

USING SCANNING AND SKIMMING STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION

Shinta Maya Sari

Sekolah Menengah Atas Negeri 1 Giri, Banyuwangi, Jawa Timur, Indonesia
Corresponding Author Email: shintamayasari@gmail.com

ABSTRACT

The main purpose of this research is to improve students' reading comprehension by implementing scanning and skimming strategy. Classroom action research (CAR) was chosen to solve the problems in learning process. There are four stages in implementing CAR: planning; implementing; observing; reflecting. Data of the were collected from students' active involvement and students' reading score. 31 students voluntarily participated in the study. The data of the study were collected from observation checklist and reading test. The quantitative data from observation checklist and reading test were analyzed by descriptive comparative statistical techniques that is comparing the calculated result from descriptive statistic, example the mean, median, frequency, or percentage in one cycle with the next cycle. The students' mean score in reading test in cycle 1 was 80.32. Moreover, observation sheet showed that 80.65% of 31 students were active in the first meeting listening class. In cycle 2, the mean score was 81.45 and there were 28 students or 90.32% out of 31 students could achieve the target score of the product evaluation. Furthermore, observation sheet showed that 87.09% of 31 students were active in the first meeting reading class. Then, 93.55% of 31 students were active in the second meeting. The present study concludes that scanning and skimming strategy were effective to help students learn reading skill. The strategy can also foster students' engagement.

Keywords: Reading Comprehension, Scanning, Skimming, Strategy

INTRODUCTION

Reading is a good habit to be had by students. It is one of skill in learning English and also the most important one. Moreover, Zare and Othman (2013, p.188) stated that in reading as a cognitive activity, through the text the reader takes part in a conversation with the author. Alyousef (2015, p.144) also stated that between a reader and a text in a reading process, there is an "interactive" process automatically. It means that in reading, successful comprehension will be gotten by the readers if they have a good interactive or understanding to the text.

One kind of reading is reading comprehension. Of course the reader must understand the content of the text well. By having comprehension in reading, the readers can acquire information. Nation and Angell (2006, p.83) give statement that comprehension is a very complex activity, and the reader may fail to get comprehension because of many reasons. This is an interesting phenomena for the researcher, so the researcher decide to conduct an observation when the English teaching and learning process occurred in one of senior high school in Banyuwangi.

Theories of reading comprehension were stated by some researchers. Alyousef (2006:63) stated that reading is an "interactive" process between a reader and a text which

leads to automaticity or (reading fluency). It can be interpreted that, when the readers read a text, they should be able to comprehend what they read. Also, Nation and Angell (2006:77) said that reading comprehension is a complex process and there is no doubt about that. So, to understand text, the reader should recognize the words and understand their meanings. Moreover, the readers' relevant background knowledge needs to be activated, and inferences must be generated as information is integrated during the course of reading.

Reading can be called as receptive skill. It means that a writer who can have read many kinds of books will get ideas which compose a good composition which will be used in his/ her writing. To have a good writing, reading skill must be mastered at first. He stated that reading is an active skill. As the application in the classroom, students can write down answers on the test after reading the text. To sum up, it can be concluded that reading comprehension is an active communication process between the reader and the writer in getting information on the text.

Scanning is one of strategy in reading. Similarly, scanning is identifying a specific graphic form. In addition, scanning as a high speed search for the answer to a specific question or the location of a specific fact. As has been stated, scanning is reading strategy to find specific information quickly. As the result, this strategy was used in this research to improve students reading comprehension.

Further, some procedures must be followed by the students in order to get a better comprehension by using scanning, they are: (1) state mind to the specific information that will be found. If it is possible, make in some questions form, (2) try to give the own answers to anticipate the real answer that will be appear, (3) as the important step, determine the organizational of the material in the beginning of looking for information, (4) to help in identifying the section which contained of information, use heading and any other aids, (5) notice the word or phrase immediately when the information which needed is reached, (6) read carefully the sentence which is contained of information in order to know that it is the correct information needed. As the result, those procedures can help the students to apply scanning in order to improving reading comprehension of them.

Skimming also strategy in reading. By applying skimming, the reader can read the text quickly to gain a general idea. The University of Melbourne (2010:3) stated that by using skimming, the reader may allow to 'read' up to 1000 words a minute. Furthermore, Brown (2004:188) said that to get a gist or a main idea of the text, we can use skimming. Moreover, skimming will help the readers to identify whether or not to continue reading. Also, by applying skimming, the readers know what to read carefully, and where the best place is to begin. To sum up, skimming can help the interest of the readers in the text and increase understanding and reflection on the material in the text.

The University of Melbourne (2010:3) stated that skimming is similar with scanning because it does not involve reading every word or the whole text. Instead, you may skim by reading are (1) titles, (2) subheadings, (3) words in that are in bold, in italics or underlined, (4) diagrams, (5) a report's abstract, introduction or conclusion, (6) the first sentence of every paragraph, (7) chapter questions, (8) chapter objectives, and (9) chapter summaries. So, the readers can also get a quick reading by applying skimming strategy.

To create a teaching reading successfully, there are some procedures. It is similar with Budiharso's statement (2006:25). He said that the three important factors, the syllabus, the learners, and the teacher affect the success of teaching reading class. Briefly, in the research, the teacher taught the students by using material in syllabus of the school. Of course, scanning and skimming strategy were selected by the teacher in teaching reading where discussion text became the material of the lesson. Clearly, by applying scanning strategy, the reader will get the specific information without read the whole text. It same with applying skimming where the readers do not need to read the whole text. As the result, the students

were given a discussion text. Then, they searched the spesific information by using scanning, and general information by using skimming. According to Curriculum Directorate of New South Wales Department of School Education (1997:34), specific questions which were given to the students to be answered can develop scanning skills. It also can be applied in skimming. Clearly, to apply scaning and skimming strategy in the teaching and learning process, those spesificinformations and general information became the questions which must be answered by the students after text given.

METHOD

Design

This study employed classroom action research which has four phases: planning; implementation; observatio; and reflection (Kemmis and McTaggart, 1999). In the planning step, the researcher identified the problem faced by the English teacher in the classroom and in students' learning. After finding out the problem, the researcher determined the teaching strategy and made lesson plans as well as the material and media. In the implementation stage, the researcher taught students using the determined strategy and the materials. Next, the researcher observed the implementation of the strategy while the teaching and learning occurred. In the reflection stage, the reseacher reflected the implementation of the strategy. Finally, the researcher revised the lesson plans based on the reflection and implement it in the next cycle.

Participants

31 students at one of secondary school in Banyuwangi, East Java, Indonesia voluntarily participated in the study. They are at the age of 15-16. Some participants speak Javanese, Osingnese, Madurese as their indigenouse language. Some participants also have experienced English learning since they were in the pre-schooling period. Prior the study, they faced several challenges and constraints in reading comprehension.

Data Collection Tool

The data of the study were collected from observation checklist and reading test. The observation checklist was used to identify students' active involvement during the teaching and learning of reading through scanning and skimming strategy. Meanwhile, the reading test was used to know the improvement of students' reading comprehension. The test was administered after the implementation or action was carried out.

Data Analysis

The quantitative data from observation checklist and reading test were analyzed by descriptive comparative statistical techniques that is comparing the calculated result from descriptive statistic, example the mean, median, frequency, or percentage in one cycle with the next cycle. Following is the formula used to analyzed the quantitative data.

$$E = \frac{n}{N} \times 100\%$$

The formula indicates that 'E' refers to the percentage of the students' vocabulary achievement and 'n' indicated the number of active students who fulfill the minimum passing level. Meanwhile, 'N' indicates the total number of students.

FINDINGS AND DISCUSSION

Findings

As what had been noted, there was evaluation which had been done by the teacher and observer while the teaching and learning process occurred. They were process and product evaluation. Clearly, the data of process evaluation was gotten from observation of the students' active involvement in learning while the teacher taught reading by using scanning and skimming strategy. Then, product evaluation was gotten from the score of the students' reading test. In order to improve the students' reading ability by applying scanning and skimming strategy, each meeting in teaching and learning process of reading had tasks which must be done by them. Before the students got the reading test, they had to do the reading tasks in the both of the meetings with scanning and skimming as the strategy which had been applied.

Table 1. The Score Result of the Test

Cycle	Mean	≥ 75	< 75
1	80.32	80.65%	19.35%
2	81.45	90.32%	9.68%

As has been explained that the mean score of the reading test in cycle 1 was 80.32. Successfully, there were 25 of 31 students who could achieve the requirement of the test score. In other words, there were 80.65% of 31 students who achieved the target score of the product evaluation in cycle 1. In cycle 2, the mean score was 81.45 and the percentage of the students who could achieve the target score was 90.32%. The result was different with the students before got teaching and learning process using scanning and skimming strategy. However, before teaching reading using scanning and skimming strategy, the preliminary test showed that the mean score was 74.83. And the percentage of the students who could achieve the target score was 74.19% or in other words, just 23 students.

Table 2. The observation of the Students' active involvement

Cycle	Meeting	≥ 75	< 75
1	1	80.65%	19.35%
	2	83.87%	16.13%
2	1	87.09%	12.91%
	2	93.55%	6.45%

Furthermore, from the result of observation, it was known that in the first meeting of cycle 1 there were 80.65% of 31 students were active in reading class. In other words, there are 25 students were active. Then, there were 6 students who passive in teaching and learning involvement. Then, in the second meeting were 83.87% of 31 students who active. In short, the requirement of the students' active involvement of cycle 1 in reading class had been fulfilled. Then, in cycle 2, there were 27 students or 87.09% of 31 students who active in the first meeting. Also, there were 29 students or 93.55% of 31 students who active in the second meeting. Before, the English teacher said that most of the students did not pay attention when she taught in the classroom. Also, the students did not pay attention in doing exercise of reading.

Discussion

Scanning and skimming strategy was implemented in the action of the teaching and learning process. The English teacher used the lesson plans that had been made where reading was taught by scanning and skimming as the strategy.

Briefly, there were five steps of activities in the procedures of applying scanning strategy. (1) The students should keep in mind what is the key word to be searching for. (2) The students should anticipate in what form the information is likely to appear. It could be in numbers, proper nouns, etc. (3) Analyzing the organization of the content before starting to scan. (4) They should let the eyes run rapidly over several lines of print at a time. (5) When the students find the sentence that has the information they seek, they had to read the entire sentence. As a note, in applying scanning strategy, the reader must be willing to skip over large sections of text without reading or understanding them.

In applying skimming strategy, there were seven steps. (1) Reading the title as the shortest possible summary of the content. (2) Reading the introduction or lead-in paragraph of the text. (3) Reading the first paragraph completely. (4) If there are subheadings, they read each one, looking for relationships among them. (5) Reading the first sentence of each remaining paragraph. (6) Dipping into the text looking for, such as clue words that answer WH word question (who, what, when, why, how), proper nouns, unusual words, enumerations, qualifying adjectives (best, worst, most, etc.), typographical cues (italics, boldface, underlining, asterisks, etc). (7) Reading the final paragraph completely

The both previous studies of the research had the differences with this research. Pratiwi (2010) conducted the research in Senior high school which applied KTSP as the curriculum. The steps of the strategy were similar, but the material and the curriculum were different. Moreover, Mubin (2013) also conducted the research in similar strategies but in different school level. He conducted the research in Junior high school. The material, curriculum, and the level of the school were different with this research but the procedures in applying those strategies were similar.

After all, the students got a new learning process of reading by using scanning and skimming as the strategy in teaching and learning process of reading comprehension.

CONCLUSIONS

The result of the research indicated that scanning and skimming strategy can improve students' reading skill and students' active learning involvement. It is showed by the students' mean score in reading test in cycle 1 was 80.32 and there were 25 students or 80.65% out of 31 students could achieve the target score of the product evaluation. Moreover, observation sheet showed that 80.65% of 31 students were active in the first meeting listening class. Then, 83.87% of 31 students were active in the second meeting. In cycle 2, the mean score was 81.45 and there were 28 students or 90.32% out of 31 students could achieve the target score of the product evaluation. Furthermore, observation sheet showed that 87.09% of 31 students were active in the first meeting listening class. Then, 93.55% of 31 students were active in the second meeting. As has been indicated, students' reading skill and students' active learning involvement in reading class can be improved by using scanning and skimming strategy.

To make it clear, there were five steps of activities in the procedures of applying scanning strategy which was applied by the teacher. First, the students should keep in mind what is the key word to be searching for. The teacher can help them by giving question related to the keyword which they will find out. Second, the students should anticipate in what form the information is likely to appear. It could be in numbers, proper nouns, etc. Third, analyse the organization of the content before starting to scan. Forth, they should let the eyes run rapidly over several lines of print at a time. Last, when the students find the sentence that has the information they seek, they had to read the entire sentence. As a note, in applying scanning strategy, the reader should not read the whole text. They could stop read when they had found the keyword.

In applying skimming strategy, there were seven steps. Actually, it was depend on the gist that they should look for. So, the students should read the question first. As the beginning, the students may read the title as the shortest possible summary of the content. Second, read the introduction or lead-in paragraph of the text. Third, read the first paragraph completely. Forth, if there are subheadings, read each one, looking for relationships among them. Fifth, read the first sentence of each remaining paragraph. Sixth, dip into the text looking for, such as clue words that answer WH word question (who, what, when, why, how), proper nouns, unusual words, enumerations, qualifying adjectives (best, worst, most, etc.), typographical cues (italics, boldface, underlining, asterisks, etc). Seventh, read the final paragraph completely.

REFERENCES

- Alyousef, H.S. (2005). Teaching reading comprehension to Esl/Efl learners.*The Reading Matrix*, 5(2). Retrieved from www.ijhssnet.com
- Alyousef, H.S. (2006). Teaching reading comprehension to ESL/EFL learners.*Journal of Language and Learning*, 5(1). Retrieved from www.readingmatrix.com/articles/alyousef/article.pdf
- Kemmis, Stephen, McTaggart, Robin. (1999). *The Action Research Planner*, Victoria: Deakin University.
- Mubin, A. (2013). Implementing skimming and scanning in teaching reading to improve the second year students' reading comprehension achievement of MTsNPilangkencengMadiun (Unpublished Thesis). Malang, Indonesia: University of Islam Malang.
- Nation, K. and Angell, P. (2006). Learning to read and learning to comprehend.*Language Teaching*, 31(3). Retrieved from www.tandfonline.com/doi/pdf/10.1080/13603110600574538
- Pratiwi, B.S. (2010). The use of skimming and scanning in teaching reading to improve the first year students' reading comprehension achievement of SMAN 1 Muncar in the 2009/2010 Academic Year. Malang: Unpublished S2 Thesis. Islamic University of Malang.
- Zare, P and Othman, M. (2013).The relationship between reading comprehension and reading strategy use among Malaysian ESL Learners.*International Journal of Humanities and Social Science*, 3(13). Retrieved from www.ijhssnet.com