

ANALYZING THE STUDENTS' ABILITY IN READING SHORT STORY BY USING SKIMMING AND SCANNING

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ABSTRACT

The aims of this research were to point out whether using reading text is effective to analyzing the students' ability, to identify to what extend using reading text to analized their English reading short story by using skimming and scanning. The research method used in this study was descriptive quantitative method. This research used on multiple choice and essay test as the instrument. The participants of the study were 40 students from two classes. The study was conducted for the second grade of SMKS Katolik Kefamenanu. There were 15 items which were usedas the instrument. The students read the question from the text to answer based on their choice. The result of this study showed that the level of ability was very good from twenty-seven students with their score of grammar aspect 3.20. It was followed by vocabulary with the score 4.20 and the level of ability was good. Then, their score on pronunciation aspect was 3.25 with the level of ability was excellent. The last was the fluency aspect with their score was 4.25 and their level of ability was very good.

Keywords: *Reading, Shirt Story, Skimming and Scanning*

INTRODUCTION

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important.

Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.

The Objective of this Study were to know the students’ ability and the students’ problems in skimming and scanning English short story at the second grade of SMKS Katolik Kefamenanu.

The scope of this research is about the students’ ability in reading short story and the limitation is only related to pronunciation, grammar, vocabulary, and fluency.

The previous study was conducted a research with the title “The effect of scanning technique of students’ reading comprehension in Narrative text at grade ten of SMA Negeri 2 Pematang Siantar by Sinaga (2019)” This study applied with descriptive quantitative method. The population was ten grade students’ and she took 60 students’ the instrument is pre-test, treatment and post-test. After analyzing the data the researcher concluded that scanning technique was effective to improve students’ reading comprehension.

METHOD

In terms of research design, this study used a descriptive quantitative to describe the reading ability of the second grade students’ of SMKS Katolik Kefamenanu using short story text. Through this method the researchers described the students’ ability in the reading short story by using skimming and scanning.

FINDINGS AND DISCUSSIONS

The data of the research is presented in this part. After conducting the research and collecting the data then the writer analyzed the information gathered. In order to know the students’ ability in reading, the researcher provided the fifteen number questions to students. Based on the result, the writer had given the appropriate score on the range of the score and the level of ability that explained in the chapter III. The score of the test that had been given consist of the parts of reading based on the aspect with the maximal point for each aspect is 4 and the total point or total all aspect of reading. The students’ average score of reading ability is presented in the following table.

Table 1. The Students of SMKS Katolik Kefamenanu in Reading Short Story Test

No	Name	Total Score	Final Score	Level of Ability
1	JBK	12	3.00	Good
2	DM	13	3.25	Very Good

3	MVU	11	2.74	Bad
4	NS	12	3.00	Good
5	MM	13	3.25	Very Good
6	KT	15	3.75	Very Good
7	EAL	13	3.25	Very Good
8	GA	15	3.75	Very Good
9	ML	14	3.50	Very Good
10	MNO	16	4.00	Excellent
11	TRKN	13	3.25	Very Good
12	EMT	11	2.75	Bad
13	AYL	12	3.00	Good
14	MNB	13	3.25	Very Good
15	EO	12	3.00	Good
16	MAT	8	2.00	Bad
17	JK	8	2.00	Bad
18	MK	8	2.00	Bad
19	GO	8	2.00	Bad
20	DM	8	2.00	Bad
21	DKB	8	2.00	Bad
22	FBN	8	2.00	Bad
23	JA	8	2.00	Bad
24	RYCL	8	2.00	Bad
25	AAK	8	2.00	Bad
26	EAE	4	1.00	Very Bad
27	KAS	16	4.00	Excellent
28	GYRR	16	4.00	Excellent
29	SIO	16	4.00	Excellent
30	NYK	16	4.00	Excellent
31	GJK	16	4.00	Excellent
32	KA	16	4.00	Excellent
33	AEL	16	4.00	Excellent
34	MDT	16	4.00	Excellent
35	MGA	16	4.00	Excellent

36	ASN	16	4.00	Excellent
37	AT	16	4.00	Excellent
38	NOB	16	4.00	Excellent
39	YKK	16	4.00	Excellent
40	FE	16	4.00	Excellent

Table I shows that there are 15 students whose scores are categorized at ‘Excellent’ level, while 8 students are ” Very Good”, there are 4 students whose scores are categorized ‘Good’, while 12 students are have a “bad” score, and 1 student whose scores are categorized “very bad”. From the table that shows all of the forty students, there are 15 students have a good percentage with category “excellent” that meets all of aspects of the assessment, there are 8 students who got “very good” score, because they did not meet one aspect of the assessment so they got a very good category level, and 12 students with category “bad” score are those who only meet two aspects in the assessment, so they included in the category bad scores. And the last is, 1 student who has “very bad” scores because it only fulfills one of the aspects of the assessment, and from all of the aspects in reading the student just got one score.

Table 2. Aspects of Students’ reading in short story test

No	Pronunciation	Grammar	Vocabulary	Fluency
1	3	3	3	3
2	3	3	3	4
3	3	2	3	3
4	3	3	3	3
5	4	3	3	3
6	4	4	3	4
7	3	3	4	3
8	4	3	4	4
9	4	4	3	3

10	4	4	4	4
11	4	4	4	4
12	3	2	3	3
13	3	3	3	3
14	4	3	3	3
15	3	3	3	3
16	2	2	2	2
17	2	2	2	2
18	2	2	2	2
19	2	2	2	2
20	2	2	2	2
21	2	2	2	2
22	2	2	2	2
23	2	2	2	2
24	2	2	2	2
25	2	2	2	2
26	1	1	1	1
27	4	4	4	4
28	4	4	4	4
29	4	4	4	4
30	4	4	4	4
31	4	4	4	4
32	4	4	4	4
33	4	4	4	4
34	4	4	4	4
35	4	4	4	4
36	4	4	4	4
37	4	4	4	4
38	4	4	4	4
39	4	4	4	4
40	4	4	4	4
A	3.25	3.20	4.20	4.25
LA	Very Good	Good	Excellent	Excellent

Description : A = Average

LA = Level of Average

Table II shows that they have high ability on fluency because their average score is 4.25. But they still have low ability on grammar. In this aspect of reading, their average score is 3.20. The ability in reading short story of 40 students are good, that can be seen from the aspect assessment of vocabulary and fluency compared on pronunciation and grammar that have low score but the average of students can categorized in very good and excellent from twenty-seven students, because they fulfill the assessment of all the aspect.

Table 3. Description of Students Level of Ability

NO	Final Score	Name Students	Level of Ability	Description
1	4.00	10 ,27-40	Excellent	Pronunciation, grammar and vocabulary are almost the same as like native speakers, comprehension and fluency in reading is excellent.
2	3.25, 3.50 and 3.75	2,5,6,7,8,9,11 and 14	Very Good	Pronunciation, grammar, vocabulary, and fluency are very good when

3	3.00	1,4,13 and 15	Good	they start to read the text and also do the test that given from the researcher. Errors in pronunciation often occur and sometimes make grammar mistakes, lack of knowledge of vocabulary resulting in frequent misspellings and the fluency is not clear because frequent pauses.
4	2.00	16,17,18,19,20,21,22,23,24,and 25.	Bad	lack of knowledge of vocabulary resulting in frequent misspellings and the fluency is not clear because frequent pauses.
5	1.00	26	Very Bad	The fluency is not clear because

6	0	No students in this level	Very poor	frequent pauses. No students in this level
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Table III shows that there are 15 students whose scores are categorized ‘Excellent’, while 8 students are ”Very Good”, and 4 students whose scores are categorized ‘Good’. From 40 students there are 15 that categorized in “excellent” because pronunciation, grammar, vocabulary, and also fluency are almost like native speakers. And 8 students got “very good” scores because from pronunciation, grammar, vocabulary, and fluency they are very good in this level when read and also do the test. There are 4 students with categorized “good” scores because their ability in reading short story is good level. And there are 12 students have “bad” scores because there are some words whose pronunciation is a big wrong .Whose 1 student that categorized “very bad” becausee errors in pronunciation often occur and sometimes make grammar mistakes, lack of knowledge of vocabulary resulting in frequent misspellings and the fluency is not clear because frequent pauses.

Based on the result, the researcher will elaborate on the students’ ability in reading short story text.

1. Students’ ability in skimming and scanning using English short story

Students' ability in reading short story are still very lack, especially when researchers apply skimming and scanning using the four aspects of reading: pronunciation, grammar, vocabulary, and fluency. Students' abilities can be seen from the ability to read the texts, understand the contents of the text, translate, and be able to do practice questions. Here students are assessed as still lacking in their ability level when reading, because their level of mastery is still limited. But the students at the second grade of SMKS Katolik Kefamenanu their ability to read and work on questions is very good, especially their speed in doing practice questions, although pronunciation, grammar, and vocabulary are still ineffective, but they try to do the questions practice well and correctly.

In this part the writer focused the analysis on discussing the students' reading ability using short story. Overall the findings indicated that the students of random sampling improved their reading ability after treatment by using skimming-scanning strategy. During the treatment process, the researcher focused on improving reading skills through skimming-scanning. Students also carried out different activities about what they read such as answering questions or underlining the verbs. The change of the students' habit from reading word by word to skim-scan the passage to answer the reading questions help students in their accelerated reading short story text. During the treatment, the researcher gave students limited time in some activities. The researcher give 30 minutes to the students, 10 minutes can use by the students to read the text, and then 20 minutes to answer the question of multiple choice and also essay test.

The second grade students of SMKS Katolik Kefamenanu are not used to use skimming-scanning, so when they have to do reading exercises they have difficulty because they do not understand the text. The students think that to understand a text they need to know the meaning of each word. After skimming-scanning, students realized that they did not need to know the meaning of all the words in a text to get the main idea and the level of students' ability to read texts using short story at the school had reading by using short story.

This is shown by the data that the students who got a good score at pronunciation of 3.25. and the student' who have a very good score of this aspect is student number: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40. On grammar the students' got a good score of 3.20 for this aspect. The student is number: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40. On vocabulary using the students got excellent score with 4.20. Between the score of this aspect, the student who have a good vocabulary is student number : 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40. And the last aspect is fluency that got in students' with 4.25 that in category excellent. The students'who got the good score of this aspect is student number: 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40. from all of the four aspects it is pronunciation, grammar, vocabulary and also fluency, that fulfills these four aspects are sixteen students. The student with number: 10, 11, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40 were sixteen students. But there are ten students with category bad level. The student is number : 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25. And

one student who categorized as very bad is the student number: 26. Seen from the aspect of students' difficulties in reading texts by using short story from the students' reading ability is from pronunciation and grammar. This is shown from the data, the total of pronunciation is 3.25 and grammar is 3.20. That is, when students practice reading using short story, there are many difficulties they encountered.

1. Students' problems in skimming and scanning using English short story.

The problems in skimming and scanning using short story text for students, is in the pronunciation, grammar, and vocabulary, because their ability in reading still lacking when reading using skimming and scanning techniques because of difficulties with the content of the text, students read quickly but they do not 100% understand the content of the text, by applying skimming techniques it can make it easier for students to find the main idea of the paragraphs in the reading sentence. after that by scanning students can read quickly which aims to find out the specific information contained in a reading. skimming and scanning techniques can make it easier for students at the second grade of SMKS Katolik Kefamenanu to do the tests given by the researchers, even though their ability to understand the content of the text is still very lacking but they are able to do the test properly and correctly.

From all of the findings research, the researcher find out the twenty-seven students that are categorized on very good score from gathering by collecting data based on their ability level. Based on their pronunciation a little bit wrong when read the text, the using grammar that sometimes make misatake, the lack knowledge of vocabulary resulting in frequent misspellings and the fluency is not clear because frequent pauses. But overall of the four aspect in reading they are very good that researcher doing research result from observation, planning the material and also the rule to do the test until the students answer the questions till the end, and the last is take a picture as evidence in a study research.

CONCLUSION

The level of ability to read short story text in English using skimming and scanning for the second grade students' of SMKS Katolik Kefamenanu are very good, from forty students that With a very satisfactory average score, judging from the four aspects, students' are more likely to directly read the text and then work on the questions. Although they do not understand

the meaning of the text, but they can work according to their ability level. Their interest in reading still very lacking, but through the test they can increase their knowledge and ability in reading techniques. This is certainly very helpful for teachers in teaching. From the scores, the writer can concluded that students should read more.

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