Enhancing the Students' Reading Comprehension Achievement Through Skimming and Scanning Techniques

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Abstract: This research was intended to enhance the students' participation and reading comprehension achievement by using Skimming and Scanning Techniques at MAN 1 Jember. The design of the research was Classroom Action Research with the research participants were the Grade X IPA 4. The result of the observation in cycle 1 showed that the average percentage of the observation was higher than the success criteria, $77.28\% \geq 75\%$. The results of reading test, there were 26 students (78.79%) achieved the success criteria and 7 students (21.21%) got ≤ 75. Thus, the use of skimming and scanning techniques could enhance the tenth grade students' reading comprehension achievement and their active participation. It was suggested for the teachers to use Skimming and Scanning Techniques to enhance the sudents' reading comprehension achievement in reading class.

Keywords: Skimming and Scanning Techniques, Reading Comprehension

INTRODUCTION

Reading, as one of the English language skills, has an important role to discover any information in the written text. The main aim of reading is to gain an overall understanding about what is described in the text. Through reading the written text or written literature, the students can discover any new information in any different fields of knowledge, such as

education, science, economy, politic, and technology (Santoso, 2017). Woolley (2011) also states that reading comprehension is the process of getting meaning from the text.

Based on the preliminary study using interview with the English teacher of MAN 1 Jember, it was identified that students read slowly and many of them were not able to find the information appropriately. The English teacher stated that many students experienced difficulties in understanding the whole text meaning and finding specific information during reading activity. As a result, they were passive in joining the English reading class.

Dealing with those problems, the researcher tried to find solutions to anticipate such issues for reading comprehension, one of the possible solutions was through teaching techniques. In the present study, skimming and scanning techniques are chosen as reading technique that can enhanced students' comprehension in reading text. Harmer (2001) states that skimming is a technique in looking for a text to the gist of a text. While, scanning is a technique for quickly finding specific information in a text while ignoring its broader meaning (Brown, 2001). The students could used skimming and scanning techniques to help them the main idea and to get the specific informations of the text. According to Grellet (1996), both skimming and scanning are specific reading techniques necessary for quick and efficient reading. In addition, this reading techniques could helped the students to find general idea and collect specific piece of information in a text.

Studies on the use of skimming and scanning in reading achievement in different designs had been previously done, such as Suprapto (2011) conducted a classroom action research in SMPN 1 Ambulu Jember; Susanti, Sutarsyah & Kadaryanto (2012) conducted their experimental research with junior high school students as their participant; Hong (2013) conducted an exploratory study to tertiary students as the participant; Diaz & Laguado (2013) conducted their classroom action research to seventh grader students at Colombian High School; Windayani (2014) conducted a classroom action research with eighth grader students as the participant; Indriani (2016) conducted an experimental research with junior high school students as the participant; Sari (2016) conducted a classroom action research with junior high school students as the participant, and; Aritonang, Lasmana & Kurnia (2018) conducted their descriptive study at SMK Kharisma Nusantara Tegalwaru.

The previous studies above used experimental research designs and descriptive study with the junior high school students and university students as their participants. The differences between the previous researches and this research laid on the research design, the

text, and the subject of this research. The text type mostly used was descriptive text. The research participants were mostly junior high school EF students. To fill the gap, the researcher addressed a research issue focusing on the use of skimming and scanning as the technique in order to solve the students' problem in reading, with senior high school students as the participants.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal was to gain an overall understanding of what was described in the text rather than to obtain meaning from isolated words or sentences. According to Biddulph (2002), reading is an interactive process in which readers are actively engaged with texts, building their own understanding of the author's message. As mentioned by Grellet (1996), reading is an active skill because it involves guessing, predicting, checking and asking oneself question. The readers are required to think, predict and guess the author's message. In other words, reading was not a passive skill because students need to think, predict and guess the author's message in a reading text.

Reading Comprehension Achievement

Grabe & Stoller (2002) state that reading is the ability to draw meaning from printed page and interpret the information appropriately. By reading, hopefully the students can comprehend and interpret the information from the text. Hennings (1997) defines comprehension as interacting and constructing meaning with text. It means that comprehension here is an active process of deriving meaning from the text which involves word knowledge, sentence and paragraph. McWhorter (1986) also states that there are some aspects of reading comprehension that can be used to comprehend the text involving word, sentence, paragraph, and text comprehension. All those aspects will be explained in the following section.

a. *Word Comprehension*

Word comprehension is one of the unit of comprehension that has great influence to the students in the process of comprehending a text, this is as what Cain states that word comprehension is a good starting place for an examination of which skills support and facilitate reading comprehension (Cain, 2010). In fact, it is impossible for the students to comprehend the text or material without understanding the words' meanings. On the other

hand, the common problem faced by the students in comprehending the text was that they were lack of vocabulary, they only knew a few words' meaning and got difficulties in understanding a new word or vocabulary when it comes up in the sentence.

b. *Sentence Comprehension*

Sentence comprehension is also crucial for the students in comprehending a text. Cain (2010) argues that comprehension of individual sentence is essential for comprehension of longer units of text. In order to understand the text properly, students should be able to know the meaning of word by word so that they can easily interpret the meaning of the sentence itself. On the other hand, comprehending sentence means understanding what the sentence tells about. So students did not just translate word by word, but also all the words which were put together completely to make sense of the sentence.

c. **Paragraph Comprehension**

Paragraph comprehension is very difficult to understand a text without comprehending each paragraph. In every paragraph usually contains different meaning or idea and it is related one to another. Wingersky (1999) states that a good paragraph consists of several related sentences that support main idea, which is focused on one sentence. To understand the main point of the paragraph, it is better for the students to know several essential parts related to comprehending paragraph.

d. **Text Comprehension**

As we know that comprehend the text was very important for the students in order to know the writers' message that stated in the text. Moreover, Wood (1991) states that one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and then combine them to understand the whole. It means that comprehending text is acquired by students after they have understood all parts of the text. Therefore, what readers have to do here are to understand all parts of the text, including words, sentences, and paragraphs.

Skimming and Scanning Techniques

Skimming and scanning are two very different techniques but both of them have the same purpose that is for reading quickly. Anne (2008) states that those techniques accomplish reading material at about 1000 – 1500 words per minute. Skimming and scanning techniques were discussed in the following parts. According to Beale (2013),

skimming refers to only look for the main ideas or general information stated in the text. In line with the idea, Brown (2003) states that skimming technique deals with the process of rapid coverage of reading a text to determine its gist or main idea.

The Use of Skimming and Scanning in Teaching Reading

This classroom action research was mainly focused on the use of skimming and scanning techniques to enhance the tenth grade students' reading comprehension achievement on recount texts. To run the skimming and scanning techniques successfully, the teacher and the students should follow the right procedures. These following procedures are suggested by Leane (2002):

a. Pre-reading

It sets the purpose or decides what to read for and it decides if more linguistics background knowledge is needed.

b. While reading

It includes verifying production and checking for inaccurate guesses, deciding what is important and not important to understand and re-read to check the word comprehension, sentence comprehension, text comprehension and looking for the gist.

c. Post-reading

It is intended to follow up the activity.

In teaching learning process, the researcher and the English teacher used the following steps:

a. Pre-reading

In this step, teacher gave the students a recount text in title "Holiday in Singapore". Teacher asked the students to work with group of 4-5 students to make some notes about the text given. Then, teacher asked the students to find the generic structures and the language features of the text

b. While reading

In this step, teacher guided the students to read the text by using skimming technique to find the main idea and general information to answer the questions. Then, teacher guided the students to read the text by using scanning technique to find the specific information to answer the questions. Teacher also asked the students to make some notes about the main idea, general information and specific information of the text.

c. Post-reading

In this step, teacher led the students to ask questions about the difficulties in applying skimming and scanning techniques. Teacher asked the students to discuss their group work with class. Then, teacher asked the students to do the Reading Task by using skimming and scanning techniques to answer the questions about the text correctly and individually. After that, teacher led the students to ask questions about the difficulties in doing the Reading Task. The last, teacher led the students to discuss the result of Reading Task with class.

RESEARCH METHODS

The Research Design

The design of this research was a classroom action research because it was intended to enhance the tenth grade students' recount text reading comprehension achievement by using Skimming and Scanning techniques. This action research was conducted in class X IPA 4 to help the students solving their problems in reading comprehension.

The Research Participants

The participants of this research were the students of X IPA 4 at MAN 1 Jember that were chosen purposively. The average score of the students' reading comprehension achievement in this class was the lowest compared to the other five classes. Besides, the students' participation in reading class was still low because only a small number of students who answered the teacher's question actively when class activities were in progress.

The Data Collection Methods

The methods of collecting the research data were observation, a reading comprehension test, interview, and documentation.

Observation

Observation was used to record the students' participation in the reading teaching and learning process. In collecting the data, the researcher used checklist for observing the students' active participation. The students were categorized as active participants if they did at least three of five indicators of participation, such as a) answering questions about the general idea of each paragraph by skimming, b) answering questions about the specific

information of each paragraph by scanning, c) making or highlighting notes of important points, d) asking questions relevant to the topic given, and e) concluding the content of the text briefly.

Reading Comprehension Test

The reading comprehension test material was constructed based on school-based curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP) 2013) for English senior high school. Objective test was applied in this research especially in the form of multiple choice insisting 4 options.

Interview

In this research, semi structured interview was conducted to get the information needed. A list of questions was prepared to get the information about the English curriculum, the schedule, the materials, as well as the problems faced by the student, especially in learning reading. The interviee was the English teacher of the tenth grade.

Documentation

Document, in this research, was used to get the information about   the students' previous scores in reading comprehension test of the tenth grade (X IPA 4) of MAN 1 Jember.

Research Procedures

The procedure of this research followed Hopkins (2008) design with that applied the following steps, such as a) Planning the Actions, b) Implementing the Actions, c) Observing and Evaluating. The process evaluation was done by conducting observation in each meeting during the reading class activities: meanwhile, the product evaluation was testing the students' reading comprehension achievement after the Reading class process.

Data Analysis Method

The last stage in this research design was data analysis of the action. It dealt with how to analyze the data obtain from implementing the action. Then, the result of the data analysis were interpreted for further reflection of the action.

The data obtain from the reading test and students' participation were analyzed by using the following formula:

$$E = \frac{n}{N} X\ 100\%$$

Notes

E	: the percentage of the students who got score $\geq$ 75 in the reading comprehension test/participation.
N	: the number of students who got score $\geq$ 75 in the reading comprehension test/participation.
N	: the total number of students (the subjects)

(Adapted from Ali, 1998:186)

FINDINGS AND DISCUSSION

The Result of Observation in Cycle 1

The result of observation was shown in the following table.

Table 4.2 The Average Percentage of Observation Results in Cycle 1

Meeting	Percentage (%)	
	Active	**Passive**
Meeting 1	75.76%	24.24%
Meeting 2	78.79%	21.21%
Average	**77.28%**	**22.72%**

In the first meeting, there were 25 students of 33 students or 75.76% who actively participated during the reading activity by using skimming and scanning techniques. In the second meeting, the participation of the students increased from 75.76% to 78.79% during the reading activity. As a result, the average percentage of the students' active participation in Cycle 1 was 77.28%. It means that the result fulfilled the target requirement of this research which the target requirement was at least 75% of the students' active participation in the reading activity by using skimming and scanning techniques.

The Result of the Students' Reading Comprehension Achievement in Cycle 1

The following table shows the result reading test analysis.

Table 4.3 The Results of Students' Reading Comprehension Test in Cycle 1

The students who got score ≥ 75	The students who got score < 75
$\frac{26}{33}$ x 100% = 78.79%	$\frac{7}{33}$ x 100% = 21.21%

Based on Table 4.3, the results of the students' reading achievement test were 26 students or 78.79% of 33 students got score ≥ 75. Meanwhile, there were 7 students or 21.21% of 33 students who got score less than 75. It meant that the students' reading comprehension achievement in Cycle 1 had achieved the target requirement of this research.

The Result of Reflection in Cycle 1

Based on the result of the observation in Cycle 1, there were 25 students or 75.76% of 33 students who actively participated in the first meeting and there were 26 students or 78.79% of 33 students who actively participated during reading activity in the second meeting. The average percentage of the students' active participation was 77.28%. Therefore, it could be said that there were improvement on the result of the observation from 75.76% in meeting 1 to 78.79% in meeting 2 in Cycle 1. It means that the use of skimming and scanning techniques was succesfull in enhancing the students' active participation in the reading teaching learning process.

Furthermore, the average score of the students' reading comprehension achievement in meeting 1 and meeting 2 was 76.82 in Cycle 1. So, it could be said that there was improvement on the result of the students' reading compehension score from 2510 (72.72%) in meeting 1 and 2560 (75.76%) in meeting 2 to 2650 (78.79%) in post test in Cycle 1. It means that the use of skimming and scanning techniques was succesfull in enhancing the students' reading achievement. Since the result of Action Cycle 1 had meet the target of success, it was necessary to continue to the next action cycle, and the action was ended.

Discussion

The findings revealed that skimming and scanning techniques as a reading strategy could enhance the students' active participation and reading comprehension achievement. It is

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in line with Mikulecky and Jeffries (2004) who state that skimming is high-speed reading that can save the readers' time and help them get through lots of material quickly. It is different from other kinds of high-speed reading, such as previewing and scanning. Brown (2001) states that scanning is quickly searching for some particular piece or pieces of information in a text or passage. Besides, Grellet (1996) also says that both skimming and scanning techniques are necessary for quick and efficient reading.

Based on the finding above and previous research findings, it could be inferred that the application of skimming and scanning techniques could solve the students' problems in understanding the text, finding the information needed, and both techniques could increase the students' active participation in the reading teaching earning process. In conclusion, skimming and scanning techniques could enhance the tenth grade students' reading comprehension achievement and active participation in the class at MAN 1 Jember.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the data analysis and the discussion, it could be concluded that the use of skimming and scanning techniques could enhance the tenth grade students' reading comprehension achievement and activated their active participation in the teaching reading learning process at MAN 1 Jember.

Suggestions

Based on the result of this classroom action research, it was suggested to a) the English teacher to use Skimming and Scanning Techniques as the teaching technique to enhance the sudents' reading comprehension achievement and students' active participation in reading class; c) the students to actively participate in the teaching reading learning process and read more English texts, and c) the future researchers to use the results of this research as a reference and information to conduct a further research dealing with the use of Skimming and Scanning Techniques as the teaching technique with different language skills, research designs, and research participants.

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