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THE IMPACT OF USING SKIMMING AND SCANNING STRATEGIES OF DESCRIPTIVE TEXT TOWARDS STUDENTS' READING COMPREHENSION AT GRADE EIGHT OF SMPN 22 BANDAR LAMPUNG

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Abstract

The objective of this research was to find out the impact of using skimming and scanning strategies towards the students' reading comprehension at grade eight of SMPN 22 Bandar Lampung. Reading comprehension refers to the readers' ability to understand the information of reading text. The use of skimming and scanning strategies in teaching reading is expected to be able to improve the students' reading comprehension. Data collection was administered by conducting two pre-test and two post-test in experimental group and control group. Treatment was administered for experimental group by using skimming and scanning strategies. While control group was treated by using traditional teaching. Data analysis was attempted by using t-Test for two group design. Results indicated that p-value 1% = 2.68, 5% = 2.01, and t-value = 14,882. It is statistically significant as p-value is smaller than t-value. Therefore, null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. These findings suggest that there is impact of using skimming and scanning strategies towards the students' reading comprehension at grade eight of SMPN 22 Bandar Lampung. It is suggested that the teacher uses skimming and scanning strategies for teaching reading.

Keywords: skimming strategy, scanning strategy, descriptive text, reading comprehension.

1. INTRODUCTION

English is learned intensively by many people in Indonesia because it is a foreign language which is important in the globalization era. English is taught as subject and as part of school curriculum of junior high schools and senior high schools. Beside that, English is learned in some kindergartens and elementary schools as additional subject nowadays.

In studying English, students have to master four basic language skills of the target language. They are speaking, writing, listening, and reading. Speaking and writing are language production, while listening and reading are language comprehension. Among those four skills, reading is vital in language comprehension. It is because students gain some information and some contents of material related to their subject in the school through reading. But, students usually have difficulty to comprehend the information from the text. They also often feel bored when they are reading. Consequently, teacher needs to choose an appropriate text and strategy to teach reading to the students.

There are some difficulties in teaching reading. Firstly, students usually have difficulty to catch specific information from the text. Secondly, students usually have difficulty to understand the text. Thirdly, students usually have difficulty to get the meaning of each word in the text. Fourthly, students usually have difficulty to answer questions based on the text. Based on the students' difficulties, teacher needs to choose suitable text and strategy to teach the reading activity. There are some strategies in teaching reading, two of them are skimming and scanning strategies. The two strategies skimming and scanning give a better way to the students to read more effectively to be able to get specific information from the text. By using skimming and scanning strategies, students will not be bored when they are reading text. It is because they do not need to read the whole text to get some specific information. By applying these strategies, the

teaching and learning process will be more effective and easier to carry out. Therefore, it can attract students' interest in reading.

2. THE IMPACT OF USING SKIMMING AND SCANNING STRATEGIES OF DESCRIPTIVE TEXT TOWARDS STUDENTS' READING COMPREHENSION

According to Djuwarsih (2006:14), skimming is a skill of getting general idea of a text. It means that we need only short time to read the text. It is because general idea of the text usually is located at certain lines or certain sentences of the text. In other word, we only need to read certain parts or lines of the text quickly. It is supported by Djuharie (2008:12) who claimed that skimming refers to look at the text quickly for getting the main idea from the text. It may be true that by using skimming, readers don't need to read the whole text. They only need to look at the text quickly and find the main idea of the text. So, they wouldn't waste their time when they are reading the text.

Brown (2001:308) said that scanning means quickly searching for some particular pieces of information in a text. It is said that by using scanning, reader only needs to extract specific information without reading through out the whole text. Scanning is usually used to look for names or dates, or to list a certain number of supporting details. It is supported by Djuwarsih (2006:14) who stated scanning is a reading skill in getting specific information from a text. When we want to know some specific information from the text, we should not read the whole passage carefully. We need only to locate the information we want from the passage. So that it can help reader get certain information from the text easily. It is because reader usually tends to read the whole text carefully.

Reading in English is sometimes carried out to comprehend the text partly or wholly. Therefore, one of language comprehensions in English is reading. Reading comes from the printed text. Based on Grabe (2009:15) who stated reading is a strategic process in that a number of the skills and processes used in reading calls for effort on the part of the reader to anticipate text information, select key words, organize and mentally summarize information, and match comprehension output to reader goals. Finochiaro and Bonomo (1973:119) in Tarigan (1979:8) said reading is bringing meaning to and getting meaning from printed or written material. It means that each reading text contains a certain message including the meaning of that message from the writer. Certainly, by reading text the reader will get more meaning from the writer's message. It can be inferred that readers will understand the message and get lot of information from the reading text. So, when readers skim and scan the text properly, they can understand the text partly and this may increase their knowledge.

Tarigan (1979:56) conveyed that reading comprehension refers to reading activity for understanding the text. It was inferred that when the readers read the text, there is a process of looking the text and understanding the message from the text. The readers will get new information from the text through comprehending reading text. It is supported by Koda (2005:4) in Grabe (2009:7) that stated reading comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known. It means that when the reader wants to get lot of informations from the text, the reader needs to comprehend what is written in the text. The information from the recent text can be combined with the reader's knowledge so that he can understand the message well.

Referring to Widarso (2013:32), descriptive text is a text which describes thing, place, or people by using words. It means that the content of this text is about description of something. This text usually describes the charecteristics of thing, place or people. Djuharie (2009:153) quoted descriptive text refers to a text that describes specific description of someone, something or particular place. It clarified that this text contain certains characteristics of someone, something or particular place. This text serves specific description which can be something, someone or parcticular place.

3. RESEARCH METHOD

There are two instruments were used to collect the data in this research. The instruments were pre-test and post-test. Pre-test is a preliminary test which is conducted to know the students' basic competence or knowledge for an educational experience or course of study. Pre-test was given to the students before the treatment. Post-test is a test which is given after treatment. This test is conducted after the researcher has given a treatment to the students. In this research, the students were given treatment by using skimming and scanning strategies in experimental group while control group received the traditional teaching . There were 8 descriptive texts and 40 test items of multiple choice with four options of each item. Only one

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option was the correct one and the rests were the distracters. The score was 0 – 100 so that if the students answered all the questions correctly they got 100.

There were some procedures conducted in this research. Firstly, determining subject of research. The subject of the research was grade eight of SMPN 22 Bandar Lampung. Secondly, finding and selecting the material. The researcher selected the material which used to give test and treatment appropriate with the curriculum of SMP about reading comprehension text. Thirdly, arranging the schedule conduct pre test, treatment, and post test in both of experimental and control classes. Fourthly, conducting the pre test. the pre test conducted in experimental and control classes. The researcher gave the same kind of descriptive text and 25 questions about reading comprehension text. Fifthly, conducting the treatment. The researcher gave treatment to the students by using skimming and scanning strategies. It was conducted in four meetings with the time allocation of 2 X 40 minutes in each meeting. On the other hand, the researcher conducted traditional teaching method in control class. Sixthly, conducting the post test. The post test conducted after the treatment. It was also conducted in experimental and control classes. The researcher gave the same descriptive texts and questions to the students in both of experimental and control classes. Seventhly, analyzing the data. The researcher analyzed the data by using t-Test (two group designs). It used to identify whether or not skimming and scanning strategies was appropriate to improve the students' reading comprehension. Eighthly, making finding report of this research. After the researcher collected the data, the researcher made finding report of this research to know whether or not the impact of skimming and scanning strategies was appropriate to enhance the students' reading comprehension.

After the researcher found the result of two pre-test and two post-test from experimental group and control group, the researcher analized all the data by using t-Test equation of two group design. The equation of t – Test is:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

4. RESULT AND DISCUSSION

4.1 The result of experimental group

From the result of pre-test and post-test for experimental group, the researcher found the lowest score of pre-test was 55 and the highest score was 80. On the other hand, the lowest score of post-test was 70 and the highest score was 95. The total score of pre-test was 1900 while the total score of post-test was 2320. It means that the total score of post-test was higher than the total score of pre-test. Therefore, it can be concluded that there was a significant score increase from pre-test to post-test. Based on the result of pre-test and post-test which were administered for experimental group, the researcher calculated the result of pre-test and post-test to find out the score for experimental group (y) and y^2. The number of subjects was 28. The score of experimental group (y) was gained from the score of post-test (y_2) subtracted by the score of pre-test (y_1). The total score for experimental group (y) was 425. The score for experimental group (y) was multipled by 2 to gain the square score (y^2) and the total score of y^2 was 6725.

4.2. The Result of Control Group

From the result of pre-test and post-test for control group, the researcher described the lowest score of pre-test was 45 and the highest score of pre test was 75. The lowest score of post-test was 50 and the highest score of post test was 80. The total score of pre-test was 1670 while the total score of post-test was 1745. It means that the total score of post-test was higher than the total score of pre-test. It can be concluded that there was a significant score increase from the pre-test to post-test. Based on the result of pre-test and post-test which were administered in control group (x), the researcher calculated the result of pre-test and post-test to find out the score of control group (x) and x^2. The score of control group (x) was gained from the score of post-test (x_2) subtracted by the score of pre-test (x_1). The total score of control group (x) was 70. The score of control group (x) was multipled by 2 to gain the square score (x^2) and the total score of x^2 was 450.

4.3 Discussion

The researcher determined two classes of experimental group and control group. Two pre-tests and two post-tests were administered for experimental group and control group. The treatment by using skimming and scanning strategies was only conducted in experimental group while control group received the

traditional teaching. After that, the researcher checked the result of the two pre-tests and the two post-tests in which each test consists of 40 questions in multiple choice form. Then, she calculated the right answers of 40 questions and each correct answer was multipled by 2.5 to get the total score of the two pre-tests and the two post-tests. After gaining the total scores of the two pre-tests and the two post-tests, she calculated and analyzed the scores statistically by using t-Test equation of two group design. The result of t-Test calculation was used to find out the impact of using skimming and scanning strategies on the students' reading comprehension.

During the treatment, the researcher found that the students had high interest to study reading. It can be seen when the researcher introduced the skimming and scanning strategies and the steps of these strategies at the beginning of the class. The students enthusiastically answered the questions when the researcher asked the students about the strategies. In the teaching and learning process that was conducted for this research, the researcher should know the students' ability in the implementation of skimming and scanning strategies. It referred to Djuharie (2008:12) who claimed that skimming refers to look at the text quickly for getting the main idea from the text. It was supported by Djuwarsih (2006:14) who stated scanning is a reading skill in getting specific information from a text. The students applied these strategies when they face the descriptive text and answer the questions based on the text during the treatment. The students also interested in applying some steps of skimming and scanning strategies that has been introduced by the researcher at the beginning of the meeting. It indicated that skimming and scanning strategies were appropriate and also helped the students to get specific information, main idea, and details of a text faster.

Based on the application of Skimming and scanning strategies during the treatment, these strategies can be used to minimize the students' boredom while reading. This is because the students do not need to carefully and understand the meaning of each word in the text. When the researcher asked the students to try to skim and scan descriptive text like the researcher did, they also enthusiastically did it. It indicated that the students were quite active in the teaching and learning process. The students tried to skim and scan the descriptive text in order to get specific information, main idea, and details of the text. This situation indicated that the students understood the lesson and enjoyed the teaching and learning process.

From the statistical calculation in the previous section, it showed that t-value was 14.882. This value referred to t-Test table (appendix) with the degree of freedom (df) = 54. It was in the level of significance of 5% = 2.01 and 1% = 2.68. Therefore, the data showed that t-value was bigger than p-value (14.882 > 2.01 / 2.68). It can be inferred that the result was statistically significant. Based on the calculation above, it indicated that there was an impact of using skimming and scanning strategies of descriptive text towards the students' reading comprehension at grade eight of SMPN 22 Bandar Lampung.

5. CONCLUSION AND SUGGESTION

This research was aimed at finding out the impact of using skimming and scanning strategies of descriptive text towards the students' reading comprehension by conducting two pre-tests and two post-tests. The researcher used t-Test equation to calculate the result of students' test. As the conclusion, the researcher explained that in experimental group, the total score before the treatment (pre-test) was 1900. The total score after the treatment by using skimming and scanning strategies (post-test) was 2320. In control group, the total score before the treatment (pre-test) was 1670 and the total score after the treatment by applying traditional teaching (post-test) was 1745. After finding the result of the two pre-tests and the two prost-tests, the researcher calculated the scores of the two groups into t-Test equation. The result showed that p-value = 2.01 / 2.68, this value referred to t-Test table (appendix) with degree of freedom (df) = 54 and was smaller than t-value which was 14.882. Based on the statistical calculation above, the result showed that the finding of the research was statistically significant. Therefore, there was an impact of using skimming and scanning strategies of descriptive text towards the students' reading comprehension. Based on the result of p-value and t-value, it indicated that alternative hypothesis (H_a) was accepted while null hypothesis (H_o) was rejected. It was concluded that the application of skimming and scanning as teaching reading strategies gave impact towards the students' reading comprehension. In other word, the use of skimming and scanning strategies was effective to improve the students' reading comprehension.

Based on the findings in this research, the researcher would like to convey some recommendations below:

a. Skimming and scanning strategies can be used as appropriate teaching strategy of reading. It is because the use of skimming and scanning strategies is effective to improve the students' reading comprehension. Therefore, the English teachers are suggested to use skimming and scanning strategies.

b. Teachers are suggested to apply these strategies continuously in teaching reading because teaching reading by using skimming and scanning strategies needs lots of practices not only theoretically but also practically in the teaching and learning process.

c. Students are suggested to be more focused while studying reading in order to improve their comprehension. They should realize that they can get lots of information and ideas through reading. Moreover, there are reading strategies which can help them to comprehend a text easily.

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