Lana Nofelia H.U, et al. The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember.

1

THESIS ARTICLE

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

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Abstract

This research was intended to know whether or not there was an effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember. The design of this research was experimental design. The respondents of the experimental and control group of this research were determined by using cluster random sampling by a lottery, that were class VIII B as the experimental group and VIII A as the control group. The data of this research were obtained by doing interview, documentation and administering the reading test. From the analysis of the data, it was known that the mean score of the experimental group was 55.78 and the mean score of the control group was 48.92. In the output of the t-test column, it was shown that the sig. value was 0.022. It was lower than 0.05. Thus, it means that the mean score of the two classes (experimental and control groups) were different. It means that there was a difference between the experimental class and the control class. In conclusion, the use of skimming and scanning techniques gave an effect on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember.

Keywords: *reading comprehension achievement, skimming technique, scanning technique, recount text.*

INTRODUCTION

English is an International language that is used by all countries in the world. Some countries use it as a first language, a second language and a foreign language. English is considered as important in many sectors like engineering and education. In Indonesia, English is taught in all level of education whether as an elective subject or as a compulsory subject. Besides, English is included in the achievement test like 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 two kinds of reason in reading, they are 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.

Reading is an interactive process, Bos and Vaughn (1991:93). It means that when we are reading, there is an interaction between the readers with the ideas presented by the writer of the text. This interaction leads the reader to comprehend the text by using his/her knowledge. As stated by Mikulecky and Jeffries (2007:3), the students enjoy their reading if they do it extensively. The Extensive reading leads the students to increase their reading comprehension. Moreover, Flippo (2000:8) states that reading can be said as successful if there is an alignment between the students' mind and the writer's massage. In other word, the students' can be said as success in reading if they can comprehend the information from the text they read. Thus, it can be said that reading and comprehension cannot be separated.

The most problem occurred in the classroom is the limitation time for the students to read. It happens because the common activity in the classroom is the combination between some skills and components of English. The result is the students lose their time because they are busy with difficult words and read every word in the text. To overcome this problem, the teacher should use appropriate

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2

technique to make the students' reading comprehension better. Wallace (2004:10) states that the readers do not need to read every word in the text to be efficient readers. It means that the readers only need to find the information they need from the text without reading the whole text in order to make them able to manage their time effectively. There are some techniques that can be used to save the time. They are Skimming and Scanning techniques.

A skimming technique is a technique which deals with the ability in finding general ideas or information from 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, we are recommended 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 is quickly going 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 of text.

Some previous findings showed that the use of skimming and scanning techniques worked well to increase the students' reading comprehension achievement. The research was conducted by Sasmita (2013) from UNISMA showed that the use of skimming and scanning techniques was effective to improve the students' reading achievement at UNISMA. Another research was conducted by Hutabarat (2012) from Medan University showed that the use of skimming technique in the teaching and learning reading of the students in the XI grade had a significant effect on the students' reading comprehension achievement. The next research was conducted by Li'ismawati from Jember University showed that the use of skimming and scanning techniques was appropriate techniques for teaching reading comprehension to class XI IPA 3 at SMAN 1 Pesanggaran Banyuwangi. It was proven from the scores of the experimental group that was higher than those of the control group (83.1176 > 77.6417). Diaz and Laguado (2013) from Pampiona, Columbia also conducted a research related to the use of skimming and scanning techniques at a public school. The result of the research showed that the use of skimming and scanning techniques was able to improve the students' motivation in the teaching and learning reading. Therefore, the researcher was interested in conducting an experimental research by using skimming and scanning techniques to teach reading but at different grade of students, that was the eighth grade of SMPN 1 Silo Jember to know whether or not there was an effect of these techniques on the students' reading comprehension achievement.

This school applied Institutional Based Curriculum (KTSP 2006) to all grades of the students. The genre of the text used by the researcher was recount texts. It was given to the students of the eighth grade. The seventh and the ninth grade students have not learned about this genre of the text.

RESEARCH METHOD

The design of this research was quasi experimental design with nonequivalent-groups post-test-only design. This research was intended to know whether or not there was an 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 the control group. Cohen *et al.* (2007:136) state that experimental group is a group that is given the treatment to know whether or not there is an effect after getting the treatment, while the control group is a group that does 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 the 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 of 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 experimental research.

The respondents of the experimental group and the control group of this research were determined by using cluster random sampling by lottery since the population was homogenous. The result was VIII B as the experimental group and VIII A as the control group. Based on Singh (2006:89), the unit of samples in cluster random sampling is in the group or cluster instead of the individual members in population. The population of this research was all students of the eighth grade at SMPN 1 Silo in the 2014/2015 academic year.

There were two kinds of data collection method used in this research, namely primary data and supporting data. The primary data were obtained from the students' scores of reading post-test, while the supporting data were obtained from the interview with the English teacher and the documentation. The researcher also conducted the try out reading test to a class which did not belong to the experimental group and the control group that was VIII C. The try out was done 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' scores 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 was an effect of using skimming and scanning techniques on the eighth grade students' reading comprehension.

RESEARCH FINDING

According to the analysis of the data by using Independent sample t-test counted by SPSS software, the output of the analysis could be seen in tables below. The first table was "Group Statistics" that gave information related to the number of the students in each group (N), the mean score of each class, standard deviation and standard error mean.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	8A (Control Group)	36	48.92	13.105	2.184
	8B (Experimental Group)	36	55.78	11.660	1.943

From the table above, it was known that the total number for both groups was 72, consisting of 36 students in the experimental group and 36 students in 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.

The second table was "Independent Sample T-Test" that could be seen in the following table.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.363	.549	-2.347	70	.022	-6.861	2.923	-12.692	-1.030
	Equal variances not assumed			-2.347	69.066	.022	-6.861	2.923	-12.693	-1.029

There were two steps of analysis based on the table above, the first was 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 were equal or not and the T_{test} was used to analyze whether the two groups had the same mean score or not. Based on the column of F_{test}, it was known that the F value was 0.363 with the significance 0.549. The sig. was higher than 0.05. H_0 was accepted and H_1 was rejected. It means that the two groups had the same variances. The equal variances assumed should be read because they had equal variances.

The second was the analysis of the T_{test}. The sig. value (2-tailed) of the T_{test} was 0.022. It was lower than 0.05, so H_0 was rejected and H_1 was accepted. It means that the two groups (experimental group and control group) had different mean scores.

DISCUSSION

The research was conducted to know whether or not there was an effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember. The researcher collected the data through reading comprehension test, interview and documentation.

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 that consisted 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 were 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.

Based on the data analysis, the researcher found that the experimental class who were taught reading by using skimming and scanning techniques got better score in the reading test than the control class who was taught reading by using discussion technique. It was proven from the significant value (2-tailed) of T_{test} that was 0.022. It was lower than 0.05 that means the mean score of the experimental group and the control group was different. Based on Table 1, the mean score of the experimental group was 55.78 and that of the control group was 48.92. From the result, it was known that the experimental class got higher means score than the control class. It means that skimming and scanning techniques were appropriate to be used for teaching fast and efficient reading comprehension. The result of this research was in line with Grellet's (1996:19) theory which said 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 two techniques worked

Lana Nofelia H.U, et al. The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember.

4

well to increase the students' reading comprehension achievement. One of the previous researches was done by Li'ismawati (2014). She did an experimental research entitled "The Effect of Using Skimming and Scanning Techniques on the Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Pesanggaran Banyuwangi", that was found that skimming and scanning techniques were effective to be used in teaching reading comprehension class. Another related research done by Sasmita (2013) entitled "The Effectiveness of Skimming and Scanning Training on Reading Comprehension Achievement in English", that was found that the use of these two techniques were appropriate to enhance the students' reading comprehension achievement.

CONCLUSION AND SUGGESTIONS

Based on the result of data analysis, it could be concluded that the use of skimming and scanning techniques gave an effect on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember. It could 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).

Although this research could be said successful, there were some weaknesses that happened during the research. The students still depended on the English 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 could be seen from only a few students who paid attention to the teacher while the teacher was explaining the materials. Besides, although there was an effect of using these techniques, but the effect could not be said as significant. There reason was the scores of the students both in the experimental group and control group still far from the the passing grade of the English subject of the school that was 75.

Based on the conclusion above, it is suggested for the English teacher to use skimming and scanning techniques in teaching reading comprehension in order to practice the students' rapid reading comprehension. Then, the students are suggested to be more active in the reading teaching and learning process. Besides, they are also suggested to increase their motivation and interest in joining the reading lesson. Next, the future researchers are suggested to do a classroom action research in this school to solve the problem related with the students' scores. Besides, the future researchers who are in interested in skimming and scanning techniques are suggested to conduct another research with the same or different research design at different schools.

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