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## IMPROVING STUDENTS, READING COMPREHENSION SKILLS THROUGH SKIMMING AND SCANNING TECHNIQUES

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### Abstract

This research was Classroom Action Research and the method used is qualitative approach. The action research consisting of planning, acting, observing, and reflecting. The subject of the research class of Reading for General Communication in English. The objective of this research are to investigate the student's reading comprehension achievement after training the skimming and scanning strategy in improving students reading comprehension. The final objective is the test of hypothesis. The hypothesis of this study can be formulated as follow : There is a significant difference between student's reading comprehension achievement after training scanning and skimming techniques and traditional technique. Data collection technique focus to students in two classes. The test consisted of the texts by comprehension the questions in form of essay and objective type, then the students answer the questions that follow. After researcher did all the test for the students, researcher can find that Scanning and skimming techniques can improve the student's reading comprehension to texts in teaching process, because researcher could see the result test that got the students, Actually scores that got the students by used scanning and skimming techniques is higher then used traditional technique.

**Kata Kunci:** Scanning and Skimming Techniques can improve student's reading comprehension.

### INTRODUCTION

In Indonesia English is taught as a foreign language at senior high school, and it is offered For six semester, which is started from semester one up to semester six. The main objective of teaching English at the madrasah snawiyah Padang is to train the students in order to have ability in reading comprehension, and to make them able to read books written in English when they continue their education to university. Nababan (1983 : 126) states that the main objective of teaching English as foreign language is reading ability, for the purposes of further study of science and technology. Consequently the purpose of teaching reading is to enable the students to grasp information as well as possible from the given materials. How fast the students can read defends on many variables. Cansey (1958 : 3) points out that reading comprehension is more than semantic analysis, it needs technique, knowledge and concepts.

Furthermore Kustaryo (1988 : 3) asserts that reading techniques play an importance role in understanding a text, By reading technique, readers' rapid reading comprehension will facilitate, and it means they can read effectively.

In reading for comprehensison, clear purpose of reading is necessary, because thre are many different types of reading techniques that one has to consider in accordance to the purpose of reading.

In fact most MTsN 5 padang's students still get failure in reading comprehension, most of them are not sure to determine which suitable techniques are used to facilitate their rapid comprehending of the text. For this reason, the experiment by using different technigues of teaching reading is done. In the experiment, a group is taught by giving scanning and skimming technigue, while anotheris taught traditionally. It might be well reading techniques facilitate in understanding the passage because readers have known what they will look for before starting to read. However whether or not reading techniques have an effect on reading comprehension is not known yet. The result of this researchis exfected to prove this.

## **FORMULATION OF THE PROBLEM**

The focus of this research is to answer the research question, namely : Is there any significant difference between reading comprehension achievement by training the students scanning and kimming techniques, and teaching reading without giving these reading techniques?

## **RESEARCH METHODOLOGY**

### **1. Objctive of the research**

The objective of this research are to investigat the students' reading comprehension achievement after training the scanning nd skimming technigue. The second one is to know the student's reading comprehension

Achiement that is taught reading traditional technique. And the final objective is to test the hypothesis.

### **2. Significance of the Resarch**

This study is considered important because it is useful to determine a better technique in teaching reading comprehension, and in order to facilitate the studnt in reading effectively

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Description of Data**

In procedures of the research, there were two ways, first is experiment group and second is control group (Traditional Technigue). In Experiment group, there were some meetings, In first and second meeting, the students were introduced the scanning technique. In third and fourth meeting, skimming technique were introduced. In other meeting, scanning and skimming technicque were trained. After did both of them, researcher could know the scores of the students got with truthly, let researcher give list he date of scores :

**Table 1 :**

The scores got the students in Teaching Reading before skimming and scanning technigue		
No	Name	Control group using Traditional technique
1	Afritman	40
2.	Ahmad Dzacki H	80
3	Aidil Putra Fauzi	30
4	Akmal Mazardi	60
5	Anggiat Bintang S	65
6	Annisa Afriyeni	60
7	Afrilia Kumala Sari	70
8	Aqil Abadi Putra	80
9	Dhea Hermawati	76
10	Farel	82
11	Fiski Abelia	80
12	Halimah Tusadiyah	75
13	Hanifah Rahmadhani	70
14	Hayatul Fikri	73
15	Indah Permata Bunda	75
16	M Aditya Pradana	78
17	M Zikri Abdillah	75
18	Miza Murdani	76
19	Muhammad A. A	80
20	Muhammad Alif S	84
21	Mutiya Fadilla	88
22	Nabila Lavega	85
23	Nur Zakia Zahra	78
24	Olivia Trilexa	78
25	Raffi Arrahman	82
26	Rahayu Sulastri	78
27	Rehan Fikri	76
28	Reski Ananda Putra	75
29	Reski Kurniawan	73
30	Septi Marsya	78
31	Yuda Prasatrio	80
32	Zaza Dwi Agustin	82
Jumlah		2.261
Rata- rata		70,66
Presentase		70.66

**Table 2**

No	Name	Experiments Group using Skimming
1	Afritman	60
2.	Ahmad Dzacki H	90
3	Aidil Putra Fauzi	75
4	Akmal Mazardi	85
5	Anggiat Bintang S	88
6	Annisa Afriyeni	86
7	Afrilia Kumala Sari	88
8	Aqil Abadi Putra	90
9	Dhea Hermawati	87
10	Farel	95
11	Fiski Abelia	90
12	Halimah Tusadiyah	86
13	Hanifah Rahmadhani	80
14	Hayatul Fikri	82
15	Indah Permata Bunda	84
16	M Aditya Pradana	86
17	M Zikri Abdillah	85
18	Miza Murdani	87
19	Muhammad A. A	88
20	Muhammad Alif S	92
21	Mutiya Fadilla	94
22	Nabila Lavega	95
23	Nur Zakia Zahra	86
24	Olivia Trilexa	88
25	Raffi Arrahman	90
26	Rahayu Sulastri	85
27	Rehan Fikri	86
28	Reski Ananda Putra	85
29	Reski Kurniawan	86
30	Septi Marsya	90
31	Yuda Prasatrio	92
32	Zaza Dwi Agustin	95
Jumlah		2. 776
Rata- rata		86, 75
Presentase		86,75

**Table 3 :**

No	Name	Experiments Group using Scanning
1	Afritman	60
2.	Ahmad Dzacki H	90
3	Aidil Putra Fauzi	75
4	Akmal Mazaridi	85
5	Anggiat Bintang S	88
6	Annisa Afriyeni	86
7	Afrilia Kumala Sari	88
8	Aqil Abadi Putra	90
9	Dhea Hermawati	87
10	Farel	95
11	Fiski Abelia	90
12	Halimah Tusadiyah	86
13	Hanifah Rahmadhani	82
14	Hayatul Fikri	84
15	Indah Permata Bunda	86
16	M Aditya Pradana	86
17	M Zikri Abdillah	87
18	Miza Murdani	87
19	Muhammad A. A	88
20	Muhammad Alif S	92
21	Mutiya Fadilla	94
22	Nabila Lavega	95
23	Nur Zakia Zahra	86
24	Olivia Trilexa	90
25	Raffi Arrahman	90
26	Rahayu Sulastri	87
27	Rehan Fikri	88
28	Reski Ananda Putra	85
29	Reski Kurniawan	86
30	Septi Marsya	92
31	Yuda Prasatrio	94
32	Zaza Dwi Agustin	97
Jumlah		2. 976
Rata- rata		93
Presentase		93

## 2. Data Analysis

After the researcher treated the data and verified the hypothesis, then the researcher comes to research finding. The research got some findings from the result of data calculation. Below the researcher listed the findings:

There is significant by using scanning technique on students' reading comprehension.

In procedures of the research were as follow, first is experiment group and second is control group. After did both of them to the students, the researcher could take, Using scanning technique can improve student's score in reading comprehension text. Almost all of them could answer the question that given, This statement is supported by some results of statistical . They are:

- a. The mean of teaching reading by control group using traditional technique was 70,66
- b. The mean of teaching reading by experimental group using skimming was 86,75
- c. The mean of teaching reading by experimental group using scanning was 93

## 3. Hipotesis Testing

Firstly, the researcher gave the students a pre-test, why did it because he or she wants to know the students' preparation before the lesson is given. After did it, the writer calculated the students' score. The scores of the students are not good because most of students got score between under 74. There were 5 students got score 80 -100, 10 students got score 74-79, 15 students got score 50-65, and 8 students got score 35-50. It shows that the students' comprehension is low / satisfactory.

In the next meeting, the researcher though the students and gave the post-test to the students in order to know their comprehending in answering the questions by using scanning technique. After the researcher got their score, there are different scores between experiment group and control group. Where, most of students in experimental group got score 80-93. Where, there were 12 students got score 80-100, 12 students got score 66-79, and 6 students got score 55-65. It showed that by using scanning technique effectively to improve the students' comprehension.

## CONCLUSIONS

Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for specific piece information. Scanning technique can be helping student to find the main point of the text fastly without read all of the text. Sarwono (2003:2), scanning is a technique used to find specific information that we need without read the whole of the text. based on some theories above, the researcher can be conclude that scanning technique is effective to improve the students' reading comprehension. Where, by using scanning, the students can understand the meaning/context of the text fastly. In scanning the students didn't need to read all the text. But they only focused on what their need of the text by using zigzag style. Beside of it, the scanning technique is effective because the technique is easy to use for getting the important points of the text. The effectiveness of scanning technique on students' reading comprehension it can be proved by the students' score. After finishing the research, the researcher found that using scanning technique is more effective to improve the students' comprehension in reading English text than without using skimming. technique the define of the main idea and the content of the text, after doing skimming and scanning technique teaching, students could answered when the teacher asked students "What

is the main idea of the text?" and they answers "Borobudur temple is one of the most beautiful tourist resorts in Indonesia". And it is the correct answer, because the text told about Borobudur temple, and they also knew the content of the text when teacher asked they, it show that skimming and scanning are alternative ways to teaching reading comprehension, and by students interview they like skimming and scanning technique in the teaching reading comprehension because it shall help they to easily in the answer the test with used multiple choice form, they will answer the question quicklReading is important activity in life which one can update the knowledge or reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one knowledge of the language. The skill of reading is developed in societies with literacy taste, enrich vocabulary According to Patten and Jain (2008:113-114), reading comprehension is how to get information in the reading students have understanding or comprehend the content of the subject that students read and in indrayani (2014) has stated that reading comprehension as the process to get precise understanding of the writer's message trough simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement.

Harmer (2017:100) states that students need to be able to do a number of things with a reading text. They need to be able to scan the text particular bits information they are searching for and students also need to skim a text as if they were casting their eyes over its surface to get a general of what it is the topic and conclusion. Therefore we need research of a qualitative research to found to successful in implementing skimming and scanning strategies in teaching reading narrative text. Accordingly, this research aims to share skimming and scanning to improve students' reading comprehension and to try to gather all the details at the stage and to identify the general idea to concentrating too hard and specific and previous research related to reading comprehension. This research is going to establish how the effectiveness skimming and scanning technique in reading classroom

Based on research result, several conclusions from the findings are drawn as follows: firstly, regarding to technique used by then teacher the data from observation and interview, the English teacher that use skimming and scanning in teaching English on the part of reading. The last, the result concerning the way implementing skimming and scanning, finding relevant that respondents used the different when the observation, students still difficulty in the define of the main idea and the content of the text, after doing skimming and scanning technique teaching, students could answered when the teacher asked students "what is the main idea of the text?" And they answered "borobudur" temple is one of the most beautiful tourist resorts in Indonesia" . And it is the correct answer, because the text told about borobudur temple and they also knew the content of the text when teacher asked they, it show that skimming and scanning are alternative ways to teaching reading comprehension, and by the students interview they like skimming and scanning technique in the teaching reading comprehension because it shall help they to easy in the answer the test with used multiple choice form, they will answer the question quickly.

## SUGGESTIONS

From the conclusion above, it is suggested for reader to read texts in order to upgrade Reading Comprehension skill. Also, valuable books that have listed in the previous explanation are some of reading comprehension that can be use Skimming and Scanning Techniques..

Finally, in order to get the satisfaction result of the writer, because these techniques can improve students' Reading Comprehension skill, so here, the writer suggested to the teacher using Skimming and Scanning Techniques in teaching learning process.

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