Improving Students' Reading Comprehension Through Skimming and Scanning Techniques at the Tenth Grade of SMA

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Abstract: This research is conducted at the tenth grade students of SMA Negeri 7 Manado in the academic year of 2020-2021. It aims to find out the effectiveness of skimming-scanning techniques in improving students' reading comprehension. The researchers choose descriptive text in this research. The researchers take one class consists of 29 students as the sample. To reach the objective of this research, the researchers employ pre-experimental design for one class consists of pre-test, treatment, and post-test. The whole procedure is conducted via online due to the pandemic era. The researchers use several formulas such as mean score formula, standard deviation formula, and t-score formula to calculate the result. The mean score of pre-test is 68.79 and the mean score of post-test is 84.48. The hypothesis of this research shows that the t-score is higher than the t-table which means that there is an improvement in students' reading comprehension after they got the treatment. According to the results, the researchers try to draw a conclusion that the use of skimming-scanning techniques is effective in improving students' reading comprehension and these two techniques are proper to be applied in the learning process.

Keywords: *Reading Comprehension, Descriptive Text, Skimming, Scanning*

INTRODUCTION

Indonesia has already adopted English as a communication tool to strengthen its relationship with other countries (Liando, 2009). In learning English, every student has to master four basic English skills such as speaking, writing, listening and reading. Those skills are divided into two categories, productive skills and receptive skills. Productive skills cover speaking and writing, while listening and reading are included in the category of receptive skills.

One of the receptive skills, reading, is considered as a necessary language skill in the process of learning. Paula (2019) states that reading is an important skill. The more you read, the more exposure you get (Maru, Tulus, Dukut, Liando, Mangare, and Mamentu in 2017). Reading influences a lot

to human life, especially students. They need to be able to read when they want to search for information and knowledge from any reading sources. Souhila (2014: 4) mentions a simple word in defining reading. She describes it as a process of understanding any printed text. In other words, reading is a process of observing written symbols in order to find out the meaning of the texts. Reading process involves readers' interpretation toward the text and it also creates a relation among the text, the writer, and the reader.

There are two types of reading which are commonly used; intensive reading and extensive reading. Intensive reading refers to reading carefully in order to understand a certain text. To understand a text, we need to read it line by line, use dictionary, analyze the text, and interpret every single expression that contains in the text. Brown (1994: 400) argues that intensive reading can make students pay more attention on the grammar or structure of the text in order to understand the meaning, implications, and theoretical relations. Thus, intensive reading can be inferred as a reading type with more comprehension for a long period of time. Bamford (2004: 3) also states that extensive reading is a teaching procedure, especially for teaching language where students are supposed to read a long text or passage and comprehend it to get a general understanding. It can be inferred that the term of extensive reading refers to reading for the sake of pleasure. Hence, the readers read the texts only to get enjoyment.

Many kinds of text have been taught to students in the classroom. Descriptive text according to Zumakhsin (2005: 21) is used to describe what we perceive. Meanwhile, according to Pardiyono (2007), descriptive text is a type of a written text that serves the purpose of providing information about an object.

Learning activity aims to empower all students who are potential to have competence skill (Liando and Maru, 2019). Yet, many students face some problems in improving their reading comprehension. One of the problems is to comprehend the text. Students usually difficult to focus on what they read and to get the ideas of the text, especially in answering questions from reading comprehension text. They will waste their time if they answer the questions with wrong strategy. Another problem that commonly face by students is when they get an instruction to find a specific information from a certain text, they tend to read it word by word. Whereas, it takes too long time.

To overcome those problems, students need a good strategy. In answering the questions of reading comprehension text, they should read it for a specific reason and obtain the knowledge. In this case, they need to do quick reading so their time will not be wasted. They do not need to read every single word which is not required. Thus, teachers also need a good strategy in teaching. According to Liando and Maru (2019), to help students embrace studying, teachers must be creative and inventive in their teaching and learning processes. There are so many techniques and methods to increase students' reading skills, one of them is Skimming-Scanning Technique. It is one of the well-known techniques that are usually used in learning a second language. Gebhard (1996: 202) argues an opinion about skimming-scanning techniques that these

techniques can help students in understanding the content of a text.

REVIEW OF LITERATURE

Reading Comprehension

Duke (2003) gives his opinion about comprehension, he says that *"comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of the readers related to the text".* Those who read a text will get the idea, information or even the emotion that the author cannot express them into facial expression.

Meanhwile, Dik (1978) explains reading comprehension as a process of creating meaning from a text and its goal is to understand it. In line with that, Dechant (1991: 7) states that *"reading comprehension is a critical thinking and cognitive process. It requires inference, verifying, confirming and concluding the text".* Thus, the readers have to make a relation between the meaning of the text and their own knowledge.

According to the explanation above, the term of reading comprehension is a skill of understanding written language actively and critically, to obtain the meaning, get the message, and receive any information from the text.

Skimming

According to Hong (2013: 2), *"skimming is a reading that done much faster than a normal reading. It can be three times or four times speed faster".* People use skimming when they only have short time to read and there are a lot of words in the text. In general, the main topic of a text is usually located at a certain line from the text. Djuharie (2008: 12) also argues that skimming is one of reading techniques that only requires the readers to read a text quickly in order to get the main idea of the text.

Scanning

Scanning is one of reading techniques that is useful for readers, especially students when they try to search for a specific information. They usually use scanning to answer the questions from their assignment or examination, because it is easier for them and they will not waste their time to read the whole passage. According to Brown (2001: 308), scanning means quickly searching for information in a text specifically. Readers need to find a certain information in the text, in which part or line that contains the information they are looking for without reading the whole paragraph. Scanning is generally used in order to find names and dates. It is related with Djuwarsih (2006: 14) who argues that scanning is one of reading techniques that is usually used to get specific information from a text. When students try to find a certain information from a text specifically, they need to scan the text in order to locate the information they are looking for from the passage. Hence, this technique can help them to get a certain information from a text easily.

Descriptive Text

Descriptive text is a type of text that uses clear and vivid details to explain a part of a person, location, thing, or idea. Furthermore, descriptive text, according to Zumakhsin (2005: 21) is used to describe what we

perceive. Meanwhile, according to Pardiyono (2007), descriptive writing is a type of written text that serves the purpose of providing information about an object. Finally, the researchers conclude that descriptive text is a kind of text that tells about a person, thing, or location based on all ideas of descriptive text.

Generic Structure of Descriptive Text

Gerot and Wignell (1994) offer their thoughts on the generic structures of descriptive text. The followings are two generic structures of descriptive text according to them:

a. Identification

To avoid making a broad remark, identification is required. It implies that writers must determine which specific thing is being discussed. It indicates an occurrence or a subject to be discussed in this context. A person, an object, or a location can be used as the subject. According to Masruri (2010), identification is a section of a paragraph that introduces or identifies a character. If writers create a clear identification section, readers will be able to develop the concepts in the description section. It means that a sentence or paragraph can help readers organize and develop their thoughts as they read a book.

b. Description

Description specifies the parts, traits, and characteristics of a phenomenon or topic detail that is being discussed. According to Masruri (2010), description is a paragraph that describes a character. As a result, the authors should describe all relevant facts.

The thoughts should then be well-organized. Each notion has a relationship and is arranged in this scenario. As a result,

readers will have a clear understanding of the English descriptive text. It means that even if the readers are not immediately confronted with the writer, the readers will receive a clear description and information described in the text if the message is delivered clearly by the writer.

The Advantages of Skimming and Scanning Techniques

Grellet (1981: 19) expresses an opinion about the advantages of skimming, they are explained as follows:
a. Skimming makes students easier to understand the material in order to acquire the gist of the text.
b. Skimming can make students learn how a text is organized.
c. Skimming allows students determine the writer's tone or intonation.

It indicates that by skimming over a text, students can make the process of reading becomes easier, they know how the text is organized, and it increases their understanding about the writer's tone or intonation.

Scanning has some advantages. They are:
a. Scanning enables students to concentrate on locating specific information.
b. Scanning assists students in following the linearity of a passage.
c. Scanning allows students to manage their time better.

According to the statement above, scanning while reading can assist students in extracting knowledge from a book while also allowing them to maximize their time.

The Disadvantages of Skimming and Scanning Techniques

Skimming and scanning have a drawback in taking time if teachers do not organize the time carefully. Furthermore, if there are some students who have several reading issues and teachers have not prepared any solution, teachers need time to consider various options. It may also need teachers to prepare students for dealing with various kinds of questions.

The Use of Skimming and Scanning Techniques in Descriptive Text

In reading comprehension texts, there are many kinds of questions that commonly ask about the main idea of a passage, such as:

a. Find the main topic of the passage.
b. Find the main idea of the passage.
c. What is the purpose of the text?
d. What is the author most concerned about?
e. Which would be the best title for the text?

In answering the questions above, students need to do skimming. The first step is determining in which paragraph the primary sentence is located. We must skim every first sentence because most of the main sentences are located in the first sentence of a paragraph. After doing so, we must connect each of the main sentences from each paragraph, then conclude it, and determine the best answer.

RESEARCH METHOD

The researchers employ quantitative research in this study to analyze the data. Creswell (2014) states that quantitative research is implicate statistical data analysis to comprehend a phenomenon. Meanwhile,

Sugiyono (2016: 107) states that pre-experimental research is included in quantitative research and it is implemented with one group of experimental class and without control class. According to Ary (2010), the one-group of pre-test and post-test design usually involves three steps: (a) Pre-test that measures the dependent variable before treatment; (b) treatment to teach the subjects; (c) post-test to measures the dependent variable after treatment.

Table 1: Experimental design for one group.

Pre-test	Treatment	Post-test
T1	X	T2

(Adapted from Gay, 2006:257)

This research is conducted at SMA Negeri 7 Manado in the academic year of 2020-2021. Gay (2006: 257) defines population as researchers' target group, the group whom the study's findings should be applied. The researchers choose all the students in the tenth-grade of SMA Negeri 7 Manado consist of 422 students as the population. The definition of sample according to Creswell (2014) is *"A sample is a subgroup of the target population that the researchers plan to study for generalizing the findings to the target population".* Sample refers to the representative of a population. The researchers take a group consists of 29 students at the tenth grade of SMA Negeri 7 Manado as the sample of this research.

In this research, the researchers use tests to get the data. According to Arikunto (1997), *"A test is a short examination of knowledge that consists of questions that must be answered"*. The test of this research

is arranged in Google Form. The whole procedures including pre-test, treatment, and post-test are held via online due to the pandemic era.

The researchers find out the result of this research by using data analysis calculation and hypothesis testing. According to Sugiyono (2014:206), *"Data analysis is an activity after data from all respondents is collected"*. In this research, the researchers operate several formulas that are necessary to find out the result of the test by using mean score calculation, standard deviation calculation, and also t-score calculation.

Mean Score

Mean scores are usually counted to find out the average score of a data. To find out the mean score, the researchers use the formula from Sudjana (2005: 67).

$$\bar{X} = \frac{\sum fix_i}{\sum fi}$$

Note:
$\bar{X}$: Mean score
$\sum fix_i$: The amount of scores

fi : The amount of student

Standard Deviation

According to Sudjana (2005: 109), *"Standard deviation is a statistic that describes the amount of variation in a measured process characteristic"*. The researchers use the formula as follows:

$$SD^2 = \frac{\sum(fi\,(X - \overline{X}))^2}{n-1} - \frac{\sum(fi\,(X - \bar{X}^2))}{n-1}$$

Note:
SD : Standard Deviation
$\sum fi$: The amount of Frequency

$\bar{X}$: Mean score
X : Mid score in Class Interval
n : Samples

T-Score

After calculate the mean score and standard deviation, the researchers calculate the t–score to find out whether the pre-test and post-test have a significant difference or not. The researcers use the formula from Sudijana (2005: 70).

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Note:
$\bar{x}_1$: Calculated mean score from Post-test
$\bar{x}_2$: Calculated mean score from Pre-test
SD_1 : SD Post-test
SD_2 : SD Pre-test
n : Samples

Meanwhile, hypothesis is a statement that describes the relationship between two variables related to a particular case and is an assumption that needs to be tested for truth in a research. Sugiyono (2013:99) argues that *"A hypothesis is a temporary response to a research problem formulation that has been given in the form of a sentence query"*.

The basis for making the decision to accept or reject the hypothesis in this test are:
(a) If $t_{score} > t_{table}$; Ho rejected, Ha accepted;
(b) If $t_{score} < t_{table}$; Ho accepted, Ha rejected.
Note:
Ho: There is no significant difference between the students' reading

comprehension before and after the treatment

Ha: There is a significant difference between the students' reading comprehension before and after the treatment. (Siregar, 2013)

FINDINGS AND DISCUSSIONS

Presentation of the Data

Table 2: Pre-Test Score.

No.	Students' initials	Score
1.	AAR	80
2.	AM	75
3.	AR	65
4.	AJ	85
5.	AL	65
6.	CK	75
7.	CS	65
8.	FS	85
9.	FL	85
10.	GC	85
11.	GS	70
12.	GK	60
13.	GT	75
14.	JB	85
15.	JS	35
16.	KK	70
17.	MAL	70
18.	MK	75
19.	ML	55
20.	NA	80
21.	PP	60
22.	SA	70
23.	SR	35
24.	SW	85
25.	SS	65
26.	SD	70
27.	VA	70
28.	VP	65
29.	WH	45

According to table 2, the highest pre-test score is 85, while the lowest is 35.

Mean Score of Pre-Test

$$\bar{X} = \frac{\sum fi.xi}{\sum fi}$$

$$\bar{X} = \frac{1995}{29}$$

$$\bar{X} = 68.79$$

Table 3: Post-Test Score.

No.	Students' initials	Score
1.	AAR	95
2.	AM	90
3.	AR	90
4.	AJ	90
5.	AL	85
6.	CK	90
7.	CS	70
8.	FS	95
9.	FL	90
10.	GC	100
11.	GS	100
12.	GK	75
13.	GT	85
14.	JB	100

15.	JS	60
16.	KK	90
17.	MAL	75
18.	MK	95
19.	ML	85
20.	NA	85
21.	PP	80
22.	SA	85
23.	SR	60
24.	SW	95
25.	SS	80
26.	SD	75
27.	VA	75
28.	VP	75
29.	WH	60

Meanwhile, as shown in table 3, the highest post-test score is 100 and the lowest is 60.

Mean Score of Post-Test

$$\bar{X} = \frac{\sum fi.xi}{\sum fi}$$

$$\bar{X} = \frac{2450}{29}$$

$$\bar{X} = 84.48$$

Table 4: The Distribution of Frequencies Calculated on Pre-Test Score.

Class Intvl.	Fi	Xi	Fi.Xi	$(Fi(Xi - \bar{X}))^2$	$Fi(Xi - \bar{X}^2)$
35 – 43	2	39	78	3550.5	1775.3
44 – 52	1	48	48	432.4	432.4
53 – 61	3	57	171	1251.7	417.2
62 – 70	11	66	726	944	85.8
71 – 79	4	72	300	616.4	154.1
80 – 88	8	84	672	14800	1850
$\sum$	29		1995	19622	4416

Table 5: The Distribution of Frequencies Calculated on Post-Test Score.

Class Intvl.	Fi	Xi	Fi.Xi	$Fi(Xi - \bar{X})^2$	$Fi(Xi - \bar{X}^2)$
60 – 66	3	63	189	4153.6	1384.5
67 – 73	1	70	70	209.8	209.8
74 – 80	7	77	539	2743.6	391.9
81 – 87	5	84	420	5.8	1.2
88 – 94	6	91	546	1529.1	254.8
95 – 101	7	98	686	8951.1	1279.0
$\sum$	29		2450	17594.90	3521.24

Then, the researchers calculate the standard deviation of pre-test and post-test.

Standard Deviation Calculation of Pre-Test

$$SD^2 = \frac{\sum(fi\,(X-\overline{X}))^2}{n-1} - \frac{\sum(fi\,(X-\bar{X}^2))}{n-1}$$

$$SD^2 = \frac{19622}{28} - \frac{4416}{28}$$

$$SD^2 = \frac{15026}{28}$$

$$SD^2 = 542$$

$$SD^2 = \sqrt{542}$$

$$SD = 23.30$$

Standard Deviation Calculation of Post-Test

$$SD^2 = \frac{\sum(fi\,(X-\overline{X}))^2}{n-1} - \frac{\sum(fi\,(X-\bar{X}^2))}{n-1}$$

$$SD^2 = \frac{17594.90}{28} - \frac{3251.24}{28}$$

$$SD^2 = \frac{14343.66}{28}$$

$$SD^2 = 512$$

$$SD^2 = \sqrt{512}$$

$$SD = 22.64$$

Table 6: Result of Mean Score Calculation and Standard Deviation Calculation.

	Mean	St. Dev
Pre-test	68.79	23.30
Post-test	84.48	22.64

From table 6, it can be seen that students' mean score in post-test is higher than the pre-test. According to the data in table 6, the researchers calculate the t-score and do the hypothesis to find out whether there is a significant difference before and after students are taught skimming and scanning techniques. The result is shown as follows:

$$t-score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right)+\left(\frac{SD_2^2}{n_2}\right)}}$$

$$t-score = \frac{84.48 - 68.79}{\sqrt{\left(\frac{23.30^2}{29}\right)+\left(\frac{22.64^2}{29}\right)}}$$

$$t-score = \frac{84.48 - 68.79}{\sqrt{\left(\frac{542}{29}\right)+\left(\frac{512}{29}\right)}}$$

$$t-score = \frac{84.48 - 68.79}{\sqrt{(18.68)+(17.67)}}$$

$$t-score = \frac{15.69}{\sqrt{(36.35)}}$$

$$t-score = \frac{15.69}{6.029}$$

$$t-score = 2.602$$

Table 7: The Result of T-Table and T-Score.

	Value
t_{score}	2.602
t_{table}	2.048

From table 6, the researchers made a decision as follows:

$$t_{score} > t_{table}$$

$$2.602 > 2.048$$

Note:
The t-table criteria
(a) interval $\alpha = 0.05$ (5%);
(b) degree of freedom: n – 1

It can be seen above from Table 7 that Ho (there is no significant different before and after being taught skimming and scanning techniques) is rejected and Ha (there is a significant different before and after students are taught skimming and scanning techniques) is accepted because the t-score is bigger than t-table.

Based on the data that are obtained from the data analysis and hypothesis testing, the researchers try to describe a brief discussion. The hypothesis shows that Ho is rejected and Ha is accepted which means there is a significant difference in students' reading comprehension before and after being taught skimming and scanning technique. Also, the mean score of the post-test is higher than the mean score of the pre-test. Students' post-test score increases after the treatment, as it is shown in Figure 1.

Figure 1: Pre-Test Post-Test Scores Chart.
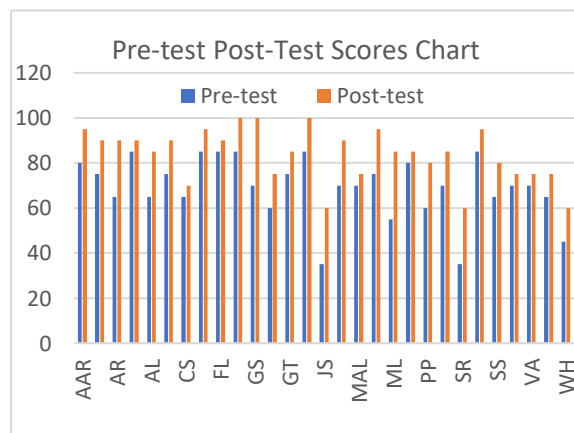
CONCLUSION

Based on the analysis of the data and hypothesis testing, the researchers draw some conclusions that skimming and scanning techniques are effective in improving students' reading comprehension as it can be seen in the result of pre-test and post-test score, also from the hypothesis testing. The post-test score is higher than the pre-test score which can be seen in the calculation of mean score. The mean score of pre-test is 68,79 and the mean score of post-test is 84.48. The hypothesis testing shows that there is a significant difference between students reading comprehension before and after being taught skimming and scanning techniques. Hence, the researchers conclude that skimming and scanning techniques are effective in improving students' reading comprehension and these techniques are appropriate to be applied.

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