

The Effectiveness of Using Skimming and Scanning Techniques for Reading Comprehension in Narrative Text of Tenth Grade for Students of SMA Wahidiyah Kediri in Academic Year 2019/2020

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Abstract

This research is generally to find out the differences in the English Reading comprehension between students are taught by using skimming and scanning techniques and those are not taught by using skimming and scanning for tenth grade students of SMA Wahidiyah Kediri in academic year 2019/2020. The research applied in Experiment Class and Control Class. The instruments for collecting data were interviews, field note, Pre-test and Post-test. This research had been done in eight meeting. The researcher uses Quasi-experiment and quantitative method with analyzed the data by using T-test. The result shows that there is significance different between students are taught by using Skimming and Scanning and those are taught by Think Pair Share. The data analysis shows that $T_{count} > T_{table}$ ($3,936 > 1,764$), H_a is accepted. In the Pre-test, the average score of MIA2 class (Experiment Class) is 60,71 and MIA1 class (Control Class) is 70,61. In the Post-test, the average score MIA2 class (Experiment Class) is 83, 71 and MIA2 class (Control Class) is 71,46. The result shows that the average score of Experiment Class is higher than Control Class in Post-test.

Key words: Narrative Text, Reading Comprehension, *Skimming and Scanning*

INTRODUCTION

In Senior high school, students reading comprehension in analyzing and understanding the long text are still low (for example in understanding narrative and recount text). It can be seen from the process when they read it. The students still have difficulties to understand inside, do not know and still confuse to get what text has read, need the long time when they read the text until know what the text mean. They also do not pay attention even ignore the text because they do not what the text aim. This problem is very waste time and it is not efficient in teaching learning. So it is necessary to find a best solution to be applied in the reading learning process to improve their reading comprehension.

Mikulecky (2004 :240) states that "The teaching of English in Indonesia is focused on reading skill". In other words, reading is one important way to improve students general language skills in English. The students are able to develop their reading comprehension, because reading is a skill to develop much as learning to thing and to write effectively.

Edward (2000: 1) state that " Skimming is very fast reading when you skim, you read to get the main ideas and a few, but not all of the details. Scanning is a reading skill you use when you want to locate a single fact or specific bit of information without reading every part of the text. You simply move your eyes quickly down the page until you locate the name, address and number. Scanning is a fast way to find the specific information, Edward (2000: 40) "

In other hand, researcher find that Skimming is reading quickly to find the general information without waste the time (e.g. analyze the text, topic, idea, etc.) and Scanning is reading quickly to find the specific

information without read all the text (e.g. looking for the name, word of the text, word of dictionary, etc.). So, Skimming and Scanning are best solution for students problems in reading comprehension.

The advantages of Skimming according to Grellet (1981: 19) " Skimming Can make reading material easier, and improving an idea of the tone or the intonation of the writer. And Scanning can help students to get information from the book and the students can use the time efficiently. "

The researcher chooses tenth grade of SMA Wahidiyah Kediri in becomes the object of the research. It is caused SMA Wahidiyah Kediri is a school base on Islamic boarding school. Before do the research, the researcher observes background of the students, how to teacher teaches English especially in Reading and the extant of students' interest in teaching English. The researcher also interview with English teacher of SMA Wahidiyah and one of the tenth grade students in SMA Wahidiyah Kediri. Then, the researcher finds that students in Tenth Grade of SMA Wahidiyah Kediri get many Problems in Reading Comprehension. Indonesian language is a second language as a tool communication with other friends from different region. So that, not all the students master in foreign language like as English. Introduce a foreign language is not easy like as introducing the first and the second languages that are used in daily. Acquiring English Reading to the students are first step to make them interest.

METHOD

The research design on The effect of Skimming and Scanning Technique for reading comprehension in Narrative text of tenth grade students

SMA Wahidiyah Kediri is quasi-experimental. A quasi-experimental study is a type of evaluation which aims to determine a program or intervention the effect on a study's participants. Pre and Post test design, a treatment group and control group of study participant, quasi-experimental studies lack one or more of these design elements.

In this study, there are independent variable and dependent variable. The independent variable is the method of using Skimming and Scanning, and Narrative text. The dependent variable is the tenth grade's Reading of SMA Wahidiyah Kediri.

The researcher gives them a Pre-test to Control and Experiment class. Then, the researcher gives them treatment in 3 meetings. The last, researcher takes Post-test to the students. The purpose to know how about the result of students' Reading Comprehension after getting treatment.

The sample used in this research is two classes of tenth grade of SMA Wahidiyah Kediri. The researcher chooses classes that have the same ability based on the results of interviews with English teacher of seventh grade in SMA Wahidiyah, so class MIA 1 and class MIA 2 have the same level ability.

The researcher gave Pre-test in two classes. Then, the researcher got the result of the Pre-test. They were assigned into Experiment and Control class. The class that has a lower average value would be an Experimental class. The researcher have given them a treatment namely Skimming And Scanning method. Another class would be a Control class. The researcher given them a traditional method namely Think Pair Share.

"A good instrument there are two important requirements namely valid and reliable" (Arikunto, 2013). The researcher uses content validity and reliability using SPSS type 25. The questions valid, if $R\text{-value} > r\text{-table}$. The formulation to account the valid of instrument.

This research, test was used as a main instrument. The test was given to all students tenth grade of SMA Wahidiyah MIA 1 and MIA 2. The researcher gives multiple choice questions test Pre and Post test. Each of Pre and Post test consists of 20 multiple choice questions. The student must choose the correct answer. The scores for each item was one. The total score was 20 and the test must be valid and reliable.

The researcher have tested 20 questions for 47 students in class IIS 1 SMA Wahidiyah Kediri. The data would be valid and reliable if it was $R\text{-value} > R\text{-table}$. In $r\text{-table}$. The result the data is valid, it calls valid because the significance $< 0,05$ or $R\text{-count} > R\text{-table}$, each of $R\text{-counts} > 0,320$.

The researcher analyzes the data using statistic technique. The data analyzed using t-test formulation. The t-test formulation was finding significant between Pre and Post test. There are any different significant students' Reading comprehension

who are taught by using Skimming And Scanning technique and those who are not taught by using Skimming And Scanning technique in tenth grade students of SMA Wahidiyah Kediri in academic year 2019/2020. Before analyze the data, the researcher measured normality and homogeneity of the data by using IBM SPSS v.25.

Statistical hypothesis as follow: $T\text{-value} < T\text{-table}$, H_0 is accepted and H_a is rejected. $T\text{-value} > T\text{-table}$, H_a accepted and H_0 is rejected. Null Hypothesis (H_0). There is no significant difference between students' vocabulary achievement with Flashcards and without Flashcards or used TPS (Think Pair Share).

RESEARCH FINDING

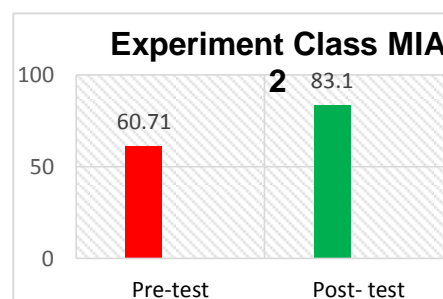
This study was conducted to find out whether the differences between the students who are thought using skimming and scanning and without using skimming and scanning. This study used quasi experimental designed which consist of subject, Experiment and Control Class. From such class in tenth grade of SMA Wahidiyah, the researcher got class MIA1 and MIA2. That is way, the researcher chosen that class. MIA1 consist of 41 students and MIA2 consist of 42 students. The researcher was selected MIA1 as the Experiment Class and MIA2 as the Control Class. It was determined based on the result of the average value of the Pre-test.

The data was collected from the students Pre and Post test score and observed guide with interviewed an English teacher and tenth grade students then observed an English teacher taught in class. The researcher interviewed to the English teacher and the one of the tenth grade students in SMA Wahidiyah kediri.

The number of question of the test were 20 questions for 83 students, 41 students from class MIA1 and 43 students from class MIA2. The pre-test was done before treatment. This test was given to know competence and knowledge of all students. The table shows the mean of Pre-test with number of class. The mean of Pre-test for class MIA1 is 70,61, and class for MIA2 is 60,71 . so class MIA2 was experiment class and MIA1 was control class.

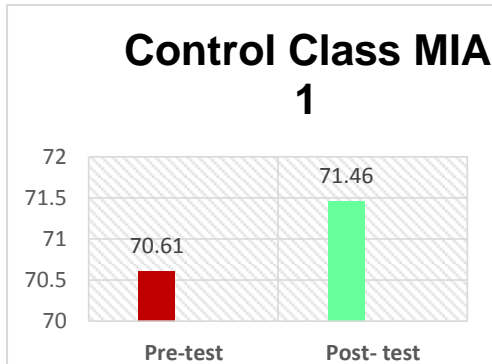
After getting the result of pre-test, the researcher gave the treatment to all students. The treatment was taught by using skimming and scanning to the experiment Class and by using traditional method, namely Think Pair Share to the control class. The activities during treatment of Experiment class namely skimming and scanning.

Table 1. Student's Scores of pre-Test and Post-test in Experiment Class



Based on the table above, it shows that students in experimental class which consist of 42 students obtained 60,71 as the mean score in pre-test. The highest score in pre-test is 75, the lowest score is 50, and the total score is 2550. Meanwhile, the mean score of students in post-test is 83,10. The highest score in post-test is 100, the lowest score is 60, and the total score is 3535. For the mean of gained score is 22,39, the lowest gained score of experimental class is -10, the highest gained score is 45, and the total gained score achieved by students is 995. As what had been mentioned above, it can be concluded that students' score in post-test increased by 22,39 from pre-test. As a result, it indicates that Skimming and Scanning technique affects students' reading comprehension.

Table 2. Students Scores of Pre-test and Post-test in Control Class



that the students in control class obtained 70,61 as the mean score in pre-test. The highest score in pre-test is 90 the lowest score is 45, and the total score is 2845. In the other hand, the mean score of students in post-test is 71,46. Then the highest score in post-test is 100, the lowest score 45, and the total score is 3080. For the mean of gained score is 8,45, the lowest gained score of experimental class is -40, the highest gained score is 40, and the total gained score achieved by students is 295. Hence, the data shows that students' score in post-test increased by only 8,45. from pre-test, which means that the mean of gained score in control class is lower to be compared to the mean of gained score in experimental class. In short, the data above indicates that there is a little improvement on students' reading comprehension in control class.

In conclusion, from the table 1 and 2, it can be viewed that students' in experimental class achieved higher score than the control class with the mean score in post-test 83,10, while control class 71,46 ($83,10 > 71,46$). Results revealed that there were evident differences between both groups in the post-test performance between experimental class and control class. So, it shows that the students who have been taught by using Skimming and scanning technique have higher than those who have been taught by using Think Pair Share.

Table 3. Mean both of the classes

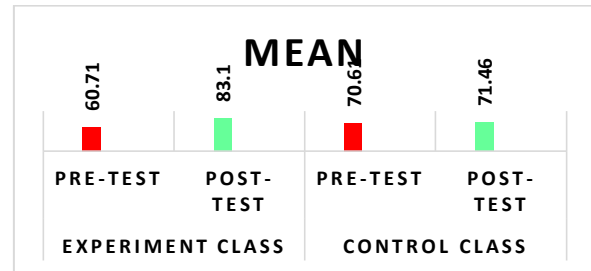
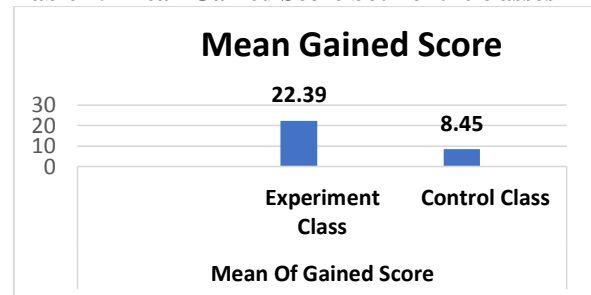


Table 4. Mean Gained Score both of the classes



The researcher analyzed the data by using normality test, homogeneity test and hypothesis test.

The normality test in this research used *Kolmogorov-Smirnov* method in IBM SPSS v.25 with criteria significance $> 0, 05$. The researcher presents of the data in table 5.

Table 5. Test of Normality
Tests of Normality

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student's result	Pre-Test Experiment (MIA 2)	,143	42	,030	,914	42	,004
	Post-Test Experiment (MIA2)	,116	42	,178	,956	42	,103
	Pre-Test Control (MIA 1)	,140	41	,042	,954	41	,098
	Post-Test Control (MIA 1)	,146	41	,028	,925	41	,010

a. Lilliefors Significance Correction

From the table above, it can be seen that the statistic of Pre-test is 0,143 and in Post-test is 0,116, there is decrease in statistic from data frequency (Df) 42 students. In significance of Pre-test and Post-test score in Experiment Class is 0,030 in Pre-test and 0,178 in Post-test.

And then, There was increase from Pre-test to Post-test in Kolmogorov-Smirnov statistic. Pre-test

score is 0,140 and in Post-test score is 0,146, from Data Frequency (Df) 41 students. The significance of Pre-test score in Control Class is 0,042 and 0,028 in Post-test

The homogeneity test was done using IBM SPSS v.25 for windows with criteria $p > 0,05$. The researcher used Levene Statistic. The result of homogeneity test as follows in table 4.6.

Table 6. Homogeneity test Result Of Pre-Test Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result Of students Learning	Based on Mean	8,536	1	81	,356
	Based on Median	8,428	1	81	,354
	Based on Median and with adjusted df	8,428	1	63,908	,344
	Based on trimmed mean	8,638	1	81	,358

Based on the table above, it shows that the significance of pre-test score in both classes, experimental and control class, is 0,356. It means that the data in both classes are homogeneous because the significant value is higher than $\alpha = 0.05$ ($0,356 > 0.05$).

Table 7. Homogeneity test Result Of Post-Test Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of students learning	Based on Mean	16,335	1	81	,536
	Based on Median	12,841	1	81	,478
	Based on Median and with adjusted df	12,841	1	75,566	,478
	Based on trimmed mean	16,431	1	81	,545

According to the table 7 above, the post-test score in both classes also shows greater than $\alpha = 0.05$ with the significant value 0.536 ($0.536 > 0.05$). As a result, it can be concluded that the post test results are also homogeneous.

After the data was normally and homogeneous, hypothesis test was conducted. This

research used IBM SPSS v.25 to analyze the data. The researcher compared between students' Post-test Experiment and Control Class score in table 8.

Table 8. Group Statistics of Post-Test in Both Classes

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Nil	Post-test	42	83,10	11,096	1,712
ai	Experiment MIA2				
	Post-test Control MIA1	41	70,61	17,219	2,689

In Table 8, it shows the result of t-test analysis of post-test score in experimental class and control class. N means the total sample from each class. The Experiment Class consisted of 42 students and the Control Class consisted of 41 students involved in this study. Based on the table above, it is showed that the mean of students' score was difference. The students' mean score of post-test in experimental class is 83,10 and the students' mean score of post-test in control class is 70,61. Furthermore, both classes have difference mean score of post-test, that is 12,49 score after getting the treatment which the experimental class is the higher one.

For the criteria of hypothesis test are if t-value $< t$ -table, H_0 (Null Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected. H_0 (Null Hypothesis) was accepted "there was no significant effect in Reading between tenth grade students of SMA Wahidiyah who are taught by using Skimming And Scanning Technique and Think Pair Share". If t-value $> t$ -table, H_0 (Null Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted. H_a (Alternative Hypothesis) was accepted "there was a significant effect in Reading comprehension between Tenth grade students of SMA Wahidiyah who are taught by using Skimming and Scanning and Think Pair Share". The researcher presented the result of the significant equal variances of t-test in table 9.

Table 9. Independent Sample Test of T-Test Result Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference Std. Error Difference 95% Confidence Interval of the Difference

							nce	Lo we r	Upp er
Equ al vari anc es assu med	1 6 0	,00 36	3,9 36	81	,045	12, 485	3,1 72	6,1 74	18,7 97
Equ al vari anc es not assu med			3,9 17	68, 08 6	,043	12, 485	3,1 88	6,1 24	18,8 47

In table 9 above, the result of t-test, t-value is 3,936. The table showed the degree of freedom (Df) was 81 (the students of Experiment Class + the students of Control Class – 2 = 42 + 41 – 2 = 81). The value of t-table is 1,764 with Df 81 in significant level 5% (0,05). It concluded that t-value > t-table, (3,936 > 1,764).

The calculation of the table 4.9 that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. There was significant difference between the two classes (2-tailed), the students' Reading Comprehension by using Skimming and Scanning and without Skimming and Scanning Technique or used Think Pair Share.

DISCUSSION

The purpose of this research was find out the differences in the English Reading Comprehension between the students who have been taught by using Skimming and Scanning Technique in Narrative Text have higher ability than those who have taught without by using Skimming and Scanning Technique in Tenth grade students of SMA Wahidiyah Kediri in academic year 2019/2020.

In the preliminary study in the form of classroom observation during the teaching and learning process of reading comprehension, it is found that the students were poor of motivation. In learning process most of the students only read the reading text. When the teacher asked them to do. It might be caused by most of the time of the teacher only ask them to read loudly or silently and ask them to answer the reading task. In addition most student failed to get the meaning or idea for the text. They found the difficult vocabularies, so they cannot comprehend the reading text. This condition made students bored. to make it easier for the students to understand of the English Reading comprehension, the teacher can motivate the students and using technique that more easy and quick to understand the Reading text.

The researcher found in the implementation that Skimming and scanning Technique can improve the reader skill of the students, it is lines with Edward (2000:1) Skimming is reading very fastly. When you skim, you read to get the main idea and a few, but it is not all of the details. To skim rapidly you must leave out parts of an article or story. So, Skimming is very useful skill. It will allow you to get information quickly from anything you read. Knowing how to skim will make you to be a better reader. Edward (2000:40) Scanning is a reading skill you use when you want to locate a single fact or a specific bit of information without reading every part of the text". You simply move your eyes quickly down the page until you locate the name, address and number. Scanning is a fast way to find the specific information.

After knowing the result applying Skimming and Scanning Technique, the researcher collaboration with English teacher to treat the students by applying Skimming And Scanning technique.

Skimming and scanning have various benefit, Skimming can help the students go through the reading material quickly in order to get a gist of the text. And Scanning help the students to use the time efficiently.

After applying Skimming and Scanning, the researcher give the students Post-test to know the students ability in Reading Comprehension after applying Skimming and scanning Technique. In conducting the Experiment Class they were given 20 Question of reading Text narrative Pre-test and Post-test to find out the students' before and after the treatment. The result is the students who taught by Skimming and scanning technique is higher than students taught without skimming and scanning or teaching used Think Pair Share.

Based on the data analysis above, it was revealed that the Skimming and Scanning Technique had a significance effect on students' reading comprehension in Narrative text at the tenth grade of SMA Wahidiyah Kediri.

It can be seen that the score of the post-test from experimental class was higher than the score of the pre-test from experimental class. Though the score of the post-test from control class was higher than the experimental class, the students' score from experimental class were gained significantly from the pre-test to the post-test.

This study used quasi-experimental design so that the sample of this study was divided into two classes, experimental and control class. The mean score of the post-test in the class was 83,10 which was higher than its pre-test mean score which was 60,71. The mean gained score in the class, furthermore, was 22,39 which indicated that their reading comprehension improved quite significantly. On the other hand, the students' reading comprehension in the control class improved very little. It can be seen from the post-test mean score which was 70,61 and was not so much different from the pre-test mean score which

was 71,46. The main gained score in the class, moreover, was 8,45. which showed that their reading comprehension increased with very little improvement.

The researcher conducted analysis test that consist of normality test, homogeneity test and hypothesis test. The research finding showed that there was a significant different ability the student who have learnt English Reading use Skimming and Scanning and the students learnt without use Skimming and Scanning in tenth grade students of SMA Wahidiyah Kediri in academic year 2019/2020.

CONCLUSION

Based on the research conducted on Tenth grade of SMA Wahidiyah Kediri in academic year 2019/2020, it is proved that Skimming and Scanning Techniques is moderately effective on the students' reading comprehension of Narrative text. It is shown by the students' gained score of experimental and control class. The students' mean score of post-test in experimental class is (83,10) which is higher than the students' mean score of posttest in control class (71,46).

The researcher obtained that t-value 3,396 was higher than t-table 1,764 in the significant level 5% between two classes (2-tailed). It could be concluded that the alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected with equal variances assumed. It means that there was any significant different between the students' Reading Comprehension who are taught by using Skimming and Scanning and the students' Reading Comprehension who are taught without used Skimming and Scanning or students used Think Pair Share.

As a result, the researcher had proved that Skimming and scanning Techniques has an effect at a moderate level to students' achievement in reading comprehension of Narrative text at the Tenth grade of SMA Wahidiyah Kediri in academic year 2019/2020.

SUGGESTION

After conducting this research, the researcher would like to give suggestions. There were some suggestions for English teachers, the students and other researchers. The suggestion were:

English teachers should be more creative in teaching and learning process in order to increase students' interest in learning English. Teacher can use Skimming and scanning Technique for alternative method it can help the students more easier in learning Reading.

The students should be more active or have high motivation in teaching and learning process because they have important roles in achieving their success in learning.

For other researchers, this technique offers a good way in teaching English Reading especially for seventh grade, because it helps the students to reading easily.

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