reading activity. So, it can be said that if the students have good skill in reading, they will have good quality to comprehend a text.

Based on the informal interview on November, 18th 2013 with the eleventh grade English teacher SMAN 1 Pesanggaran, Banyuwangi, the teacher used reading aloud technique to teach in reading comprehension class. Actually, this technique was good enough for gaining the students' attention because the students have to read loudly the text but in finding the answers of students' task for finding general and specific information, it was waste of time. So, the time for teaching reading was spent more in reading the text to answer the exercise. Mr.X also said that he never applied skimming and scanning techniques that were appropriate for students who had limited time in reading a text.

In teaching reading, the teacher should select and choose the suitable technique to achieve certain purposes to avoid ineffectiveness of applying technique in teaching learning reading. There are so many techniques suitable for teaching reading, but the researcher proposed one of the techniques that can be used to teach reading skill, that are Skimming and scanning techniques. According to Grellet (1981:4), skimming and scanning techniques are suitable to use in teaching reading especially for comprehension. That is way, skimming and scanning techniques are proposed. Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. It indicates that the students avoid reading a whole text but have to read selectively to get general information of a text. This skimming technique can help the students to get general idea of the text by understanding relevant details and the content of the passage through seeing the relationship of each sentence. In addition, scanning technique covers a great deal of material in order to locate a specific fact or piece of information. The students just read based on the information they need.

The effectiveness of skimming and scanning techniques has been proven by some studies. Based on the research done by Sasmita (2013) entitled "The Effectiveness of Skimming and Scanning Training on Reading Comprehension Achievement in English", it was found that there was a significant effect on students' reading comprehension achievement after using this technique. The students who were taught reading using skimming and scanning techniques got a significant effect on the students reading comprehension achievement after treatment compared to the students who were taught reading without using skimming and scanning techniques. It indicated that there was a significant effect on the students' reading comprehension achievement after the treatment given.

Based on the previous explanations, it is obvious that the use of skimming and scanning a teaching techniques can hopefully help students to comprehend the text. Moreover, teachers teaching at SMAN 1 Pesanggaran have never used such skimming and scanning techniques. Based on the previous premises, a research entitled "The Effect of Using Skimming and Scanning techniques on the Eleventh Grade Stdents' Reading Comprehension at SMAN 1 Pesanggaran, Banyuwangi" was purposively conducted. The objective of the research is to study wether or not there is a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran.

Research Methods

The design used in this research was quasi experimental design with Pre-test and Post-test Non-equivalent group design. Cohen *et al* (2007:283) says that the dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control group have not been equated by randomization - hence the term "non-equivalent".

This design was determined because the researcher wanted to know whether the use of skimming and scanning techniques had a significant effect on eleventh grade students' reading comprehension achievement. This research focused on the eleventh grade students' reading narrative achievement at SMAN 1 Pesanggaran, Banyuwangi.

In this quasi experimental research, there were two groups that were tested, control group and experimental group. The two classes were selected by taking two classes that had the same or at least having closest mean difference taken from their recent reading test' scores. In deciding the experimental and control group, the researcher used lottery. Therefore, both classes were given a pretest to know their ability before the experimental group got a treatment and control group taught by using reading aloud. Based on Lodico *et al* (2006:185) that "A pretest basically measures whether the experimental and control groups are starting out equal. Essentially, it is a check of whether there are preexisting differences between the groups in abilities or other characteristic. If there are preexisting differences,

then one would not be able to conclude that differences at the end of the study are due to the treatment".

The first class was chosen as the experimental group and the second class was used as the control group. According to Lodico *et al* (2006:183) "The control group is a separate group that receives no treatment or a different treatment than the experimental group but is equal to the experimental group in every other way". In this research, the experimental group was given a treatment by teaching reading using skimming and scanning techniques meanwhile the control group receives no treatment. It means that control group was taught by using technique likes their English teacher used, that was reading aloud technique. After that, the researcher gave a posttest to both groups. The result of reading tests from both groups was analyzed to know the significant difference of the reading comprehension achievement between the experimental and control group.

The area of this research was SMAN 1 Pesanggaran - Banyuwangi. This school was determined by using purposive method. The reason why SMAN 1 Pesanggaran - Banyuwangi was chosen was that because the English teachers teaching the eleventh grade classes had never applied skimming and scanning techniques in teaching reading comprehension and both the headmaster and the English teachers had approved the conducting of the research.

The population of the research was the eleventh grade students of SMAN 1 Pesanggaran in the 2013/2014 academic year which consisted of five classes with 33-34 students for each class. Overall, there were 166 students.

There are two kinds of data in this research, namely primary data and the supporting data. The primary data was collected from the scores of the achievement test on the students' reading comprehension achievement while the supporting data was collected by using interview and observation. This research used achievement test to measure the students' reading comprehension achievement.

In addition to test validity, test reliability is also important to be taken into account. To keep the reliability of the test items, the researcher administered try out to the class which was not including as a research respondents. In analysing the try out results , the researcher used split half technique, product moment formula and also spearman-brown formula.

Concerning with the scoring method, of primary data Based on the methods of scoring, Hughes (2003:22) divides it into two kinds, objectives and subjective tests. A test is called as objectives test if there is no judgment on the part of scorer, but if there is judgment the test is called subjective test. In this research, the researcher applied an objective type. The test was made by the researcher in the form of objective test because it could be scored easily. The total number of the test items in pretest and posttest was 25 items for each in the form of multiple choice. Each item was had 4 options, and the test was administered for two classes in 60 minutes for each. The researcher distributed 3 texts for 25 test items in each, a text for 8 until 9 questions. The correct item was scored 4. So, the total score was 100.

The test was about finding general and specific information of the text.

In this research, structured interview was used to get the data which supported the primary data. According to Fraenkel and Wallen (2006:137), structured interview consists of a series of questions design to elicit the specific information on the part of participants. The researcher wanted to know about the curriculum used, the materials to be taught, the books and the technique used in teaching reading by interviewing the English Teacher. Moreover documents were used to get the data about the names of research sample, English curriculum for senior high school, and the recent score of reading test to support the primary data.

The data analysis method applied was Independent Sample t-test which was available on SPSS (Statistical Package of Social Science). It was used in this research to compare the scores of pretest and posttest between experimental and control group treated by skimming and scanning techniques for experimental group and reading aloud for control group. They were compared to know whether or not there is an effect of using skimming and scanning techniques in reading comprehension achievement. The result of data analysis was consulted to the t-table of 5% significant level (confidence interval 95%) , if the significance value was higher than 0.05, it means that there was no a significant level of using skimming and scanning techniques on the eleventh grade studens' reading comprehension achievement at SMAN 1 pesanggaran, banyuwangi. As a consequent, if the significance value was lower that 0.05, it means that there was a significant level of using skimming and scanning techniques on the eleventh grade studens' reading comprehension achievement at SMAN 1 pesanggaran, banyuwangi.

Research Findings

To support the primary data, the secondary data were obtained through the observation. The secondary data were about the description of the teaching learning process.

The First meeting of the research in experimental group was conducted on May 5th 2014 and on May 2nd 2014 for control group.. For the experimental class, it was conducted at 07.45 to 09.15 and at 07.00 – 08.20 for control group. The learning material for both classes, experimental class and control class, was the same. The theme for both also was the same. The class was so effective because the students were so enthusiastic in apllying skimming and scanning techniques that was explain by the researcher. There were also some questions that the students asked. It showed that they were so interested. For the control class, the researcher asked them to read aloud the text, a paragraph for one students. After the researcher asked them to read aloud, th students were asked to do the task.

The Second meeting of the research was conducted on May 6th 2014 for experimental group and May 7th 2014 for control group. For the experimental class, it was conducted at 07.00 – 08.30, and at 11.45 – 13.15 for control group. The learning material for both classes, experimental

class and control class was the same. The theme for both was also the same. The experimental class here was more effective than the first meeting.

Furthermore, according to SPSS output, the result of the main data in the first table. The first table was "Group Statistics". It provided information about the total number of people in each group (N), the mean score of each class, standard deviation, and standard error mean.

Based on the table, it showed that the total number of each class was 34 students. The mean score of experimental group was 83.1176 in posttest and 75.2941 in pretest, while for control group was 77.6471 in posttest and 75.04151 in pretest. Standard deviation was used to describe the spread of a group of scores. It can be seen that the standard deviation of the experimental group in posttest was 5.87117 which was higher than the standard deviation of the control group (5.03251). It means that the ability of students in experimental class was more various than students which belonged to control group. Actually, the analysis of Independent sample t-test output was divided in two steps or stages. The first step was analyzing two variances whether they were equal or not (F_{test}). Second, analyzing the two groups whether their mean scores were same or not (T_{test}). The first column in the table of posttest above showed that F value was 0.762 with the sig. value was 0.386. Because the sig. value was higher than 0.05, it decided that H_0 was accepted and H_1 was rejected. It means that two variances were equal. While in the pretest, F value was 3.520 with the sig. value was 0.065. Because the sig. value was higher than 0.05, it is decided that H_0 was accepted and H_1 was rejected in pretest. It means that two variances were equal. Because of the two groups were equal in pretest and posttest, the first line (Equal Variances Assume) should be read in T_{test} of pretest and posttest.

In the second column (T_{test}) of posttest showed that the sig. value was 0.000. It was lower than 0.05 (sig<0.05). Therefore H_0 was rejected and H_1 was accepted. It means that the mean score of two groups were different. But in the pretest, it showed that the sig. value was 0.936. It was higher than 0.05 (sig>0.05). It decided that H_0 was accepted and H_1 was rejected. It means that there was no difference in their mean score.

Based on output of Independent Sample t-test of posttest by using SPSS program, the value of significant in T_{test} was 0.000, which was less than 0.05. It can be said that in 95% significant level, the null hypothesis "There is no a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi" was rejected. Therefore, the alternate hypothesis "There is a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi" was accepted.

Discussion

The result of the research showed that the students of experimental class who were taught reading comprehension by using skimming and scanning techniques got better result on the reading comprehension achievement test than the students belonged to control class who taught by using reading aloud. It can be seen in the sig. value of the class. It was 0.000 in the sig. value of Independent sample t-test. It was lower than 0.05. It means that the mean scores of two groups were difference. Based on the first table, it showed the mean score of experimental group in posttest was 83.1176 and 77.6471 for control group. It proved that there is a significant mean difference between experimental and control group and skimming and scanning techniques were very effective for teaching in reading comprehension class. Moreover, the research hypothesis in this research "There is a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension at SMAN 1 Pesanggaran, Banyuwangi was accepted.

Further, the research results were relevant with the theory suggested by Grellet (1996:19) who said that both skimming and scanning techniques are necessary for quick and efficient reading. The present research of using skimming and scanning techniques results also supported some previous research results which had proved that those techniques were able to affect students' reading comprehension achievement. For example an experimental research design that had been conducted by Sasmita, s/he used experimental research design (2013) entitled "The effectiveness of skimming and scanning training on reading comprehension achievement in English" proved that skimming and scanning techniques had a significant effect on the students' reading comprehension achievement.

Another research done by Sari (2009). She conducted a classroom action research entitled "Improving reading comprehension achievement by using skimming and scanning at the tenth students of SMA Muhammadiyah Rambipuji in the academic year 2008/2009". It was found that using skimming and scanning could improve students' reading comprehension achievement from 70% to 76.67%.

Therefore, it can be noted that skimming and scanning techniques are beneficial to be used in teaching reading comprehension although those research had applied different research design but the result showed that skimming snd scanning techniques were useful; the research sample of Sasmita (2013) was experimental design, while Sari (2009) was classroom action research. Even both researchers had applied different research samples, Sasmita (2013) chose English students' of second year at Unisma as respondents and Sari (2009) chose the tenth grade students at senior high school in Rambipuji.

Although the experimental treatment showed a successful result, there were some weaknesses found in this research. The first, when the researcher was conducting the first meeting in experimental group, the students could not read the text quickly. They got difficulties in reading a text in a limited time. The second, there were few students did not know the differences between similar meaning and opposite meaning.

In conclusion, apart from the weaknesses, skimming and scanning techniques are appropriate techniques for teaching reading comprehension that have a significant effect in reading comprehension achievement for all level of students. Based on the result and the discussion above, skimming and scanning techniques give significant effect on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi in 2013/2014 academic year.

Conclusion and Suggestions

Regarding the results of data analysis, hypothesis verification, and the discussion in the previous chapter, it could be concluded that there was a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi. It means that the experimental students who were taught by using skimming and scanning techniques got better reading comprehension test scores than those in the control group.

Since there is a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement, the English teachers of SMAN 1 Pesanggaran are suggested to use skimming and scanning techniques in teaching reading in order to give variation in the teaching learning process of reading comprehension .

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