An Analysis On 7th Grade Students' Reading Comprehension Through Skimming-Scanning Techniques

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Abstract

This research was purposed to describe students' reading comprehension through skimming-scanning technique at SMPN 6 Singaraja and to describe supporting and limiting factors in implementing skimming and scanning for the 7th grade students' reading comprehension in SMPN 6 Singaraja. Descriptive qualitative research is the method employed in this investigation. Teachers and students were the focus subject of this investigation. The result showed that the supporting factor in implementing skimming and scanning for the students' reading comprehension in 7th grade SMPN 6 Singaraja is the technique is easy to use for certain text. The limiting factor in implementing skimming and scanning for the students' reading comprehension in 7th grade SMPN 6 Singaraja is the students' limited vocabulary which mean needs vocabulary enrichment. Then, the 7th grade students' reading compprehension through skimming-scanning technique implemented in reading in SMPN 6 Singaraja are categorized as good with mean score 75.5.

***Keywords**: Reading Comprehension, Skimming-Scanning, Students*

Introduction

Nowadays, teachers needs to plan carefully about their teaching in order to make students easy to understand which lead them to be competent, this task is now becoming a challenge since the world is now in Covid-19 pandemic (Barton, 2020). How to evaluate students, create assignments, and promote learning in the Covid-19 pandemic may be an issue for teachers with instructional constraints factors such as insufficient experience, large classroom sizes, and an overburdened curriculum (Reynolds et al., 2020). A lesson plan for the Covid-19 program is required in order to continue teaching and learning without interruption (Ferri, Grifoni, & Guzzo, 2020), and the lesson plan should be produced in order to improve learning success for the students, including children's reading competency.

Students should be able to read fluently before moving on to other subjects. If students cannot read, it will be difficult to interpret the text or reading. According to Estill & Claude, (1976), these skills can be used for general and specific purposes of students. Similarly, reading is also described as a kind of communication between readers and authors to interpret written or printed symbols, which includes identifying letters as well as words and phrases. In addition, reading can

help students improve vocabulary, grammar, and other aspects that affect their reading competence (Alvermann & Eakle, 2003).However, reading becomes a big problem in Indonesia since reading and writing are still not commonplace in Indonesia (Yuliyati, 2014). In addition, the 2012 book output in Indonesia shows Indonesia has a low rate of reading and writing proficiency. Each year, the country of Indonesia produces around 8000 books. Although Malaysia produces 15,000 books annually, Vietnam produces 45.000, and England produces 100.000, it lags considerably behind these countries in terms of literacy (Mashuri, 2016). Based on the phenomena above, it can be assumed that some alternative ways to improve the understanding of the text are needed.

One of the strategies that can help reading is skimming and scanning in which skimming is used to find general idea or concept and scanning is used to find the details needed in the text which both of them are good for efficient reading (Simanullang & Sinaga, 2019). This statement is supported by several reseach such as from Sukmaantara and Andayani (2019) in which it employing experimental methodologies to study the influence of skimming and scanning on the reading comprehension learning success of students in descriptive literature. Students' reading comprehension increased, and they loved using skimming and scanning skills in class. Skimming reading technique is one of the teacher's strategies in developing student understanding. Skimming is common when there is a lot of content to get through in a short period of time. In addition, teachers can also use scanning strategies on students. Instead of skimming, readers utilize scanning to focus on specifics rather than the overall meaning of what they're reading (Habibah, 2015).

Researcher wants to include skimming and scanning strategies so that students can easily understand the text, especially in finding specific information on the reading text, therefore the application of this strategy is very helpful for the development of students in learning to read in class. Teaching students to read comprehension by skimming and scanning is a common technique. The usage of both of these methods will help pupils become more focused and efficient in their reading comprehension. As for what students do in reading applying skimming and scaling methods. In the skimming technique pupils will take steps (1) Read the title, (2) Read the beginning paragraph in the introduction, (3) Read the beginning sentence of each paragraph, (4) Read the last paragraph completely, (5) Read the text to look for nouns, word instructions, and the relevance of each paragraph. However, in the Scanning technique, students can take steps such as: (1) Understand what you are looking for, (2) Analyze the content in the text, (3) Anticipate the information that will appear, (4) Read every paragraph at once, (5) Read the entire text. It may be deduced from the facts above that this Skimming and Scanning techniques can facilitate students' understanding, especially in reading.

Based on pre-observation to one school in Bali, especially SMPN 6 in Singaraja, they are still weak in reading. Based on the pre-observation, the researcher decided to conduct analysis of students' reading comprehensionthrough skimming-scanning technique in SMP Negeri 6 Singaraja which is very important to describe students' reading comprehension through skimming-scanning and the supporting and limiting factor in implementing skimming and scanning for the students' reading comprehension in SMPN 6 Singaraja

There are several studies have been conducted to describe students reading use skimming and scanning strategies.Asmawati (2015) has conducted a research which investigatedenhancing

pupils' reading comprehension through the use of the Skimming-Scanning strategy.Students' test scores were used to compile the data (pretest and posttest). The experimental and control groups included 28 and 27 pupils, respectively, in this study. It was found that t-test was more than t-table (6.373>2.000) or P-value (Sig.) was less than alpha (0.000 < 0.05) in the data analysis. Skimming and scanning is an excellent approach for improving students' comprehension of reading since their mean scores were higher than those of their control group. At SMPN 1 Silo Jember, researchers Nofelia, Ulmi, Sundari, & Sukmaantara (2015) investigated the impact of skimming and scanning approaches on 8[th]grade pupils' understanding of recount texts. Experimentation was used as the method of investigation in this study. Class VIII B served as the experimental group, while class VIII A served as the control group, in this study, which used cluster random sampling to choose its participants. Interviews, documentation, and a reading test were used to gather the information needed for this study. It was determined that the experimental group scored 55.78, whereas the control group scored 48.92, based on the data analysis. The sig. value was found to be 0.022 in the t-test column's output. Mean scores of experimental and control groups differed by less than 0.05, which indicates that the two groups are distinct. According to the results, students in SMPN 1 Silo Jember's eighth-grade reading comprehension success in recount texts differed between the experimental and control groups, indicating that skimming and scanning strategies had an impact on the experimental group.

Skimming and Scanning in reading comprehension has been studied by Intan,Sandi & Deti (2018) in an effort to discover the advantages and disadvantages of skimming and scanning. The purpose of this research is to discover the answer whether or not students' reading comprehension can be improved by using the skimming and scanning approach. Participant observation, interviews, and documentation are the primary methods of data collecting. At get to the heart of a book without having to go through all of its content, one can use a book's summary, skimming and scanning are the best methods to use. Studying students' reading comprehension through scanning and skimming has been investigated by Simanullang & Sinaga (2019). All eighth-grade pupils of SMP Negeri 3 Muara in the 2017/2018 school year were included in this study. There were 86 of them as a total, the researcher took all them as the sample. Since this research is experimental design, fourty-three were assigned to the experimental group, while another forty-three were assigned as controls out of the total 86 pupils. From the data and its analysis, in which the experimental group's pre-test and post-test mean scores are 50.0465 and 70.8372, respectively, pre- and post-test mean scores for the control group are 46.0930 and 49.3953, respectively. The pre- and post-test standard deviations for the experimental group were 8.48515 and 8.67379, respectively, while the pre- and post-test standard deviations for the control group were 5.80563 and 8.28118. A t-test study shows that scanning and skimming reading techniques had a significant impact on eighth-grade students at SMP Negeri 3 Muara in Academic Year 2017/2018, with means comparing 70.8372 and 49.3953 for the two comparison groups.

According to Rambe (2017), students at SMA Negeri 2 Pematangsiantar's tenth-grade reading comprehension was significantly impacted by their use of the scanning approach. The study's population consisted of 60 students in grades 10 and 11. Treatment and post-test are included in the instrument. To investigate the supplied data, researcher employed the T-test equation. Analysis of the data indicated that the mean score was 74.4 and the standard deviation

was 6.7 percent. Because the T-observed was greater than the T-table (3.83>2.00), the alternative hypothesis was adopted based on the data analysis presented above. Finally, the study found that teaching reading using the scanning technique to students in grade 10 at SMA Negeri 2 Pematangsiantar was beneficial in enhancing their reading comprehension abilities.

Reading Comprehension and Skimming Skill have been studied by Puspitasari (2017), who found a link. Students in eighth grade at SMPN 1 Pringapus have a population of 32. These findings were obtained through the use of a quantitative approach and a correlational approach. Tests and documentation are used to gather data. Reading comprehension was measured with a multiple-choice exam, whereas skimming ability was measured by a true or false test. The findings of this study suggest that students' reading comprehension and their ability to skim are linked. The rxy (0.778) >r table demonstrates this at a 5% (0.361) and 1% significance level (0.463). The alternative hypothesis (Ha) is judged to be accepted.

Based on the explanation of some empirical reviews in this study, it can be seen that most of the result and the situation of the research was before covid-19 pandemic in which this study is different in terms of the implementation of skimming-scanning technique during Covid-19 pandemic.

Method

Research design is very important in conducting research. This research used descriptive qualitative research method. Descriptive qualitative research deals with describing what happens that relates with the phenomena and circumstances around us (Indrawati, 2019)**.** This research is suitable to use descriptive qualitative method because the researcher wants to describe students' reading competency, through skimming and scanning strategies. Teachers and students of VII of SMPN 6 Singaraja were the focus subject of this investigation. Interview guide is a combination or a guideline for researchers to reveal the psychological condition of the subject through a question and answer with a specific purpose (Sachan, Singh, & Sachan, 2012). In this case, the interview guide covered the questions of asking several questions to know their opinions how skimming-scanning technique is used in reading competence.

The researcher analyzed our results using the qualitative data analysis approach proposed by Miles and Huberman (1994). This is how data analysis works: data collection, data reduction, data display, and data verification/conclusion drawing.

Findings & Discussions

This study was aimed to describe students' reading comprehension through skimming-scanning technique at SMPN 6 Singaraja and to describe supporting and limiting factors in implementing skimming and scanning for the 7th grade students' reading comprehension in SMPN 6 Singaraja. The process of teaching and learning at SMPN 6 Singaraja by using skimming-scanning technique starts from preparation, implementation and evaluation.

Preparation

The preparation included the preparation for the media and lesson plan in which in this study, the researcher observed how the teacher prepared lesson plan, how the teacher implement skimming-scanning technique for reading and the assessment. The teacher prepared the lesson plan for the topic which can be seen in table below:
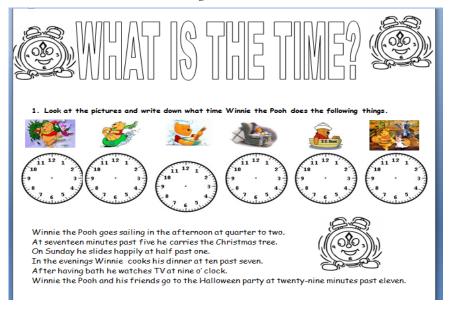
Table 1. Teaching Scenario

Students	Teachers
Observing	
Students observe the time in the pictures provided by the teacher and take notes in notebooks	The teacher shows the time pictures one by one
Students answer the time in the picture given by the teacher	The teacher asks the time shown in the picture
Questioning	
Students make conversations with 5W 1H, especially by connecting time with daily activities Students ask another students who are watching to identify the time in the conversation that was practiced previously	The teacher invites students to make conversations with 5W 1H by linking time with daily activities and practicing it in class The teacher asks students who practice the conversation to ask students who are watching to identify the time in the conversation
Experimenting	
Students draw clock hands based on the time stated in the text Students answer True False based on the text	The teacher invites students to draw the clock hands based on the time listed in the text The teacher invites students to determine true false based on the text
Students discuss their work with the teacher	Teacher discusses student answers

Based on table 1, it can be seen that the teaching steps were divided into 3 such as observing, questioning and experimenting. In observing, the students need to observe what the teacher did at the beginning of the lesson to stimulate them into engaged into learning process based on the topic provided by the teacher. Then, the students were expected to ask to the teacher to engage their curiosity to learn more about the lesson. Asking question was also a sign that students were attacted to learn at class. Next, the students tried to elaborate their understanding about the topic by doing some tasks provided by the teacher. In this case, the teacher implemented skimming and scanning technique into the task. The task can be seen in Figure 1.
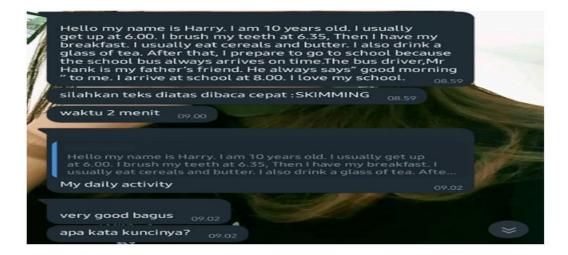
Figure 1. Time Task

Based on Figure 1, it can be seen that the skimming-scanning technique can be seen when the students need to draw the clock based on the time stated in the text which means the students need to find the specific information which is the information about time in Winnie The Pooh text to be able to draw the time in clock picture and this is the application of scanning. Then, the teacher also planned to ask students to find main idea of the text which means the students need to get a whole idea of the text in a short time which can be seen as implementation of skimming technique. The example of skimming material can be seen in figure 2

Figure 2. Skimming activity

Based on Figure 2, it can be seen that the teacher asked the students to find main idea of the text within time limit and the students learned how to use skimming in the text by looking for the key word.

Figure 3. True False

Based on figure 3, it can be seen that the skimming-scanning technique can be seen when the students need to find the information of the text based on the statement true and false which means the students need to find the specific information which is the information about true false of the statement and this is the application of scanning. Then, the teacher also planned to ask students to find main idea of the text which means the students need to get a whole idea of the text in a short time which can be seen as implementation of skimming technique.

Implementation

In terms of implementation, the teacher implemented the skimming scanning technique in the class in which the teacher checked the students' attendance to confirm which one is absent. Then, the teacher began the class by asking the students to observe the picture of time. By observing the time, the students had a clue about what they were going to learn. Then, the teacher discussed the answer together. That was the end of observing session.

Next, the teacher asked the students to make a question based on the learning topic provided in the study which is about time. The purpose of doing that is to stimulate the students to dig more information about the learning topic for today as well as increasing students's participation at class. Then, the experimenting phase began with the implementation of skimming-scanning technique in the text in which the students should finish the worksheet which contained of task 1 which was drawing the clock based on the time provided in the text and task 2 which was about true false task when the students need to confirm whether the statements are true or false. After the task finished, the teacher and students discussed together about the task.

Evaluation

After they finished learning, the teacher conducted a test in a form of quiz by using application called quizzez. There were 5 questions applying skimming and scanning technique. Here were the examples of the questions.
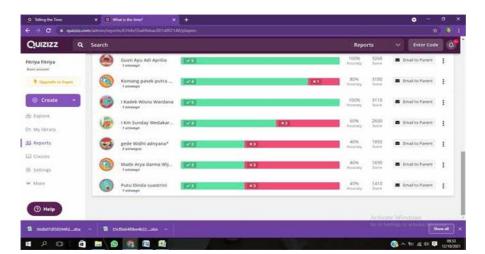
Figure 4. Quizzez

1. Hello my name is Harry. I am 10 years old. I usually get up at 6.00. I brush my teeth at 6.35, Then I have my breakfast. I usually eat cereals and butter. I also drink a glass of tea. After that, I prepare to go to school because the school bus always arrives on time. The bus driver, Mr Hank is my father's friend. He always says" good morning " to me. I arrive at school at 8.00. I love my school.
   What is the boy's name?

   a) Mr. Hank   b) Harry

   c) Henry   d) Hans

2. How old is he?
   a) 10 years old   b) 10 AM
   c) 6 PM   d) 6.35 in the morning

Based on figure 4, it can be seen the skimming and scanning technique were involved in the question in which those questions required students to find specific information based on the text. Based on the data from students' performance, the students were involved by the quiz prepared by the researcher by using quizzes application. This is the implementation of quizzes for skimming-scanning test:

Figure 5. Quizzez for Skimming-Scanning

Based on Figure 5, it can be seen the result of the students' performance is showed after doing the test. The students also have chance to repeat the test if they thought their current score was not good enough. It can be seen from the number of attempts. The result of students performance: The data then analyzed by using SPSS and this is the results:

Table 2. Students' Average Score

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean
Students' Score	27	100.00	.00	100.00	75.5556
Valid N (listwise)	27				

Based on the data in Table 2, it can be seen the average score is 75.5 which is categorized as good. Based on the data from interview guide, the students seem having a problem in finding main idea from text in which it was in line with the teacher's explanation when the students have problem like limited vocabulary which create problem in understanding the text. Because of that, the teacher gives the vocabulary enrichment to the students by giving the vocabulary which related to the current topic. In terms of the academic achievement, using skimming and scanning technique could strengthen their reading achievement. This is in line with the previous study scanning approach was shown to have an impact on students' comprehension of narrative texts in grade ten at SMA Negeri 2 Pematangsiantar, as reported by Rambe (2017), who found that scanning technique was an effective teaching tool for improving students' reading comprehension. This study is in line with the previous study specifically, from Simanullang & Sinaga (2019)conducted a study to determine whether scanning and skimming methods are significantly effective on the students' reading comprehension. They discovered that there is a statistically significant effect of

applying scanning and skimming reading technique results at the academic year 2017/2018 on the reading comprehension skills of eighth grade students at SMP Negeri 3 Muara.

Then, the result of current study is in line with a study conducted in a senior high school in Meulaboh, Aceh, Indonesia, Yusuf, Yusuf, Yusuf, & Nadya (2017)sought to determine It is possible to increase EFL students' reading comprehension of English narrative texts by using skimming and scanning strategies (SST). The results revealed that the average pre-test score was 45 and the average post-test score was 65, representing a 20- As an example, the t-test yielded a result of 4.7, whereas the crucial value for statistical significance at the 0.05 level was only 2.4, with the degree of freedom being 23. Because the t-test outperformed the t-score in this study, the skimming and scanning procedures SST were found to increase the students' reading comprehension.

Conclusions and Suggestions

It is possible to infer that based on the explanation provided in the discussion that the supporting factor in implementing skimming and scanning for the students' reading comprehension in 7th grade SMPN 6 Singaraja is the technique is easy to use for certain text and the limiting factor in implementing skimming and scanning for the students' reading comprehension in 7th grade SMPN 6 Singaraja is the students' limited vocabulary which mean needs vocabulary enrichment. Then, the 7th grade students' reading compprehension through skimming-scanning technique implemented in reading in SMPN 6 Singaraja are categorized as good with mean score 75,5.

Based on the result of the study, teachers are suggested to be familiar with skimming-scanning material to help optimizing their teaching. Besides, Teachers are suggested to prepare the students before having skimming-scanning technique in reading activities by having vocabulary enrichment and activities related to skimming-scanning technique to help students understanding about the reading text

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