Improving the Students' Reading Comprehension Achievement by Using Skimming and Scanning Techniques

Kurniasari Windayani[1], Siti Sundari [2], Sugeng Ariyanto [3], Aan Erlyana Fardani[4]

[1,2,3,4] Language and Arts Education Department, The Faculty of Teacher Training and Education,
Jember University, Indonesia
sundarisiti12@yahoo.com

Abstract : Grounded by the importance of reading skill and the students' problems with reading comprehesion of texts, this research was intended to improve the students' reading comprehension achievement by using skimming and scaning techniques. The research used Classroom Action Research as the research design. The participants of the research were the VIII-C students at junior high school in Jember, East Java. Indonesia.The main data collection methods of this research were reading comprehension achievement test and observation. This research was conducted in two cycles in which each cycle covered the planning of the action, the implementation of the action, class observation and evaluation, and reflection of the action.The results of observation in cycle 1 showed that 65.16% of 31 students were categorized as active students and 61.29% of 31 students got target score ≥75 in the reading comprehension test. Meanwhile, in cycle 2, the results showed that 75.81% of 31 students were categorized as active students, while 77.42% of 31 students got the target score ≥ 75 in the reading comprehension test. Based on the results of the research, it could be concluded that the use of skimming and scanning techniques could improve the eighth grade students' reading comprehension achievement and their active participation in the teaching learning process at junior high school Jember Indonesia. These techniques made the students active in the reading activities provided. In addition, the use of skimming helped the students to find general information of texts and scanning could help them to find the specific information of texts in the reading compehension test in the cycles.

Keywords: Skimming and Scanning techniques; Reading Comprehension Achievement; Classroom ActionResearch.

1. INTRODUCTION

English is a language that is used by many people in the world. It indicates English is an International language. In line with that, Crystal (2003:2) says English is a global language. Many people use English for communication. In other words, people in different countries use English as a medium to communicate with others. The real instance is when people go to travel, they find the advertisements and the signs written in English. It indicates that English is common to be used as a medium for communication in daily life.

English has four language skills that must be mastered. They are listening, speaking, reading, and writing. Based on the 2006 Instructional-Based Curriculum, students have to learn four language skills of English, such as listening, speaking, reading, and writing (Kementrian Pendidikan Nasional, 2006:3). Four language skills are classified into productive and receptive skills. Speaking and writing belong to productive skills, while listening and reading belong to receptive skills. According to Al-Jawi (2010:3), receptive skills are the ways in which people extract meaning from the discourse they see or hear. In receptive skills, students recognize and understand the words that they receive as an input, then arrange them and produce them as output.

English has become a compulsory subject in Junior High Schools in Indonesia. English has four language skills that must to be mastered. They are listening, speaking, reading, writing. Among those language skills, reading has an important role in High School Level. In line with that, Gillet and Temple (1990:2) say that reading still the most important task of the schools. Through reading, students get a new experience as well as fun.

Reading and comprehension cannot be separated. According to Westwood (2008:31), readingcomprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. It means, the students have tounderstand the text in order to get the message.

Based on the preliminary study which was conducted at one of junior high schools in Jember by interviewing the English teacher, it was known that the students of VIII C still had difficulties in comprehending the English texts. It was shown from the students' scores that were below the standard score level in the school, that was 75. In fact, the students' average score was 65. The teacher said the students took long time to comprehend the text because they tended to read the text word by word. Besides, the students tended to be stucked when they met difficult words. Based on those conditions, there should be an alternative teaching technique to solve those problems. Speed reading is one of the techniques to overcome the students' problem in speed reading comprehension. Two kinds of speed reading are skimming and scanning techniques. According to Grellet (1996:4), skimming and scanning techniques are one of the ways of speed reading comprehension. Besides, both skimming and scanning techniques should make students quick and efficient readers.

Based on the result of previous researches conducted by Putri (2012), it was found that the use of skimming and scanning

techniques could improve their reading comprehension achievement through a classroom action research in two cycles. Then, the classroom action research conducted by Christina in two cycles (2011) found that the use of skimming and scanning techniques could improve the students' reading comprehension. Next, Sari (2009), in her research, found that the students' mean score of reading test increased from 70 in cycle 1 to 76.43 in cycle 2.

Based on the reasons above, the researcher was interested in conducting a classroom action research entitled "Improving the eighth grade students' reading comprehension achievement by using skimming and scanning techniques at junior high school Jember.

The objective of this research was to improve the students' reading comprehension achievement and their active participation by using skimming and scanning techniques.

2. RESEARCH METHOD

In this research, the Classroom Action Research with the cycle model was used as the research design to improve the students' reading comprehension achievement and their active participation by using Skimming and Scanning techniques. The cycle model covered four stages of activities, namely the planning of the action, the implementation of the action, observation and evaluation and reflection of the action. According to Elliot (1991:69), an action research is a study of a social situation with a view to improve the quality of action within it. Stay in line with that, Gay *et.al.*, (2000:18) state that an action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways in which their particular schools operate, the teachers teach, and the students learn. The action in this research was conducted in two cycles in which each cycle covered four stages of activities. They were the planning of the action, the implementation of the action, the observation and evaluation, data analysis and reflection of the action.

This research was conducted collaboratively with the English teacher of one of junior high schools in Jember. The collaboration was focused on finding the research problems, especially in teaching reading, implementing the action observing the classroom and doing evaluation, analyzing the data and doing the reflection. By conducting the research collaboratively, the researcher hoped the data were accurate and the research process could run well.

The research area was determined by using the purposive method. According to Arikunto (2006:139) a purposive method is a method to choose a research area based on a certain purpose. This research was conducted at MTs N 1 Jember. This area of the research was chosen purposively based on some reasons. First, the students still had difficulties in reading comprehension. Second, the teacher never uses Skimming and Scanning techniques in teaching reading comprehension. Third, the headmaster and the English teacher gave permission to the researcher to conduct the classroom action research to overcome the students' difficulties in reading comprehension.

The research participants of this research were the eighth grade students of junior high school in Jember. The researcher took one class of seven classes purposively based on the students' problem in reading. Based on the information from the English teacher, class VIII-C still had problems in reading comprehension. This class was chosen as the research participants because this class had the lowest mean score of reading test among the other classes.

There were two kinds of data in this research. They were primary data and supporting data. The primary data were collected by the reading test and observation, while the supporting data were collected from documentation and interview.

In this research, the reading test was given to the participants in each cycle after the actions were given. The reading test was in the form of multiple choice format. According to Brown (2003:194), the most popular method of testing a reading knowledge is the multiple choice format. Further, he points out that multiple choice is practical, easy to administer, and can be scored quickly. The test consisted of 25 items in the form of multiple choices with 4 options in each item, and the test was administered in 50 minutes. The correct answer was scored 4 points. So, the total score of the reading test was 100. Further, the researcher used the reading material taken from other English books which were not used by the English teacher and the students.

Observation in this research was conducted to get the main data about the students' active participation in the teaching learning process of reading by using skimming and scanning.. According to Arikunto (2010:272), the most effective way for doing observation is by using observation instrument. The indicators of the students' participation were (1) Doing the reading exercises individually; (2) Doing reading exercises by using the Skimming technique; (3) Doing reading exercises by using the Scanning technique; (4) Answering the teacher's oral questions; (5) Asking the questions to the teacher about material they did not understand.

In this research, the interview was conducted with the eighth grade English teacher to obtain the supporting data. It was intended to find the information dealing with the English curriculum used, the English text book used, some techniques used in teaching reading, the students' problems in reading, and how to overcome the students' problems.

Documents were used to get the supporting data about the names of the participants and theit previous English scores taken from the English teacher.

The data analysis method was intended to analyze and interpret the data into the meaningful information. The data analysis was described in the following part:
The results of the students' reading test in each cycle were analyzed by using the formula:

E=n/N x 100%

Notes:

E = the percentage of the students who got score $\geq$ 75 in the reading test in each cycle.

n = the number of the students who got score of $\geq$ 75 in the reading test in each cycle.

N = the number of the students doing the test (the research participants)

(Ali, 1993:186)

Meanwhile, the results of observation in each cycle were analyzed by using the following formula:

E=n/N x 100%

Notes:

E = the percentage of students who actively participated in the teaching learning process of reading by using skimming and scanning techniques.

n = the number of the students who were active during the teaching learning process of reading by using skimming and scanning techniques.

N = the number of the students (the research participants).

(Ali, 1993:186)

3. RESEARCH FINDINGS

A. Cycle 1

In this first cycle, the action was conducted in two meetings. The first meeting was conducted on January, 27th based on the Enlish schedule and the second meeting was conducted on January inthe following week. Then, the reading test was administered on February, 2nd in the thired meeting. The actions were done based on the lesson plans for meeting 1 and meeting 2. The researcher conducted the research collaboratively with the English teacher. The implementation of the action was done by the researcher, while the observation for the students' participation was done by the English teacher.

The results of the observation in the first meeting in cycle 1 showed that there were 14 students (63.64%) who were categorized as active students. However, 8 students (36.36%) who were categorized as passive ones in the teaching learning process of reading by using skimming and scanning techniques. Meanwhile, in the second meeting in cycle 1, the result of the students' participation increased. There were 18 students (66,67%) who were categorized as active students and 9 students (33.33%) who were categorized as passive ones in the teaching learning process of reading by using skimming and scanning techniques.

Then, the students who got score $\geq$ 75 in the reading comprehension test in cycle 1 was 19 students (61.29%) and 12 students (38.71%) could not achieve the standard minimum score that was 75. The results of cycle 1 could not achieve the research objective. Therefore, the researcher continued the action to cycle 2 by revising the teaching techniques used in cycle 1 to achieve the research objectives.

B. Cycle 2

This second cycle was conducted because the results of cycle 1 could not achieve the research objectives by revising the teaching techniques of cycle1. The action in cycle 2 was also done in two meetings. The first meeting was conducted on February 7th based on the English schedule and the second meeting was conducted on February 10th in the following week. The reading test was administered on February in the third meeting after the actions given. The implementation of the actions was based on the revised lesson plans of cycle 1. It was expected that by revising the teaching techniques, the students were able to do the reading activities in cycle 2 better than those in the first cycle.

The result of the observation in the first meeting in cycle 2 showed that there were 23 students of 31 students (74.19%) who were categorized as active students and only8 students of 31 students (25.81%) who were categorized as passive students in the teaching learning process of reading by using skimming and scanning techniques. Then, in the second meeting, there were 24 students (77.42%) who were categorized as active students and only 7 students (22.58%) who were categorized as passive ones in the teaching learning process of reading by using skimming and scanning techniques.

Next, the results of reading comprehension test in cycle 2 increased. There were 24 students (77.16%) who got the target score $\geq$ 75 or higher and 7 students (22.58%) who could not achieve the standard minimum score that was $\geq$75. The percentage of the students who got the target score $\geq$75 in the reading test in cycle 2 was higher than those in cycle 1 (61.29%) and 77.42% in cycle 2. It means that the percentage result of the reading comprehension test in cycle 2 achieved the objectives of this research and it achieved the evaluation criteria of the success of the action.

4. DISCUSSION

After implementing the action in two cycles, the resultsof the research revealed that the uses of skimming and scanning

techniques were able to improve the students' reading comprehension achievement in finding general and specific information of texts. . Firstly, the results of the observation showed that the students' active participation in joining the teaching learning process improved. It could be seen from the percentage of the students' active participation improved from from cycle 1 (65.16%) to cycle 2 (75.81%). It means there was an improvement of the students' active participation from cycle 1 to cycle 2 as many as 16.13%.

By the application of skimming and scanning techniques, not only the students' active participation increased, but also the improvement of the students' reading comprehension achievement. The results of reading test in two cycles showed that the students' mean score of reading comprehension test increased from 71.67 in cycle 1 to77.16 in cycle 2. Then, the percentage of the students who got the target score ≥75 in the reading test in cycle 2 was 77.42%. It was higher than that in cycle 1 that was 61.29%. It means that the results of reading test in cycle 2 had achieved the successful criteria of the classroom action research.

The result of this research was in line with the results of some previous researches. One of them was conducted by Putri (2012) who reported that teaching reading by using skimming and scanning techniques could improve the reading achievement of the seventh grade students at junior high school Jember. Besides, Christina (2011) also proved that skimming and scanning techniques could improve the reading comprehension achievement of the eighth grade students of junior high school Jember. Another research was conducted by Sari (2009) who found that the use of skimming and scanning techniques in teaching reading could improve the reading achievement of the tenth grade students of senior high school in Jember. The findings of the previous researches were also suitable with the theory stated by Grellet (1993:3) that skimming and scanning techniques are the ways of reading comprehension and it could make students quick and efficient in reading a text to answer the reading comprehension questions dealing with general and specific information of texts.

5.CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis and discussion above, it could be concluded that the use of skimming and scanning techniques could improve the students' active participation and their reading comprehension achievement at junior high school Jember, East Java, Indonesia. From the results of observations, it was found that the results of the students' active participation in the teaching learning process by using Skimming and Scanning techniques improved in each cycle. The improvement also happened in reading the comprehension test. It was found that the students' average reading test score increased in both cycle 1 and cycle 2. The students' mean score of reading comprehension test increased from 71.67 in cycle 1 to 77.16 in cycle 2.

As the results of this research showed that Skimming and Scanning techniques could improve the students' reading comprehension achievement, and their active participation, the researcher suggests the English teacher to use Skimming and Scanning techniques as the alternative techniques to reduce the students' problems in reading as well as to improve the students' reading comprehension achievement and their active participation in the teaching learning process of reading. Then, the students are suggested to practice reading by using skimming and scanning techniques frequently because they could improve their speed reading skill in comprehending the general and specific information from the text. Next, the future researchers are suggested to use these research results as information or input to conduct a further research dealing with a similar problem by using different research design, such as an experimental research or the same research design with different levels of the students and different schools.

REFERENCES

Al-Jawi, Fadwa. D. 2010. *Teaching the Receptive Skills, Listening and ReadingSkills.*(http://uqu.edu.sa/receptive_skills.pdf) (date of access: 9 Aug. 2014).

Ali, Mohammad. 1993. *Strategi Penelitian Pendidikan* Educational research strategy. Bandung: Angkasa.

Alyousef, Hesham. Suleiman. 2005. "Teaching Reading Comprehensionto ESL/EFLLeaners",*the ReadingMatrix.* (www.learningdomain.com/Reading.Introdu.pdf) (Date ofAccess: 12 August, 2014).

Arikunto, Suharsimi. 2006. *Prosedur Penelitian, Research Procedure*. Jakarta: PT. Rineka Cipta.

Bates, Denise. 2000. *Reading and Note Taking*. London: The Open University.

Bogdan, Robert C. & Sari Knopp Biklen. 1992. *Qualitative Research for Education: An Introduction to Theory andMethods*. Boston : Simon & Schuster, Inc.

Brown, H Doouglas. 2003. *Language Assessment: Principles and Classroom Practices*. San Francisco,California: Pearson Education.

Christina,Amanda.2011.The Use of Skimming and Scanning Techniques to Improve the Reading Comprehension Achievement of Grade 8G Students of SMP Negeri 1 Ambulu Jember. Unpublished S-1 Thesis Jember. Jember University.

Crawley, Sharon J. & King Merrit. 2000. *Remediating Reading Difficulties*. New York: The McGraw-Hill Companies, Inc.

Crystal, David. 2003. *English as a Global Language*. Cambridge: Cambridge University Press.

Houston,Debby.Joe-Torgesen.2004. *Teaching Students with Moderate Disabilities to Read: Insights from Research* (book.google.co.id/books/about/Teaching Students with Moderate Disabilities.html) (date of access: 11 Aug, 2014).

Elliot, John. 1991. *Action Research for Education Change*. Philadelpia: Open University Press.

Gay, L R. & Geoffrey Mills E. & Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Applications*. Canada: Pearson Education,Inc.

Gillet, Jean Wallace & Charles Temple. 1990. *Understanding Reading Problems: Asessment and Instruction* Haper Collins Publisher.

 Grellet, Francoise. 1996. *Developing Reading Skills: A Practical Guide to Reading Comprehension   Exercises:* Cambridge: Cambridge University Press.

Putri, E. 2012. *Improving the Eighth Grade Studnents' Descriptive Text Reading Comprehension Achievement and Their Active Participation through Skimming and Scanning Techniques at SMP Negeri Balung Jember*. Unpublised S-1 Thesis Jember: Jember University.

Sari, Ria & Andriani Kartika. 2009. *Improving Reading Comprehension Achievement by using Skimming and Scanning at the XB Students of SMA Muhammadiyah Rambipuji in the 2008/2009 Academic Year.* Unpublished S-1 Thesis Jember: Universitas Muhammadiyah Jember.

Westwood, Peter. 2008. *What Teachers Need to Know about Reading and Writing Difficulties*. Victoria: Austalian Council   for Educational Research Ltd .