

THE COMPARISON OF STUDENT'S ABILITY IN UNDERSTANDING THE ENGLISH READING TEXT BY USING SKIMMING AND SCANNING TECHNIQUE

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ABSTRACT

The aim of this research was to find out the effectiveness of using skimming and scanning technique and find out which technique is better skimming or scanning on students' ability in understanding the English reading text of the tenth grade students at MAS Al Washliyah Serbalawan in the academic year 2021/2022. This research used quantitative approach with pre - experimental design. The data were obtained by using post-test only. The data of post-test was analyzed by using descriptive and inferential statistics. (SPSS 23.0). The result of the research shows that the testing hypothesis of post-test scores was found that $t_{count} = 2.668$ $t_{table} = 1.684$ at the significance level $= 0,05$ with the degrees of freedom $(df) = 39$. So, H_0 is rejected and H_a is accepted. It means that the implementation of Scanning and skimming effect on students reading ability at tenth grade of MAS Al Washliyah Serbelawan in academic year 2021/2022.

Keywords: Reading Ability, Skimming and Scanning Technique

INTRODUCTION

The Background of Research

Language is a means of communication between members of the community in the form of a symbol of sound produced by the speech organ by Gorys Keraf in (Rabiah, 2012). By using a language, people are able to meet the demands of what we need to express, write, or say and help people to convey their message to express their ideas in oral, written or sign language, so that they can cooperate and get along with each other. Generally, people in a community understand and speak their language well enough to carry out every activity. English is a one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. In Indonesia, English has been taught in Elementary school, Junior High School, Senior High School and University level.

In teaching English there are four language skills to be studied in school namely listening, speaking, writing and reading. As one of the four skills, reading plays an important role in enhancing students' English ability. McLaughlin in Celce, Murcia in (Monarisa, Suwarno & Mulyadi, 2016) says that reading is the most complex and difficult skill that students should master at school. It means that reading not only just understand but also students are asked to make a new idea from what have been reading. Sometimes, the students feel difficult to know some word, phrase, or sentence in one paragraph, so the students can not get the meaning it.

Reading is a vital skill for everyone, including students. Not only for updating students' knowledge of the latest information but also as a mean of entertainment. In the senior high school, the reading skill is still given the first priority. Reading is an important for students because many source of book are written in English and reading functions as a tool to access information.

In addition, according to teacher who teaches at MAS Al Washliyah Serbalawan says that the tenth grade of the school has difficulties to answer some question about reading. They can not answer the question quickly. Thus, in the school, they never study about techniques in Reading a text. That's why, the researcher interests to do a research about reading. The researcher intends to compare two techniques in reading a text. Skimming technique and Scanning technique are two speed reading technique which are effective in teaching reading.

The Problem of Research

Based on the background of the research, the researcher formulates the problem of this research as following as:

Does using skimming and scanning techniques effective on students' ability in understanding the English reading text and Which technique is better between the using skimming or scanning technique on students' ability in understanding the English reading text at MAS Al Washliyah Serbalawan?

The Objective of Research

Based on the research problems, the purpose of research can be formulated as following:

To find out the effectiveness of using skimming and scanning technique on students' ability in understanding the English reading text and To find out which technique is better between the using skimming and scanning technique on students' ability in understanding the English reading text at MAS Al Washliyah Serbalawan 2021/2022.

LITERATURE OF REVIEW

The Definition of Reading

Reading is an important skill for the senior high school students to absorb the information from the text books and using brain to convert them into students words, sentences and paragraph to get the meaning. Based on syllabus of the text book, there are so many kinds of text that the students have to understand.

Grabe and Stoller in (Enni, 2020) said Reading is the ability to draw meaning from printed page and interpret this information appropriately. Reading is a great source of language learning since it can give many information or knowledge to the reader not only about the information contained in the text, but also about the language used in it. Reading also as a purposeful process of identifying, interpreting and evaluating ideas in terms of the mental content or the total awareness of the reader.

Harmer in (Ismail, Syahriza & Basuki, 2017) said that reading is one of the receptive skills. It means that the ability to read texts in English is important as a bridge to understand the textbook. If students continue their studies to the senior high school and university, the students are required to understand many books written in English. By reading, the students also can get the message from the authors that they had expressed especially when they read some texts in their English textbook.

From the definition above, reading is a tool and skill to convey language message that purpose to inform ourselves about something in the written or printed form. It involves a process identifying, interpreting and evaluating of what is written. reading also can be defined as a process that is done by a reader to understand the writre's purpose. Beside, in reading process the reader uses his/her brain to think and reason out.

The Types of Reading

Patel and Praveen in (Pais, 2020) said that there are some types of reading such as Intensive reading, Extensive reading, Aloud reading and Silent reading:

1. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source.
2. Extensive reading is types of reading involves learners reading text for enjoyment and to develop general reading skills.
3. Aloud reading are reading by using loud voice and clearly.
4. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or thugh to comprehend the texts.

The purpose of Reading

Wallace in (Pais, 2020) said there are some purposes of reading such as reading for survival, reading for learning, and reading for pleasure.

1. Reading for survival is reading a text that is very crucial for life.
2. Reading for learning is expected to be exclusive in school. Reading is the support to learning in the class. The reader needs to translate the text, literally or metaphorically, to learn vocabulary, to identify useful structure, to use a text as a model for writing and to practise prounciation.
3. Reading for pleasure is reading to get happiness. The wants to enjoy rhythm or rhyme of the text.

The Level of Reading

(Mortimer & Charles, 1972) said there are four the levels of reading:

1. Elementary Reading
Among the different levels of reading, the first is elementary reading. At this level, you just try to understand the meaning of the words. At the elementary reading level, you only identify each word and what it means.
2. Inspectional Reading
In the second stage of reading, the focus is on understanding the topic or the book you are reading. Unlike the other reading levels, this one is all about saving time.
3. Analytical Reading
While the first and two levels of reading are more for beginners, this one is for the serious readers
4. Syntopical Reading
The final stage of the reading levels is syntopical reading. This is by far the hardest level. Here, you will go beyond thoroughly examining a single book.

The Definition of Text

Siahaan in (Zantoni, 2018) text is meaning linguistic unit in context. The meaning of context here referred to either linguistic context (the linguistic unit before and after a text) or non linguistic context (outside a text). A text was both a spoken text and a written text. A spoken text was any meaning spoken text. It could be a word, phrase, sentence or discourse. A spoken discourse could be monolog, dialog or conversation. It could be a song, poetry, drama, lecture, etc. Moreover, a written text was any meaningful written text. It could be a notice, direction, advertisement, paragraph, essay, article, book, etc. a text refers to any meaningful short or long spoken or written text.

Types of Text

(Gerot and Wignell, 1994) says that there are 13 kinds of text, they are:

1. Narrative Text
This text is a type of English text that is imaginative to entertain the reader. This type of text is generally used in writing fairy tales or legends.
2. Recount Text
Recount text is a type of English text that is used to retell events that happened in the past. If you want to tell a story that has passed, you should use this type of text.
3. Descriptive Text
Descriptive text is a type of English text that contains a detailed description or description of a person, animal, object or place. When you read this type of text, you can get an idea of what is being described even if you are not looking at the object.
4. Procedure Text
This type is a type of English text that contains instructions or steps to carry out certain activities.
5. Report Text
Report text is an English text that provides information about something in accordance with the facts. The information provided by this type of text is general in nature.
6. Anecdote Text
Anecdote text is an English text that is used to tell the reader about pleasant events or unusual events.
7. Hortatory Text
This type is also used to express opinions about something. However, this type of text does not only provide opinions, but also gives persuasion or invitation to the reader at the end of the text.
8. Spoof Text
This type is a type of English text that is used to entertain the readers. This type of text contains stories that have funny and unexoected parts at the end.
9. Explanation Text
This type is a type of English text that contains information about the process of something happening, It can be natural, social, or scientific phenomena. The information can be in the form of causes and effects of these phenomena.
10. Discussion Text
Discussion text is an English text that is used to convey opinions about current issues. Usually this text provides information from two points of view, namely the pros and cons.
11. News Item Text

This type is usually also known as news text. This type of English text serves to convey information to the reader about an event.

12. Review Text

Review text is a type of English text that is used to convey a review about something to the reader. Usually this type of text is used to review a work, such as a film,, book, or music.

13. Analytical Text

This type is an English text that is used to express opinions about important phenomena or events.

Reading Text

Reading is a process of understanding and comprehending the contents of the written text that the readers do in order to get information and text is a readable written form that is constructed to convey a message.

The Definition of Skimming

Skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have masses of materials to read in a limited amount of time by Liao in (Qismullah, Burhansyah & Nadya, 2017). In skimming, readers only have to take the most important information and the main idea rather than read all of the words. According to (Nurhadi, 2013) says that “skimming is flying on page after page of a book”.

Step in Implementing Skimming Technique

According to (Nurhadi, 2013), the skimming technique is very simple to be used. These are the steps of skimming:

1. The students must know what to look for or what to look for from a book.
2. Try with the help of a table of contents or preface (if the students read a book), look for something you need in the book.
3. With full attention, try to read with a high speed every line of reading that you encounter. If what you read is a book, then what you see or read are not lines but paragraphs or sub-chapters.
4. Stop when you think you have found a sentence or title that points to what you are looking for.
5. Then read at normal speed and understand well what you are looking for.

The Advantages and Disadvantages of Using Skimming Technique

There are some advantages and Disadvantage of skimming according to Grellet in (Aritonang, Lasmana & Kurnia, 2018) There are as follow:

1. Skimming can help the students go through the reading material quickly in order to get gist of the text.
2. Skimming can help the students to know the text is organized.

The disadvantage of skimming technique:

1. Skimming technique needs a high accuracy in determining the precise time for reading activity.
2. Skimming technique needs an extra time to solve students’ problem in reading activity.

Definition of Scanning Technique

Scanning is unlike skimming because the readers do not focus on general information of the text but detail. In this technique, the readers quickly look for specific information such as dates, years, names, places, among others. According to Vaezi in (Sinaga, 2019) scanning is reading rapidly to find a specific piece of information (name, places, time and etc).

The Steps for Scanning

A good scanning technique needs some steps in order to reach the efficient and effective result in reading process. There are five steps for scanning according (Nurhadi, 2013):

1. Have all the fact or piece of information about what want to find clearly in mind. Make some list of all piece on information that want to look.
2. Start at the beginning of the selection and move the eyes systematic.
3. Use any heading or subheadings; bold type and italicized words to find quickly the part of information that probably contain the specific information. Look for the key words in every part of the text by seeing if there are a date, capital letters, bold types words.
4. When key words or words have found, read around it or them to see if the information is there.
5. Make either a mental or a written note about the information that has found. Select another piece of information to look for, and start the process again.

The Advantages and Disadvantages of Using Scanning Technique

There are some advantages and Disadvantages of Scanning according to Grellet in (Aritonang, Lasmana & Kurnia, 2018) :

1. Scanning make the students can finish a reading faster. Reading with scanning can save more time.
2. Scanning can make easy to master information. In scanning someone can look for the information without read full text.

The disadvantages of scanning:

There is a sense of confusion or loss of understanding of what has been read because they have not mastered scanning reading skills.

Previous Research

The first research was written by Qismullah Yusuf, Yunisrina, Burhansyah and Afla Nadya with the title “Skimming and Scanning Technique to Assist EFL Students in Understanding English Reading Texts”. The object of this study are to find out whether the skimming and scanning techniques (SST) can improve EFL students’ English reading comprehension in recount texts, especially on identifying the main ideas and detail information, in a senior high school in Meulaboh, Aceh, Indonesia. The researcher use a quantitative approach with the experimental design. A number of 32 eleventh grade students participated in this study, and the one group pre-test and post-test design were used. Data collection was from a pre-test and post-test. In analyzing the data, statistics was used. The results showed that the mean score of the pre-test was 45 and the post-test was 65, with 20 points of improvement. Furthermore, the result of t-test was 4.7, while the critical value of 0.05 significant level was 2.4, with the degree of freedom at 23. Since $t\text{-test} > t\text{-score}$, thus SST improved the students’ reading comprehension in this study. Nevertheless, the paper further discusses some setbacks while implementing SST in the classroom.

The second was written by Dina Merris Maya Sari with the title “The Use Of Skimming and Scanning Techniques to Improve Reading Comprehension Achievement of Junior High School Students”. The objective of research was students tend to comprehend the reading text by understanding every single word only. It is quite often occurred that they get stumble on one difficult word before finishing reading the whole paragraph. The method of researcher will be conducted a Classroom Action Research. The students made significant improvement on their score in cycle two as compared to the ones in cycle one. The data collection of percentage on the students who gained the score of 70 improved from 55.88 % in cycle one to 76.47 % in cycle two. The result of observation showed that the percentage of the students’ active participation in joining the reading class by using skimming and scanning techniques also improved from 70,59% in cycle one to 79,41 % in cycle two.

The third was written by Yanti Kristina Sinaga with the title “The Effect of Scanning Technique on Students’ Reading Comprehension in Narrative Text”. The objective of research to investigate significant effect of scanning technique on students’ reading comprehension in narrative text at grade ten of SMA Negeri 2 Pematangsiantar. This study has done deal with descriptive quantitative method. The researcher used the grade ten students as population and took 60 students as samples. The instrument is pre-test, treatment and post-test. The collected data were analyzed by using T-test formula. The result of data analysis showed that the mean score was 74.4 and the standard deviation was 6.7. based on the data analysis above, the alternative hypothesis was accepted because the T-observed was higher than T-table ($3.83 > 2.00$). finally, the researcher concluded that teaching reading using scanning technique at grade ten students of SMA Negeri 2 Pematangsiantar was effective to improve students’ reading comprehension.

THE METHOD OF RESEARCH

Research Design

In this research the researcher use a quantitative research approach because the data collected is in the form of numbers and the results of data analysis is in the form of statistics. (Creswell, 2019) stated that Quantitative research is a means for testing objective theories by examining the relationship among variables.

In this research, the researcher uses experimental quantitative research method. Because the researcher want to see whether a variable or the research subject will change if given special treatments. (Creswell, 2019) states that experimental research has some types; they are Pre-

experimental design, True - experimental research and Quasi - experimental. In this research, the researcher used Pre-Experimental research design.

The Location of Research

This research conducted at MAS Al Washliyah Serbalawan.

The Population

The population of this research is the Tenth Grade students of MAS Al Washliyah Serbalawan. There are two classes in this grade and the total of students are 80 students.

The Sample

Sample is part of population. Sample is the smaller group or the subset from the total population to be researched (Sugiyono, 2010). This research is designed into pre-experimental design by using one group learning so that the researchers determined the sample of the research by means of Simple Random Sampling Technique to choose which class to be experimental group. So, to determine experimental group from those two classes, the researchers make lottery. The lottery is conducted by giving 2 rolling-pieces of papers where 1 paper contained letter Experimental and the other letter is blank. Each chairman fetches one rolling-pieces of paper. Chairman who gets rolling-pieces of paper contained letter experimental will be called as experimental group. So the total of sample is 40 students.

The Data and Source Data

The data of this research are score of posttest. The source data of this research is the tenth grade student of MAS Al Washliyah Serbalawan in academic year 2021 / 2022.

The Technique of Collecting Data

1. Treatment

Treatment is implemented to explain to the students about reading in using skimming and scanning technique.

2. Posttest

Posttest is implemented after using skimming and scanning technique.

The Technique Analyzing Data

In technique analyzing data, the researcher used quantitative data. The data that has been collected in the form of posttest score. This data is processed using SPSS 2.3 application and the data to be analyzed are as follows:

1. Frequency

In this table we can see how much the students can reach KKM.

2. Statistic

In this table we can see a lot of data, for example mean.

3. Test of Normality

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. Interpretation of the results of the homogeneity test is by looking at the value of Sig. (2 - tailed).

The interpretation can be concluded as follows:

a. If the significances is less than 0.05 (Sig. (2-tailed) < 0.05), the variants differ significantly (not homogeneous).

b. If the significance is greater than 0.05 (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogeneous).

4. Test of Hypothesis

To analyze the posttest scores experimental group, the researchers use Paired-sample T test. The purposes of this test are to find out the skimming and scanning is effect significantly on students reading ability or not. We can see that on tcount is bigger than ttable or lower than ttable at the significance level $\alpha = 0.05$. There are two condition: First, if tcount is bigger than ttable , its mean that H_a is accepted and H_o is rejected. Second, if tcount is lower than ttable , its mean that H_o is accepted and H_a is rejected.

FINDINGS AND DISCUSSION

Finding in Posttest Skimming

The findings in posttest of skimming the total of score is 2915, the data is valid 100% with total students are 40 and followed by mean 72.88, standard deviation 10.246, the lowest score is 55 and the highest score is 90. Median of posttest skimming is 75.00 with variance 104.984 and range 35. The test is normal with Asymp. Sig 0,146 0,05.

Finding in Posttest Scanning

The finding in posttest of scanning the total of score is 3195 with total students are 40 and followed by mean 79.88, standard deviation 12.325, the lowest score is 50 and highest score 100. Median of posttest scanning 80.00 with variance 151.907 and range 50. The test is normal with Asymp. Sig 0,157 0,05.

Finding in Homogeneity and Hypothesis Testing

By giving the treatment Skimming and Scanning Technique it can help students learn to read in English more easily. we can see it from the significant difference of the score above. The researcher found the significance value of posttest is 0,327. So, 0,327 > 0,05 it means the data of posttest has same variance or homogen. And also the researcher found that $f_{\text{count}} = 7,630$ and $f_{\text{table}} = 3,96$. So $f_{\text{count}} = 7,630$ is bigger than $f_{\text{table}} = 3,96$ at significance level = 0,05 with degrees of freedom (df) = 78. It means that H_a is proven to have a significant effect on reading ability. Meanwhile in paired sample statistic, the researcher found that mean of posttest scanning is 79.88 from 40 students with standard deviation 12.325 and standard error mean 1.949. Meanwhile mean of posttest skimming is 72.88 from 40 students with standard deviation 10.246 and standard error mean 1.620. Then the researcher found that the correlation between posttest Scanning and posttest skimming is -0,073 and significant 0,653 with total of each class 40 students. Next, in paired samples test The researcher found that mean of posttest scanning and skimming is 7.000 followed with standard deviation 16.595 and standard error mean is 2.624. The researcher also found that $t_{\text{count}} = 2.668$ and $t_{\text{table}} = 1,684$. So $t_{\text{count}} (2.668) > t_{\text{table}} (1.684)$ at the significance level = 0,05 with the degrees of freedom (df) = 39, H_0 is rejected and H_a is accepted. It means that there is the difference in students learning by using Skimming and Scanning Technique in English subject about narrative text at the tenth grade of MAS Al Washliyah Serbelawan of academic year 2021/2022.

CONCLUSION AND SUGGESTION

Conclusion

After doing the research, the researcher found that $f_{\text{count}} = 7,630$ and $f_{\text{table}} = 3,96$ at significance level = 0,05 with degrees of freedom (df) = 78. It means that H_a is proven to have a significant effect on reading ability. The researcher also found that $t_{\text{count}} = 2.668$ and $t_{\text{table}} = 1,684$ at the significance level = 0,05 with the degrees of freedom (df) = 39, H_0 is rejected and H_a is accepted. It means that there is the difference in students learning by using Skimming and Scanning Technique in English subject about narrative text at the tenth grade of MAS Al Washliyah Serbelawan of academic year 2021/2022. Scanning technique is better than skimming in understanding the English reading text proven by the mean of posttest scanning is 79,88 is higher than posttest using skimming is 72,88. The median of scanning is 80,00 and skimming 75,00. The score minimum of scanning is 50 and skimming 55. The score maximum of scanning is 100 and skimming is 90. The total score of scanning is 3195 and skimming is 2915.

Suggestion

Based on the conclusion above, there are some suggestions for the English teachers, students, and the next researcher.

1. For teachers

The teacher should give the new technique in teaching English especially for reading because media can help the teaching learning process in the classroom. The teachers also should be creative to use the technique so that the students more easily to understand the materials and active to search new idea in teaching reading.

2. For the students

The students can use scanning technique if they want to increase their reading ability in understanding a text. This strategy is good to make the students easier in understanding what they have read. Scanning technique guide the students in understanding a text.

3. For the future researcher

The suggestion for the future researcher is that this study can be an example of conducting next research with the similar research in understanding the English reading text at senior high school. Thus, the future researchers who want to conduct similar research can use this thesis as their reference.

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