

THE EFFECTIVENESS OF SKIMMING – SCANNING STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMK DARUSSALAM MAKASSAR

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ABSTRACT: The objective of this research is to find out the effectiveness of Skimming-Scanning Strategy in improving students reading comprehension. It covered students' literal, inferential, critical comprehension in three types of text. They were narrative, descriptive, and news item texts. The research applied quasi experimental design. The subject of the research was the second grade students of SMK Darussalam Makassar. The data collected were the students' reading achievement through test (pretest and posttest). This research was divided into two groups, experimental and control group, the groups consisted of 28 and 27 students, respectively. The result of the data analysis showed that t-test was higher than t-table ($6.373 > 2.000$) or P-value (*Sig.*) was smaller than alpha ($0.000 < 0.05$). It meant that mean score of the experimental group was higher than the control group.

KEY WORDS: skimming-scanning, reading comprehension levels, three type texts.

A. INTRODUCTION

Reading is one of the four necessary language skills for those learning English as a second or foreign language (ESL/EFL). Reading holds the important rule because reading is one activity which cannot be released in our life to search information or knowledge from textbooks, articles, or magazines written in English. Thus, the students should have good reading skills to help them in academic studies.

Comprehending the text is one of the problems that the students face in reading. They cannot focus on what they read during the reading activity and still have difficulty to get the ideas of the text. Answering reading comprehension test will be time consuming if they use inappropriate strategies. Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word. Reading a text word by word also makes them quickly forget what they have read.

Based on the informal interview with the English teacher in SMK Darussalam Makassar, 18th January 2014, the students have low skills in comprehending English texts and have low participation in the teaching and learning process because they are difficult to understand and catch the information in the reading text, when the students do the exercise in the text; they have difficulty to answer the questions because they do not know the content of the text. Besides the that reasons, another thing that makes the writer interested in conducting this research is the research findings of a qualitative research found by Tamsi et al. (2013) which showed that the teacher was not fully successful in implementing skimming and scanning strategies in teaching reading narrative text. It happened because there were still some steps proposed by Anne Arundel in Reading Study and Skill Lab (1999) which were not applied by the teacher.

Referring to the problems found and previous research findings related to reading comprehension, this research is going to establish how the effectiveness of skimming and scanning strategies in reading classroom by applying all the steps proposed by Anne Arundel (1999). Skimming-scanning is the strategy in teaching reading comprehension. Skimming–scanning strategy is required to help students comprehending a text, getting detailed information and other reading tasks.

1. Review of related literature

Research about the use of Peer Editing in teaching-learning process has been done by several researchers. However, they conducted a research with different points of view and different methods. Hamra and Syatriana (2010) in their article entitled “*Developing a Model of Teaching Reading Comprehension for EFL Students*” stated that reading is a skill that needs exercises. The exercises should consider the reading knowledge, prior knowledge, reading strategies, and reading participation. The learning and teaching process should be designed in such a way to increase the reading motivation and interest of the students. They also suggested an alternative model namely The Interactive Model of Teaching Reading Comprehension (IMTRC) to improve the reading comprehension of EFL students. Another alternative that they proposed was Model of Teaching Reading (Hamra and Syatriana, 2012). Another related research was conducted by Irvani and Atghia-ee (2013), from Payam-e-noor University, Iran. The research was about the effects of skimming and scanning via a multimedia CD on the reading comprehension. The quasi-experimental approach was used in this study. Findings indicated that the students in

the experimental group performed better (29.5%) than those in the control. It can be concluded that although traditional teaching methods used for reading skills can positively impact students, the use of innovative approaches (i.e. computer assisted language learning) can offer better results. Tamsi et al. (2013) also conducted a qualitative research entitled *“The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 Surabaya”*. The result of this study showed that the teacher was not fully successful in implementing skimming and scanning strategies in teaching reading narrative text. The reason because there were still some steps that were not applied by the teacher. While based on the questionnaire that has been answered by the students, it can be seen that the students’ response toward skimming and scanning strategies was good. Abdelrahman and Bsharahin (2014) in their article, *“The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language”* found the results of this study showed that there was a significant difference on reading comprehension due to speed reading strategies through skimming and scanning which indicated that training was effective for the experimental group. The training procedures and the instructional activities improved the students’ performance on the reading comprehension scale.

Skimming-scanning is the strategy in teaching reading comprehension. Harmer (2001: 202) stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text. While, scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning (Brown, 2001). Both of the strategies help the students to read in a more focused and efficient way. Therefore, skimming-scanning strategy is accelerated reading strategy to quickly looking for the idea and specific information of the text. Skimming-scanning is a speed reading strategy. This strategy has purpose to get the ideas and specific information of the text quickly. According to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea. In addition, Maxwell (1970) stated that scanning is the ability to locate specific facts and details quickly. Skimming-scanning is regarded as a desirable reading skill and it is taught in most developmental reading courses because it helps students to get information easily in efficient way.

According to Arundel in Reading and Study Skill Lab (1999), skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content. Furthermore, there are steps in

applying skimming strategy, those are: (1) Read the title, (2) Read the introduction of lead paragraph, (3) Read the first paragraph completely, if there are subheadings, read each one, looking for relationship among them, (4) Read the first sentence of each remaining paragraph, (5) Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues, (6) Read the final paragraph completely. She also presented several steps to maximize the use of scanning system on reading comprehension: (1) Keep in mind at all the time what is you are searching for, (2) Anticipate in what form the information is likely to appear numbers, proper nouns, etc (3) Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan. (4) Let your eyes run rapidly over several lines of print at a time, (5) Read the entire sentence when you find the sentence that has the information you seek.

Based on the information above, it may be concluded that skimming and scanning strategies could be used by the students to comprehend narrative text’

2. Aimed of the study

The aimed of the research is going to investigate the effectiveness of skimming–scanning strategy in teaching reading in order to improve the students’ reading comprehension.

B. METHODOLOGY

This research used quasi experimental with nonequivalent group design which involved two groups. They were experimental and control group. The two groups represented the experimental and control group from two skill competences, they were Automotive Technique of Easy Transportation (KR) and Automotive Technique of Motorcycle (SM) groups, respectively. KR group consisted of 28 students and SM group consisted of 27 students.

The instrument employed in the present study was reading test. The reading comprehension test was aimed at measuring students’ reading comprehension in narrative, descriptive, and news item texts toward the use of skimming-scanning strategy. The reading test model was objective test in multiple choice tests. Before giving treatment, the researcher provided a reading test as a pre-test for both of experimental and control group. The purpose of the test was to recognize the two

groups' level before starting the experimental program and to compare the results of the pre-test with the result of the post-test after the intervention.

1. Data analysis and results

a. The improvement of students' reading comprehension

An independent samples t-test was conducted to determine whether the experimental group scored significantly higher than the control group on the mean scores of the pre and post-reading comprehension tests.

Table 1. The Students' Pre and Post-Reading Comprehension Test Result

	Group	N	Mean	S.D.	Sig. (2-tailed)	Gain
Pretest	Experiment	28	54.6	9.04	0.929	
	Control	27	54.41	8.77		
Posttest	Experiment	28	71.98	6.92	0.000	17.38
	Control	27	58.22	7.12		3.81

Based on the table 1, it showed that the total number students were 53 students which consisted of 28 students in experimental group and 27 students in control group. The comparison of the mean scores of the pre and post-reading comprehension tests shows a gain of 17.38 for the experimental group, and a gain of 3.81 for the control group.

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) or Independent-Sample t-test to know the significant difference between the results of students' means score of two groups (experimental and control group). The result of t-test could be seen in table 4.4 as follows:

Table 2. The t-test analysis

Variable	t-test	Df	t-table	Sig. (2-tiled)
Post-test	6.373	53	2.000	0.000

The table 2 indicated there was significant difference between t-table and t-test. The t-test was higher than t-table or $6.373 > 2.000$. It meant after treatment the students' reading comprehension increased.

b. The students’ improvement of three level of reading comprehension

Table 3. The Pre and Post-test Mean Score and Standard Deviation of Students’ Three Level Reading Comprehension

	Group	Literal		Inferential		Critical	
		Comprehension		Comprehension		Comprehension	
		Mean	SD	Mean	SD	Mean	SD
Pretest	Experiment	75.35	17.10	50.35	18.15	38.21	16.34
	Control	76.29	16.20	50.55	18.60	37.03	11.37
Posttest	Experiment	78.57	12.97	75.00	13.74	62.50	15.54
	Control	75.55	14.23	58.14	12.10	40.37	10.55

Table 3 indicated that there was no significant difference between the students’ mean score and standard deviation in three level reading comprehensions both of groups in pretest. After getting treatment, both of groups got improvement in inferential and critical levels of reading comprehension. Only literal level decreased in control group.

In this case, the researcher used paired t-test to know the significant difference between the students’ level comprehension means score of pretest and posttest in both of groups (experimental and control groups). The result of paired t-test could be seen as follows:

Table 4. The Paired T-test Analysis of Experimental Group

Variable	t-test	Df	t-table	Sig. (2-tailed)
Literal	1.071	27	2.052	0.294
Inferential	5.921	27	2.052	0.000
Critical	8.422	27	2.052	0.000

The table 4. indicated there was significant difference between t-table and t-test in inferential and critical level after treatment by using Skimming-Scanning strategy. The statement was proved by the t-test value of inferential comprehension (5.921) and critical comprehension (8.422) which higher than t-table value (2.052), at the level of significance 0.05 and the degree of freedom $(N - 1) = (28 - 1) = 27$, or *sig. (2-tailed)* is smaller than α ($0.000 < 0.05$, $df = 27$). However, there was not significant difference between t-table and t-test in literal comprehension where t-test value was

smaller than t-table ($1.071 < 2.052$) or *sig.(2-tailed)* is higher than α ($0.294 > 0.05$, $df=27$).

Table 5. The Paired T-test Analysis of Control Group

Variable	t-test	Df	t-table	Sig. (2-tiled)
Literal	-0.217	26	2.056	0.830
Inferential	2.137	26	2.056	0.042
Critical	1.275	26	2.056	0.214

The table 5 indicated there was significant difference between t-table and t-test in inferential level after treatment by using Direct Reading-Thinking Activity (DRTA) Strategy. The statement was proved by the t-test value of inferential comprehension (2.135) which higher than t-table value (2.056), at the level of significance 0.05 and the degree of freedom $(N-1) = (27 - 1) = 26$, or *sig.(2-tailed)* is smaller than α ($0.000 < 0.05$, $df=26$). However, there was not significant difference between t-table and t-test in literal and critical comprehension where t-test value was smaller than t-table, ($-0.217 < 2.056$) and ($1.275 < 2.056$), or *sig.(2-tailed)* is higher than α ($0.830 > 0.05$, $df=26$) and ($0.214 > 0.05$, $df=26$).

c. The improvement of students' three types of reading comprehension text

Table 6. The Pre and Post-test Mean Score and Standard Deviation of Students' Three Types Text of Reading Comprehension

	Group	Narrative (N)		Descriptive (D)		News Item (NI)	
		Mean	SD	Mean	SD	Mean	SD
Pretest	Experiment	56.78	15.88	52.50	17.76	54.75	16.39
	Control	55.18	12.51	53.70	17.79	54.44	16.25
Posttest	Experiment	72.50	12.94	73.21	12.18	69.28	14.12
	Control	62.96	14.88	54.81	13.69	56.29	13.05

The table 6 showed the students' mean score and standard deviation in three types of reading comprehension that the researcher used in this research. The data indicated that there was not significant difference between the students' mean score and standard deviation in three type texts of the reading comprehensions both of

groups in pretest. After getting treatment, both of groups got improvement in narrative, descriptive, and news item text of reading comprehension.

The researcher used paired t-test to know the significant difference between the students’ reading comprehension mean scores of three types text in pretest and posttest for both of groups (experimental and control groups). The result of paired t-test could be seen as follows:

Table 7. The Paired T-test Analysis of Experimental Group

Variable	t-test	df	t-table	Sig. (2-tiled)
Narrative	5.943	27	2.052	0.000
Descriptive	4.923	27	2.052	0.000
News Item Text	5.079	27	2.052	0.000

The table 7 indicated there was significant difference between t-table and t-test in narrative, descriptive, and news item text after treatment by using Skimming-Scanning strategy. The statement was proved by the t-test value of narrative text (5.943), descriptive text (4.923), and news item text (5.079) which higher than t-table value (2.052), at the level of significance 0.05 and the degree of freedom (N -1) = (28 – 1) = 27, or *sig.(2-tailed)* is smaller than α (0.000<0.05, df=27).

Table 8. The Paired T-test Analysis of Control Group

Variable	t-test	Df	t-table	Sig. (2-tiled)
Narrative	2. 840	26	2.056	0.009
Descriptive	0.372	26	2.056	0.713
News Item Text	0.756	26	2.056	0.456

The table 8 indicated there was significant difference between t-table and t-test in narrative text after treatment by using Direct Reading-Thinking Activity (DRTA) Strategy. The statement was proved by the t-test value of narrative text (2.480) which higher than t-table value (2.056), at the level of significance 0.05 and the degree of freedom (N -1) = (27 – 1) = 26, or *sig.(2-tailed)* is smaller than α (0.000<0.05, df=26). However, there was not significant difference between t-table and t-test in descriptive and news item text where t-test value was smaller than t-table, (0.372<2.056) and (0.756<2.056), or *sig.(2-tailed)* is higher than α (0.830>0.05, df=26) and (0.214>0.05, df=26).

C. DISCUSSION

Overall, the findings indicated that the students of experimental group improved their reading comprehension after treatment by using skimming-scanning strategy. During the treatment process, the researcher focused on improving reading skills through skimming-scanning strategy, students also carried out different activities about what they read such as answering questions or underlining the verbs.

The students at SMK Darussalam were not used to use skimming-scanning strategy, therefore when they had to do reading exercises they had difficulties because they did not understand the texts. The students thought that to understand a text they needed to know the meaning of every word. After conducting skimming-scanning strategy, the students realized that they did not need to know the meaning of all the words in a text in order to get the main idea. Diaz and Laguado (2013) in their action research found that skimming-scanning strategy helped students change their beliefs and perceptions about reading and transform their reading practice for the better.

The change of the students' habit from reading word by word to skim-scan the passage to answer the reading questions help students in their accelerated reading comprehension. In pretest, most of the students in control and experimental group did not answer some of the questions and complained the limited time (30 minutes) that the researcher gave. But, after treatment, some of the students in experimental group finished their posttest before the limited time. They just read and answered the questions as fast as they could. According to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea. In addition, Maxwell (1970) defined scanning as the ability to locate specific facts and details quickly it is regarded as a desirable reading skill and is taught in most developmental reading courses.

During the treatment, the researcher gave students limited time in some activities. She gave 2 minutes to the students to find out or underline the verb words in the passage. At the first meeting they read the passage word by word, not to skim-scan the text so that they were slow to find the words. The researcher also gave limited time (2 or 3 minutes) when exercising the students in multiple choices. At the second meeting, the students getting better to use skimming-scanning to save their time in answering questions although most of them still slow in reading comprehension, but the next meeting they became faster and faster to find and answer the questions. Abdelrahman and Bsharahin (2014) stated that if the learner

wants to be fast in comprehending a text, he or she needs to practice skimming-scanning.

In terms of students’ level of reading comprehension, most of the students got improvement in inferential and critical level comprehension in experimental group as showed in table 4.5. In these levels, the readers are required to get the ideas that are implied, to make an evaluative judgment about some aspect of the text, and to integrate the reading and thinking processes (Cooper et al., 1979: 29). It was also related to Maxwell (1970:7) stated that a preliminary skimming to locate main points not only serves to help the reader organize his ideas, but also increases his confidence that he can understand and retain the information.

Tamsi et al. (2013) conducted a qualitative research at SMAN 21 Surabaya. Based on the questionnaire that has been answered by the students, it can be seen that the students’ response toward skimming and scanning strategies was good. The results also showed that the teacher was not fully successful in implementing skimming-scanning strategy in teaching reading narrative text. The reason because there were still some steps that were not applied by the teacher. But, after the researcher conducted skimming-scanning strategy in SMK Darussalam Makassar, the students showed different achievement in their posttest in narrative, descriptive, and news item text from pretest in experimental group which meant students’ have good improvement in three types of text.

Based on the research result findings, the data showed that the differences of students reading comprehension after treatment are influenced by treatment given to them. It was proved by the result of statistical data analysis which indicated to the students’ progress. Therefore, it can be concluded that there was a significant difference of students’ reading comprehension before and after being taught by using Skimming-Scanning Strategy.

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