THE EFFECT OF USING SKIMMING AND SCANNING ON THE STUDENTS' ABILITY IN READING COMPREHENSION AT GRADE X IN SMA KAMPUS NOMMENSEN PEMATANGSIANTAR

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Abstract

This study attempted to find out the effect of using skimming and scanning to the students' ability in reading comprehension at grade X in SMA Kampus Nommensen Pematangsiantar. This research design of is quantitative descriptive. The population of this research is students of SMA Kampus Nommensen Pematangsiantar with cluster sampling data. The researcher gets 60 students as the sample which divided by 30 students as the sample of control class (X-1) and 30 students as the experimental class (X-2). The multiple-choices test is used by the researcher as the instruments to get the data. The test is given to measure the students' ability in reading comprehension of narrative texts especially in the type of myths. After collected the data, the researcher analyzed the data to find out the effect of skimming and scanning from the calculation scores of pre-test and post-test. Based on the data analysis it is found that the $t_{observe}$ is higher than t_{table} (4,54>1,67). So, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. In other word, it can be stated that Skimming and Scanning significantly affect the students' reading comprehension at grade X of SMA Kampus Nommensen Pematangsiar.

Keywords: skimming, scanning, students' ability, reading comprehension

INTRODUCTION

Reading as one of the most important skills to be learnt even it is difficult to understand. It is important because in reading the learners will be able to prove their knowledge from several written texts or books. Reading also one of the cites to open the world window, it means that from several sources the readers will be able to know what knowledge is trending or develops in different areas even if not stay at the place or that countries. Reading comprehension is taught to deeper understanding in various English written texts served. Generally, Reading is used by the common people in daily activities such as read the newspaper, read an article, read the e-mail, read the schedules of work, read the instructions of anything, etc. which are served in English language. Certainly, these activities are enforced the people to be able comprehending what the text about so that they are able to continue their activities fluently. By having ability in comprehending these all they must be able to give highest responsibility as the final result of their job. The common people will not be a blind people if they are able to improve their knowledge in understand the English written text. They will able to balance their communication in international society.

From the cases above, the are may caused of the students have a lower interested in reading while the teacher also has a monotone technique of teaching. While the other caused of the

techniques of teaching done by the teacher is not appropriate to the learning purposes. In these cases, the teacher should be forced to find out the solutions of the problems above. Not only by giving the motivations to the students but also try to implement the new technique in teaching reading. If the teacher able to resolved the problems of the learning process, it will comfort and gets the best result of teaching.

Thus, in this research paper the researcher is interesting to apply the new techniques of teaching reading by using skimming and scanning. Skimming is the process of reading a text in a highspeed sight to get the general information from the text without read all part. Scanning is the process of reading with a speed sight to get the specific information from the text. The researcher thinks that by combining this technique in reading comprehension, the students will get better result than before. And the students will acquire more knowledge. The used of skimming and scanning will enable the students to get the general or the specific information and the time is effectively and efficiently.

Based on the background explained above the problem of the research is "Does Skimming and Scanning significantly affect the students' reading comprehension at grade X of SMA Kampus Nommensen Pematangsiantar?"

This study was conducted to find out if Skimming and Scanning significantly affects the students' reading comprehension at grade X of SMA Kampus Nommensen Pematangsiantar. This research hypothesis is divided into two parts, alternative hypothesis (Ha) and the Null hypothesis (Ho).

LITERATURE REVIEW

Definition of Reading

Definition of reading in Cambridge Advanced Learner's Dictionary (3rd edition) is the way of getting or understanding something from books as a skill or an activity. According to Siahaan and Yulita (2021) Reading means to understand the meaning of printed words, the ability to read is very crucial to the success of students in school. The information is valuable to improve the prior knowledge well. It also is supported by Grab and Stoller in Andika (2013) reading as an interactive process has two ways, firstly the readers have various process of recognizing the word rapidly and simultaneously memories them in their mind. The ability of analyze the sentence structure as logical clause-level meanings, comprehending a text to find out the main idea, monitoring the comprehension and so on. Secondly, the sense of linguistics information is gotten by interacts with the reader's prior knowledge.

Reading Comprehension

While the comprehension according to Royer and Cunningham (1978) is a natural extension of the perceptual process which is as a constructive process too. It is means that something is process as constructive and based on the perception of someone. In simply, the

comprehension is how someone able to understand or get a perception of something to be asked well. Comprehending something can be as a situation or the reality or the fact around.

Shehu (2015) stated that reading comprehension is an important part of language learning which is included as a difficult process for higher the result or achievements. It is called as a difficult process because the sentence meaning is getting by understanding the text well. Anderson (1977) states: "Sentence meaning is conceived to be the deterministic product of the lower-order levels of analysis and, presumably, the meaning of a text is a concatenation of the meanings of its component sentences". This statement is related to the importance of reading comprehension which forced the readers to be able to understanding the specific information of the text. There are several reasons that the people need to have reading such as getting information, reading for pleasure or reading for deeper understanding of something.

Literal Comprehension

Literal comprehension is the process of reading to find the meaning directly in the text provides. This kind of reading usually find out the facts and details, rote learning and memorization and usually as the surface meaning.

Inferential or Interpretive Comprehension

Inferential or Interpretive comprehension, the process of reading which is usually implied or meant of the text. The readers usually analyzed what they read by interpreting, classifying, comparing, contrasting or finding patterns from the text. Interpretive reading involves reading between the lines or making inference. At this level, readers go beyond what is said and read for deeper meaning. They must be able to read critically what they have read. Interpretive or inferential comprehension includes inferring main idea of passages in which the main ideas are not directly stated, referents of pronouns, adverbs, omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusions.

Critical Comprehension

Critical comprehension is the highest level of reading in encouraged the readers to get the information from the text by applying both of literal and inferential level of reading. In this level the readers own experiences are combined with the universal meaning provides. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all the material.

The Assessment of Reading Comprehension

To measure the students' reading comprehension, Weir (1990) suggested several methods; multiple-choice question, short answer questions, cloze, selective deletion gap filling, C-test, cloze elide test and information transfer.

A multiple-choice test is chosen as the test to measure reading comprehension. Multiple-choice is the most frequent to be used because it is kind of objective test which is able to show students' comprehension objectively by their choice in the test. That is why this study also uses this test as the assessment of reading comprehension.

The concept of Skimming and Scanning in Reading Comprehension

Skimming and Scanning are both "top-down" skills. It is used to believed that the reader built up their understanding of a text by working out what each individual sound was, then adding up into a word around them.

Using skimming and scanning in reading comprehension are having some benefits to do while getting the information quickly without wasting the time and having an efficient and effective time to be proven. This statement also supported by the previous experts Beale in Abdelrahman and Sharah (2014) the people or the readers who know how to skim and scan includes to a flexible reader because they are gotten the specific information as their reading purposes quickly without wasting most time. Macleod in Abdelrahman and Sharah (2014) said that skimming involves an overview passage of the text as a reading competence while scanning is just retrieving the relevant information.

Skimming

Brown (2000) stated that skimming enable the readers to predict the main idea, main topic, message or some possibly supporting ideas in a whole text. The students can be trained to skim the text by read it in thirty seconds then they are encouraged to close the text and asked them to retell about the passage they have read. If the students have understood what in the text about it is surely let them retell the text well and fluently. This way is effective to be used in classrooms to get an effective and efficient time in getting the information by reading.

Mikulecky and Jeffries in Kartika (2012) explained that skimming is process of reading in high speed or quickly to get the information trough lots of materials reserved, it aims to avoid in wasting most times. According to Wainwright (2007) skimming allows the eyes movement quickly across up and down the page without reading every group of neither words nor the line. It usually pays attention only to the heading and the subheading or the first and the last sentence of paragraph to find out the keywords of the text. It aims to find out the outline or the general understanding of the text.

According to Wainwright (2007) there are three ways in achieving reading comprehension by using skimming technique:

1. *Sampling,* concentrates on the first sentence of every paragraph to find out the key information.
2. *Locating,* a zigzag eye movement or read in specific information located.
3. *Previewing,* the two combinations of sampling and locating to get the conclusion of specific information needs.

Scanning

Brown (2000:308) argued that scanning is getting the specific information quickly from the text without reading through the whole text; it is an essential for academic. The reader's purpose is to locate particular information from the text, browse faster over the text in a speed sight over the paragraphs. The scanning usually is used for seeking some important thing. For instance, the students in the classroom are asked by the teacher to find out the word meaning in the dictionary. When the customers in a supermarket were sightseeing, they see several sales or discount in a stand by scanning the label of discount shown. The officers or accountants are entering the data to a computer they can use scanning the papers. Many other examples of scanning technique that used in daily activities that benefit for the people too.

METHOD

Research Design

This research paper will conduct the research design as quantitative descriptive. According to Arikunto (2010:9) quantitative research is the correlation of cause and effect between the two factors classified. The design will investigate about the effect of using skimming and scanning on the students' ability in reading comprehension at grade X SMA Kampus Nommensen Pematangsiantar. In this research also will apply the technique of reading to the students in experimental class and conventional teaching to the control class.

Table 1 Research design

	Group/Class	Pre-test	Variable	Post-test
R	E	X	Skimming & Scanning	Y
R	C	X	Without Skimming & Scanning	Y

Notes:
R   : Randomized group division between experimental and control group.
E   : Experimental group
C   : Control group
X   : Pre-test will do before the learning process will organize to gain first data
Y   : Post-test will do after the learning process as the result of the study.

Population and sample

The population of this study is the grade ten students of SMA Kampus Nommensen Pematangsiantar which consists three classes. Each class consist of 30 students. The sample is divided into two parts, in control class is X-1 and experimental class is X-2 in which consists of 30 students for each class as the numbers of sample. So, the total numbers of sample are 60 students.

The Instrument of Data collecting

The instrument of research conducted the test to the students is in the form of multiple-choice test items. According to Arikunto (2010) instruments are the tools that the researcher used to collect the data. Thus, in this research paper the instrument is giving a test (pre-test and the post-test will be conducted). The test is the multiple-choice tests with 50 questions. Each question which consists of 4 options. The scores that the students got would be process to get the final scores i.e the scores in range between 0-100.

Validity of the test

In order to know the validity of test, the writer uses the coefficient of correlation product moment (Arikunto, 2010), namely:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} = The validity of pre-test and post-test
N = The number of the data
X = Average score of X (Pre-test)
Y = Average score of Y (Post-test)

Reliability of Reading Comprehension Test

To find out the reliability of the test, the writer used the Spearman Brown formula (Arikunto 2010):

$$r_{11} = \frac{2xr1 / 21/2}{(1 + r1 / 21/2)}$$

Notes: r11 = Coefficient reliability

T r1 /21/2 = validity of pre-test and post-test

Arikunto asserted that the reliability of the test can be categorized as follow:

0,800-1,00   = the reliability is very high

0,600-0,800   = the reliability is high

0,400-0,600   = the reliability is fair

0,200-0,400   = the reliability is low

0,000-0,200   = the reliability is very low

Technique of Collecting Data

Technique of collecting data is based on the divisions of the groups into experimental and controlling group. Both of these groups will be given two kinds of test as a pre-test and post-test. The different is the experimental group will serve with the reading by using skimming and scanning while the other is not. The test will be prepared by the researcher in multiple-choice items to measure their ability before and after research. The steps of collecting the data are as below:

1. Preparing the Reading Comprehension Test for the groups
2. The researcher gives a test to the students in experimental class and control class as a pre-test.
3. The researcher explains the instructions of the test.
4. The researcher collects the pre-test answer-sheet of the students after finish in answering the test.
5. The researcher gives a score for pre-test by calculating each number will be scored 2.
6. The two groups were given post test to measure the effect of using skimming and scanning for reading comprehension.

Technique of Analyzing Data

In general, Technique of analyzing the data is done by two groups: first experimental group and the second is control group. After the research have finish done and then here the steps to be taken in analyzing the data are below:

1. To Determine the mean of each group
2. F_{test}

FINDINGS AND SUGGESTION

Research Findings

After finished in analysing the data some findings can be formulated as below to answer the research problems:

1. In experimental group the lowest score for pre-test is 30 and the highest is 78 with the total score 1372 and the mean 45,7. While in post-test the lowest score is 56 and the highest is 90 with the total score 2150 and the mean 71,6.
2. In control group the lowest score for pre-test is 30 and the highest is 48 with the total score 1070 and the mean 35,6. While in post-test the lowest score is 38 and the highest is 80 with the total score 1566 and the mean 52,2.
3. From the calculation of data analysis, it is found that the $t_{observed}$ is higher than t_{table} (4,54>1,67). So, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. In other word, it can be stated that Skimming and Scanning significantly affect the students' reading comprehension at grade X of SMA Kampus Nommensen Pematangsiantar.

Discussion

From the calculation with the explanation of the data above can be seen that there is significance of the skimming and scanning to the students' ability in reading comprehension. All of the students in experimental class are passed the test with good score and reach the standard of minimum rank (KKM) 55. While in the control class still many students who did not reach KKM, it is more than half of the total number of students who are not succeed. Thus, the teachers in the future should be able to balance between the techniques of teaching with the material of study well. And this technique is one of the best suggestions to follow in the next learning process.

Furthermore, from the final result analysis which is gotten, the researcher can be concluded that there is an effect of using skimming and scanning to the students' ability in reading comprehension. It can be seen from the average of post-test in experimental class 71,6 higher than in control class is 52,2 the scope of average between the experimental class higher and control class have the range as 19,4.

CONCLUSION

Based on the data analysis it is found that the $t_{observed}$ is higher than t_{table} (4,54>1,67). So, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. In other word, it can be stated that Skimming and Scanning significantly affect the students' reading comprehension at grade X of SMA Kampus Nommensen Pematangsiantar.

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