THE USE OF SKIMMING AND SCANNING TECHNIQUES TO IMPROVE READING COMPREHENSION ACHIEVEMENT OF JUNIOR HIGH SCHOOL STUDENTS

Dina Merris Maya Sari

Pendidikan Bahasa Inggris, STKIP PGRI Sidoarjo,
(merrisdina@gmail.com)

Abstract

Students tend to comprehent the reading text by understanding every single word only. It is quite often occured that they get stumble on one difficult word before finishing reading the whole paragraph. By considering the problems above, the researcher will conduct a Classroom Action Research entitled "The use of Skimming and Scanning Technique to Improve Students Reading Comprehension Achievement of Junior High School Students". The students made significant improvement on their score in cycle two as compared to the ones in cycle one. The percentage of the students who gained the score of ≥ 70 improved from 55.88% in cycle one to 76.47% in cycle two. The result of observation showed that the percentage of the students' active participation in joining the reading class by using skimming and scanning techniques also improved from 70,59% in cycle one to 79,41% in cycle two.

Key Words: *Reading Comprehension Achievement, Skimming and Scanning Techniques*

Abstrak

Siswa cenderung memahami teks bacaan dengan hanya memahami kata-kata tunggal nya saja. Hal ini sangat sering terjadi bahwa mereka mendapatkan kesulitan pada satu kata sebelum menyelesaikan membaca seluruh teks. Dengan mempertimbangkan masalah di atas, peneliti akan melakukan penelitian tindakan kelas yang berjudul "Penggunaan Skimming dan Scanning Teknik untuk Meningkatkan Pencapaian Pemahaman Membaca Siswa SMP". Para siswa membuat peningkatan yang signifikan pada skor mereka dalam siklus kedua dibandingkan dengan siklus pertama. Persentase siswa yang memperoleh skor ≥ 70 meningkat dari 55,88 % pada siklus pertama menjadi 76,47 % pada siklus kedua. Hasil pengamatan menunjukkan bahwa persentase partisipasi aktif siswa dalam mengikuti kelas membaca dengan menggunakan skimming dan scanning teknik juga meningkat dari 70,59 % pada siklus pertama menjadi 79,41 % pada siklus kedua.

Kata Kunci: *teknik skimming dan scanning, pencapaian pemahaman membaca*
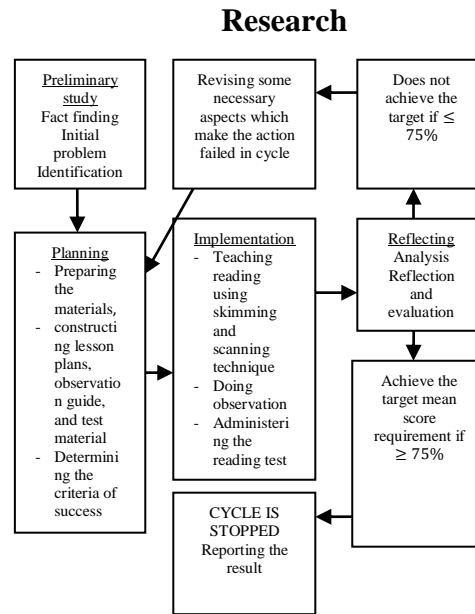
INTRODUCTION

Students tend to comprehent the reading text by understanding every single word only. It is quite often that they get stumble on one difficult word before finishing reading the whole paragraph. They will look up the dictionary to find the meaning. This condition influences their understanding of the text as sometimes the meaning of a single word depends on its context it posses. According to Grellet (1996:19) both skimming and scanning are specific reading technique necessary for quick and efficient reading. Grellet (1996:19) further says that skimming is going through the reading material quickly in order to get the gist of it, to know how it is organized, while scanning is quickly going through a text to find a particular piece of information. In short, skimming and scanning are effective ways to increase the students reading ability that it contributes to their reading speed and comprehension. Based on the background of the research above, the problems of the research in this study are formulated as follows: "How can the use skimming and scanning technique improve the reading comprehension achievement of junior high school students?". Based on the background of the research that has been described in the previous part, the objectives of the research are as follows: "To improve the junior high school students' reading comprehension achievement by using Skimming and scanning technique".

Mc.Whorter (2010:5) says that skimming is reading selectively to get a general idea of what an article is about. That shows that skimming can be defined as a technique to read fast in order to know the general information of the reading material. Leane (2010:1) says that scanning involves reading something quickly to find a particular piece of information, and ignoring everything else. So, it can be concluded that in scanning the students must focus on a particular piece of information and ignore everything outside their focus. Reading is the process of communication between the reader and the writer. In that process, the reader tries to understand what the writer means. Of course, it is not necessary for the reader to read all the words the writer writes on the text. However, the reader is going to read the text based on their purposes and get the information they need from the text.

According to Mc Millan (1992:12) says that Classroom Action Research is type of applied research in which its purpose is to solve a specific classroom problem or make a decision at a single local site. This classroom action research will be conducted in cycles. In the first cycle, the English teacher and the researcher will work together in making the lesson plan, preparing the material, and making the test. There will be two meeting in cycle one. After the second meeting, the students will be given a test to measure if they have achieved the standard score requirement that is 75. The result of the test in cycle one will be used to determine whether it is needed to continue the action into cycle two or not. If the students have achieved the standart score requirement,75, the action will be stoped. However, if they have not achieved it, the action will be continued to cycle two. The design of this classroom action research is illustrated in the following diagram:

The Model of the Classroom Action Research

(Adapted from Lewin as quoted Elliot (1991: 70)

Preliminary study

In this phase, the data obtained from the preliminary study were the analized in order to identify the problems found during the teaching-learning process. The problem in the teaching reading was that the students got low score in reading comprehension which was caused by their incapability to comprehend the reading text. The average score is 67. The preliminary study was done before the researcher started the action research.

Planning the action

There will be some activities that are planned and prepared before the

action given. They are as follows : choosing the theme based on the basic course of the Institutional Level Curriculum for the eighth grade of Junior High School, constructing the lesson plans for the first cycle (meeting one and meeting two), constructing the guide of observation in the form of checklist containing the indicators observed, constructing the reading test for the first cycle, determining the criteria of scoring for the reading test.

Criteria of Success

Based on the result of the preliminary test and the real condition of the students as well as the minimum standart score or KKM that had been decided, that was 75,00, the researcher expected that 75% or 26 students can achieve the standard score of 75 or higher than it and 75% of the number of the students can active in participating the proccess of teaching and learning.

Implementing the action

The action in this research will be carried out during the school hours. The implementation of the actions in the first cycle is based on the lesson plans made by the researcher and the English teacher. In this phase the researcher is teaching reading comprehension by using skimming and scanning technique and the English teacher will work as the observer. There will be two meetings in each cycle.

Monitoring and evaluation

Evaluation will be conducted to know the improvement of the students' reading comprehension achievement after being taught by using skimming and scanning techniques. The indicators measured to evaluate the students' reading test are (1) finding the specific information, and (2) finding the general information

The evaluation is in the form of a reading comprehension test that covers true-false, multiple choice items and short answer item in the reading test. The action is said to be successful if 75% of the students can improve their score of reading test required, that is achieving minimally 75and 75% of the students are actively involved in class when reading activities are conducted. The reading test will be carried out at the end of each cycle.

Analysis and reflection

Reflection will be done right after the implementation of the actions to reflect the result of the actions gathered from the class observation and from the reading comprehension test. The purpose

is to know whether the actions given are successful or not by figuring out the weaknesses and identifying the strenghs. If the actions in the first cycle do not show any improvement of the students' reading comprehension achievement, it revised and continued to the second cycle. The researcher and the teacher construct new lesson plans for the second cycle. There are some students that still confuse to use this kind of techniques and afraid in asking to the teacher. The researcher suggest that the way in explaining this kind of the technique clearer.

RESULTS, DATA ANALYSIS AND DISCUSSION

By knowing all the problems in cycle 1, some revisions were needed to solve the problems found in this cycle. The researcher did some revisions to the actions in cycle one and applied them in the next cycle. In cycle one, the teacher explained the concept of skimming and scanning techniques and then asked the student to do the exercises based on the concept they have understood. In cycle two, the teacher explained and gave the students chance to ask questions about the concept of skimming and scanning techniques they haven't understood, then asked them to do the exercises. The

teacher gave a list of possible difficult words before the teacher delivered the text to the students. If the students still found the difficult words, the teacher still gave opportunities to ask the words they didn't know.

In short, the revisions were intended to increase the students' active participation in joining the reading class and the students' reading comprehension achievement.

After knowing the result of observation and the reading test in cycle two, it could be said that the students had reached the requirements of both process evaluation and product evaluation. The percentage of the students' test scores who achieved the standard score of the reading comprehension achievement test that was at least 75%, was 76.47%. Furthermore, there were 79,41% of the total students showing their active participation in joining the reading class by using skimming and scanning techniques. They answered the teacher's questions excitedly, and some students asked questions to the teacher and their friends. Since the action in cycle two reached the requirements of the research successful criteria, therefore the cycle two was the end of the cycle.

The Implementation of Skimming and Scanning

The reading comprehension class is often associated with an intensive reading class where students have to find the intended information as quickly as possible. As an intensive reading class, students are often pressed and the atmosphere of the class is rigid and therefore tends to lead to boring routines.The students tend to read word by word and stumble on some difficult words they do not know. In this way, the students often lose a lot of their time so that they cannot fulfill the task very well. Other problems are having limited understanding of English grammar, and afraid of making mistakes when they are asked to guess the meaning of the difficult words they do not know. Students tend to understand every single word in the reading text in order to understand it. It is quite often that they get stumble on one difficult word before finishing reading the whole paragraph. When they experience it, they will look up the dictionary to find the meaning. This condition influences their understanding of the text as sometimes the meaning of a single word depends on its context it posses.Besides it is time consuming. Dealing with this problem, teacher asks the students to write the difficult word on the white board and then the teacher gives the meaning in Indonesian language. Doing this activity might be helpful, but students will rely on the teacher's help every time they have problem with the difficult words.

Realizing the condition above, the practitioner in foreign language education, particularly English teacher should find any possible solution to solve the problems. The teacher may deal with approaches or techniques that can improve the students reading ability. According to Grellet (1996:19) both skimming and scanning are specific reading technique necessary for quick and efficient reading. Grellet (1996:19) further says that skimming is going through the reading material quickly in order to get the gist of it, to know how it is organized, while scanning is quickly going through a text to find a particular piece of information. In short, skimming and scanning are effective ways to increase the students reading ability that it contributes to their reading speed and comprehension.

Therefore, after implementing Skimming and Scanning techniques,

students are hoped to be more active and have a better understanding toward the text they read by implementing Skimming and Scanning techniques. The writer hopes to have a reading comprehension class, where the students can coorperate among themselve when they have problem in doing task of reading.

The Improvement of Teaching and Learning Process

By using Skimming and Scanning techniques, the researcher had a lot of benefits. She had improved in using Skimming and Scanning Techniques as a technique to improve students' reading comprehension. She also learnt more that by using this kind of techniques, can facilitating students in doing reading test and help the students to do the reading exercises find the best answer easier. She expected thatby using this kind of techniques the teaching and learning process become better.

The teaching and learning process of reading class by using skimming and scanning technique in cycle one and cycle two covered three main activities; pre-reading, whilst-reading, and post-reading. Pre-reading was intended to introduce the skimming and scanning technique and to activate the students' background

knowledge by giving some leading questions related to the topic.

The cycle one of the research was not successful so that the action was continued to the next cycle. The materials used in each meeting and the test materials of the first meeting were taken from the internet. In this case, Skimming and Scanning technique was new technique for them, so they couldn't understand well how to skim and scan the reading text in the first cycle. Besides, the students got difficulty in word comprehension. It was caused by their lack of English vocabulary which they found from the reading text given. It happened in cycle 1 meeting 1 and meeting 2.

In the cycle two, the researcher selected the text more carefully by paying much attention to the students' capability. It was aimed to improve the students' reading comprehension achievement in learning English in each meeting and the test. The researcher did some revisions to the actions in cycle one and applied them in the next cycle. In cycle one, the teacher explained the concept of skimming and scanning and then asked the student to do the exercises based on the concept they have understood. In cycle two, the teacher

explained and gave the students chance to ask questions about the concept of skimming and scanning they haven't understood, then, asked them to do the exercises. The teacher gave a list of difficult words before the teacher delivered the text to the students. If the students still found the difficult words, the teacher still gave opportunities to ask the words they didn't know. In short, the revisions were intended to increase the students' active participation in joining the reading class and the students' reading comprehension achievement by using skimming and scanning technique. In other words, the result of the cycle two was better than those ones in cycle one.

Improvement of Students' Achievement

The students' reading comprehension improved by the implementation of Skimming and Scanning Technique. The students made significant improvement on their score in cycle two as compared to the ones in cycle one. The percentage of the students who got at least 75 ($\geq$ 75) had also increased from 55,88% in cycle one to 76,47% in cycle two.

Further, the action was considered successful if 75% of the students were active in joining the reading class by using skimming and scanning technique. From the observation result in cycle one, it showed that 24 or 70,59% of the 34 students could perform at least three indicators. While in the cycle two, there were 27 or 79,41% of the 34 students of the total research subject who were active in joining the reading class in cycle two. Therefore, the actions were considered successful.

Finally, from the result of observation in both cycles, it can be seen that the number of the students who were active in the reading comprehension teaching and learning process increased from 70,59% in cycle one to 79,41% in cycle two.

In short, scanning and skimming technique are effective ways to increase the students reading ability since it contributes to their reading speed and comprehension. In relation to the students ' reading comprehension achievement in this research, it was found that there were 76,47 % of the students could get the score at least 75 in cycle two. Therefore, the actions were considered successfully.

In conclusion, it can be said that the use of skimming and scanning techniques can improve the students'

active participation in joining the reading class and their reading comprehension achievement in Narrative text at eight grade students of junior high school.

CONCLUSIONS

Based on the result and the discussion, it can be concluded that:

1. The use of skimming and scanning techniques can improve the eight grade students' reading comprehension achievement of junior high school. It was showed by the result of reading comprehension test. The percentage of the students who gained the score of ≥ 75 improved from 55.88% in cycle one to 76.47% in cycle two.

2. The use of skimming and scanning techniques can improve the eight grade students' active participation of junior high school. The result of observation showed that the percentage of the students' active participation in joining the reading class by using skimming and scanning techniques also improved from 70,59% in cycle one to 79,41% in cycle two.

REFERENCES

Elliot, J. (1991). *Action Research for Educational Change: Developing Teachers andTeaching.* London:Open University Press.

Grellet, F. (1996). Developing Testing Reading Skills.Cambridge:Cambridge University Press

McMillan, J. (1992). Education Research:Fundamentals of Consumers. New York: Harper Collins Publisher.

McWorther. K. T. (1989). Guide to College Reading. New York: Harper Collins Publisher.

Leane, S. (2010). The Basic of Teaching Reading Skills. Available at http: //www. Aacc.edu/tutoring/file/skimming/pdf. Retrieved on : April 11,2010

Sari, The Use ...