Skimming and Scanning Techniques for Reading Comprehension

Ayu Wandira, Muhammad Candra, Dewi Murni
[1]English Language Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Indonesia
[2]English Language Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Indonesia
[3]English Language Education Study Program, Universitas Maritim Raja Ali Haji, Tanjungpinang, Indonesia
Corresponding email: ayuwdr18@gmail.com

Abstract

This study aimed to describe how the skimming and scanning techniques could improve the students' reading comprehension at the IX-F grade students of SMP Negeri 16 Tanjungpinang in the academic year 2021/2022. The subject of this study consisted of 20 female students and 16 male students. This study employed Classroom Action Research (CAR). The kinds of data analyzed using qualitative and quantitative analysis. The quantitative data were from preliminary study, reading comprehension test I, and reading comprehension test II. Meanwhile, the qualitative data were obtained from the observation sheet. The quantitative data of the preliminary study showed that there were 6 of 36 students (17%) got score ≥70. In test cycle I, the number of students who got score ≥70 was 22 of 36 students (61%). In test cycle II, the students who got score ≥70 were 28 of 36 students (77%). Based on the quantitative data, the improvement of students' reading comprehension achieved the criteria success of this study. Furthermore, the qualitative data from the observation sheet showed that the skimming and scanning techniques improved the students' participation and enthusiasm. So, it could be concluded that the skimming and scanning techniques improved students' reading comprehension of Narrative text at the ninth grade students of SMP Negeri 16 Tanjungpinang

Keywords: *reading comprehension, skimming, scanning, Classroom Action Research (CAR)*

I INTRODUCTION

Reading was one of the four skills that should be mastered by students in learning a language. Reading was an activity to understand or get information from the text. Reading was an important activity in learning because it gave knowledge. In Indonesia, reading has an important role in every level of education. According to Dewi & Rakhmawati (2021), reading was the most important activity in the study for academic success, it was important because could be used to develop and update knowledge in the individual. Reading need comprehension in order to understand the context and to get new information about the text. Damanik & Herman (2021), stated that reading comprehension was a cognitive task to compare individual words and identify the meaning such as sentences, clauses, and paragraphs in reading activities. Reading comprehension was defined as the level of students understand the text. Amiruddin et al. (2022) said comprehension was something we get after the reader did the reading process. If the reader could read the words but didn't understand what they were reading, they were not reading. When students learned to read, they have to comprehend the text. By comprehending the text, the students could get the idea and the detailed information of the text. In school, reading used by the students to face final examinations or reading comprehension tests in English subjects. Therefore, that's why students need to have good reading comprehension.

However, there were many students still struggling to overcome their reading comprehension problems. The students' problems arise when they get difficult to understand the text. According to Mokalu et al. (2021), students usually difficult to focus on what they read and to get the ideas of the text, especially in answering questions from reading comprehension text. It is because reading text in a foreign language was different from reading in a first language. To find out the problems that exist, the researcher has done an observation in class IX-F of SMP Negeri 16 Tanjungpinang, the result showed that the students of IX-F still have difficulties in comprehending English text. The researcher got the data from students' English daily test the data showed that the mean score was 52 and only 6 students (17%) achieved the minimum mastery criteria, *Kriteria Ketuntasan Minimal* (KKM), meanwhile the number of students who failed was 30 students (83%) with the minimum mastery criteria for English is 70. The English teacher of class IX-F Mrs. Sumiati, said the students did not know the meaning of the text given. The important problem they were lack in vocabulary, so they felt difficult to translate the text. Then, the students difficult to find out the main idea, and make them confused. In this situation, students lost their time to read, but they didn't comprehend the text. The students were lazy to read because they thought that reading was a boring activity, the students did not have the motivation and they were less interested in reading because they did reading not use the strategy.

Knowing the fact above, in teaching reading the teacher has to choose an appropriate technique for teaching reading so the learning process is effective. The technique used by English teachers has to be suitable for the student's ability. The researcher introduced the skimming and scanning techniques to improve the students' reading comprehension. According to Silva Soledispa & Rosales Franco (2019), the skimming technique could help the students to develop their reading comprehension, because this reading technique facilitates the students to find the main idea, understand the text and save time in reading. Besides, Masduqi (2022) stated that scanning was far more limited, scanning involves running your eyes down the page looking for specific facts or keywords and phrases. Briefly, skimming and scanning were effective ways to help the students increase their reading ability which affects their comprehension. These techniques would help the students to settle their problems about the reading especially to find out main idea and specific information. Using these techniques could help students to understand the text easily and would be more effective and not waste their time.

Based on the result of the previous study using these techniques was a study done by Dina Merris Maya Sari (2016). The result of students' reading comprehension scores who have done taught using scanning and skimming techniques were good because they have an increasing score in cycle two as compared to the ones in cycle one. It means that scanning and skimming techniques were useful to improve students' reading comprehension.

Based on the reason above, the researcher was motivated to carry out a classroom action research using skimming and scanning techniques to improve students' reading comprehension at the ninth grade of SMP Negeri 16 Tanjungpinang.

II METHOD

The Classroom Action Research (CAR) was used as the study design for this study. According to Kemmis et al. (2013), classroom action research a research that raised the actual problem carried out by the teacher which is an observation typically that involves data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices. The aim of action research according to Sari et al., (2019) to gain an understanding of teaching and learning within one's classroom and to use the knowledge to increase teaching efficacy/student learning. The design of classroom action research that was used in this study was the step models by Kemmis and McTaggart's action research. According to Kemmis and McTaggart in Burns (2010), action research contains four phases; planning, acting, observing, and reflecting. In this study, the researcher as a teacher, and the collaborator as the observer to monitor the teaching and learning process.

The researcher conducted this study at SMP Negeri 16 Tanjungpinang. It was located at Jalan Ganet Hangtuah, KM. 11 Pinang Kencana, Kota Tanjungpinang. The subjects of this study were 36 students, they were students of class IX-F at SMP Negeri 16 Tanjungpinang in the academic year of 2021/2022 consisting of 20 female students and 16 male students. This study used a test and observation sheet as the instruments for collecting the data. The test aimed to measure the improvement of the students reading comprehension. Meanwhile, the observation checklist to monitor students and researcher during the teaching-learning process by using skimming and scanning techniques.

III RESULT

3.1 Result of Preliminary Study

Based on the preliminary study done in class IX-F of SMP Negeri 16 Tanjungpinang, the researcher found that the students had some problems with reading comprehension. The students of IX-F still have difficulties comprehending English text. This was proven based on the data of students reading comprehension that the researcher got from the preliminary study. From the data, the researcher found that the mean score was 52 and only 6 students (17%) achieved the minimum mastery criteria, *Kriteria Ketuntasan Minimal (KKM)*, meanwhile the number of students who failed were 30 students (83%) with the minimum mastery criteria for English was 70.

Thus, to overcome the students' reading comprehension problems the researcher conducted classroom action research by implementing techniques in reading that could be useful in teaching reading. The techniques used by the researcher as a teacher were skimming and scanning techniques.

3.2 Result of Cycle I
3.2.1 Planning

The researcher started to arrange the lesson plan for two meetings in cycle 1 based on the teaching material through online learning. Before holding the action, the researcher prepared the teaching material that was suitable for the students, developed teaching procedures through online learning, prepared tests, and prepared the sheet of the observation to observe the teaching and learning process through online learning using skimming and scanning techniques.

3.2.2 Acting

The acting of the cycle I was done on February 18th, 25th 2022, and February 26th 2022. The first and second meetings were done for implementing the teaching scenario and the last meeting for conducting the test of this cycle. At this acting stage, the researcher implemented the teaching scenario that has been planned before. While the teaching and learning process, the researcher gave the different Narrative texts for each meeting then the researcher thought the students how to apply the skimming and scanning techniques in Narrative text.

3.2.3 Observing

Observing was conducted during the teaching and learning process using skimming and scanning. The researcher observed the students and the collaborator observed the researcher when did the action using the observation sheet. The result of the researcher's observation sheet showed that the researcher could manage the class well, gave motivation to the students, and explained the material, but she forgot to explain the purpose of learning to the students in the first meeting. The result of the student's observation sheet showed that the students were interested while learning using skimming and scanning techniques, the students paid attention to the teacher's explanation, they also take notes about the material, but only some students were active while the teaching and learning process in this cycle.

3.2.4 Reflecting

The result of test cycle I, showed that the student's score increased from the result of preliminary study. There were 22 students or 61% of the students achieved the Minimum Mastery Criterion or KKM ≥70 and 14 students or 39% not achieved KKM ≥70. It means that the students' ability in reading comprehension improved but not achieved the criteria of success of this study. The improvement of students reading comprehension in this cycle compared to preliminary study could be seen in the figure below
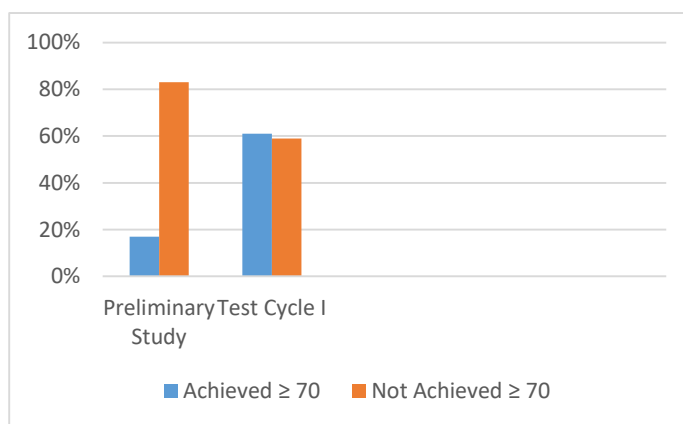

Figure 1 Students' Percentage of Preliminary Study and Test Cycle I

The researcher found that there were some problems when implementing the skimming and scanning techniques in cycle I. The problems were students still had difficulty comprehending the text. Especially they were still confused to find the specific information. But they were not confused anymore when they were asked to find the main idea of the text. The researcher and collaborator thought they need time to comprehend the text and find the information needed. To solve the weaknesses of the cycle I the solutions offered by the researcher as follows:

1) Motivated students to be active in the teaching and learning process
2) Motivated the students to be brave to ask and answer the question and not afraid to made mistakes
3) Gave more explanation about reading through skimming and scanning techniques, especially in determining keywords to find detailed information
4) Focus on the students who did not pass the KKM

3.3 Result of Cycle II

3.3.1 Planning

Planning in this cycle was arranged based on the problem found in the first cycle. Therefore, the researcher would still implement skimming and scanning techniques in this cycle II. The researcher planned this cycle similar to the cycle I. The researcher prepared the teaching material which suitable for the students, also prepared tests, and prepared the sheet of the observation to observe the teaching and learning process through online learning using skimming and scanning techniques.

3.3.2 Acting

In this acting phase, the researcher conducted three meetings. The implementation was done on March 4th, 11th and 12th 2022. At the meetings in this cycle, the researcher asked all the students to turn on their camera video while the teaching and learning process. The researcher gave the motivation to make students more interested and enjoyed in the learning process. The researcher explained some solutions in this cycle to the students.

The researcher explained more about how to determine keywords to find detailed information about the text and then gave some tips to answer the question. Then the researcher gave a Narrative text, the researcher asked some students who got a score less than ≥70 or students who did not pass the KKM. The researcher asked them to read the text. After they finished it, the researcher asked them to answer the question using skimming and scanning techniques. Then, the researcher discussed the students' answers with the whole class. Each question was answered by the different students. This is because the researcher want the student to be active while the teaching and learning process and the researcher want to focus on the students who did not pass the KKM at the test in cycle I.

3.3.3 Observing

The result of the researcher's observation sheet taken by the English teacher showed that the researcher could improve her ability in taught the class. When opened of the class, the researcher greeted the students and did not forget to attend the students. The researcher also conveyed the learning objectives and gave good motivation to students so they had the spirit in the teaching-learning process. The researcher also prepared good material for teaching the students in this meeting. The researcher also more focus on the students that why in this meeting the researcher asked all the students to turn on their camera video. So, the researcher could monitor the students, whether they paid attention to the researcher and the material given. The researcher always asked about the students' difficulties while the teaching and learning process. Because the researcher want to know the students' difficulties and then tried to solve the problem in every meeting. The researcher tried her best in teaching so there was an improvement in the teaching and learning process and also the students reading comprehension scores.

The researcher found that students were braver to convey their idea in this cycle. When the researcher asked the students how to find the detailed information that was the students' problem, some students could answer the researcher's question and could answer the question of the text given. The student's participation in this cycle was better than the first cycle.

3.3.4 Reflecting

Based on the result of students' test of this cycle, it showed that the percentage of students' who got the score ≥ 70 were 77% or 28 students. It means the criteria of success of this research has been achieved. After achieving the criteria of success of research the researcher decided to stop the action research because it had already succeeded. Therefore, the researcher did not have to revise the plan.
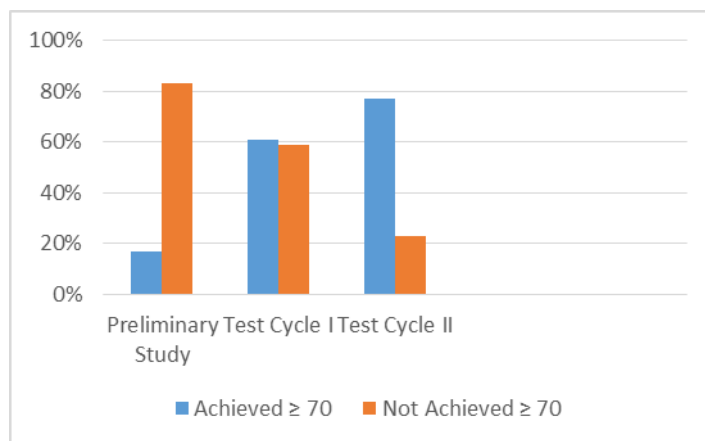

Figure 2 Students' Percentage of Preliminary Study, Test Cycle I, Test Cycle II

Some factors influence the result of the students' participation and reading test in this cycle:
1) The students understood how to answer the question using skimming and scanning.
2) The researcher attempted to encourage the students to be more active and brave in answering the researcher's questions during the teaching and learning process.

IV DISCUSSION

Based on the result of preliminary study, the researcher found that the students difficult to find the main idea and didn't know the meaning of the text. So it made them confused, in this situation the students lost their time but they didn't comprehend the text. This is supported by Mokalu et al., (2021) who said that students were usually difficult to focus on what they read and to get the ideas of the text, especially in answering the questions from reading comprehension text. The data that the researcher got from preliminary study also showed that there were only 6 students (17%) achieved the KKM. Meanwhile, the number of students who failed were 30 students (83%). Therefore, based on the reason above, the researcher concluded that the students' IX-F class reading comprehension was still low and the researcher decided to conduct classroom action research by implementing the techniques to solve the problem that was found.

After implementing the action of cycle I the students' scores increased from the preliminary study. It was found that there were 61% or 22 students who got ≥70. The result of students' tests in cycle I could not achieve the criteria success of this study. Some reasons caused the students' scores still low. First, the students were still confused to choose the keyword and find the specific information of the text given. Second, the students were also passive and shy to ask and answered the researcher's questions related to the material. These findings were in line with Yusuf et al., (2017) who found during their study using skimming and scanning the students were not able to find the details about the passage and need a few practices to determine keywords. Windayani (2015) in her study also found that the students were shy to answer the teacher's oral questions and also students had difficulties in answering the question about specific information.

Based on the problem found in cycle I, the researcher did some activities to solve the problems. First, the researcher motivated the students. According to Ningrum & Matondang (2017) motivation among English language learners is an important thing to overcome challenging and difficult learning tasks and the correlation between students' motivation and their achievement in reading has high correlation. Second, the researcher explained more about the techniques. Abidin (2021) stated that when introducing and explaining the technique not all of the students could understand it, so the researcher should explain them slowly and repeatedly because the students' level of understanding was different. Last, the researcher focus on the students who have not passed the criteria of success. According to Masbiran & Afriyeni (2021) the solution to help the students who got low scores by encouraging them to be active in learning.

The result of students' reading comprehension and students' behavior in cycle II got better than in cycle I. The increase could be seen from the percentage of students who achieved the criteria of success and the student's learning behavior. The students' learning behavior change, they actively participate and were enthusiastic during the learning process using skimming and scanning techniques. These findings were similar with Sari (2016) who found that in cycle II the student's percentage increased and the use of skimming and scanning techniques improve the students' participation in the learning process.

The students in IX-F class have not used any strategy, therefore when they had to do reading exercises they had difficulties because they did not understand the texts also they failed to answer the questions that the reading texts contained. After two cycles in this study, the implementation of skimming and scanning changes the students' habits from reading word by word or reading without a strategy to skimming and scanning to answer the question. It was showed that there were changes in students' activity in comprehending the text for better. This was supported by Díaz & Laguado (2013) the implementation of the action research using skimming and scanning techniques have a positive impact on students and helped students change their beliefs and perceptions about reading and transform their reading practice for the better.

The researcher found that using skimming and scanning techniques help the students in their reading comprehension and help students to answer the reading questions. The students were also more interested in reading, using the skimming technique the students quickly find the main idea. It proved based on the theory according to Brown (2003) and Armstrong (2015) who stated that skimming is the process of rapid coverage of reading matter to determine its gist or main idea and all you to did read the first and last paragraph of the text and also read the first lines of each paragraph. Scanning was an activity only retrieving meaningful information for a purpose by choose the keyword and identify the specific information of the text. Armstrong (2015) stated that by determining the keyword the reader already knows what they were looking for because they already have an idea in mind. Because, when the students could determine the keyword of the question the students know what they were looking for from the question itself.

The improvement of students' reading comprehension could occur because the skimming and scanning techniques could help the students to get the information more easily than reading without using any techniques. It was confirmed by Chamba Cañar (2019) who stated that the use of skimming and scanning techniques further improved their reading comprehension, the two techniques help them understand some texts to be an enjoyable experience. It was also supported by Abdelrahman & Bsharah (2014) who said that skimming and scanning help the students' in improving their comprehension and if the learner wants to be quick in comprehending a text, they need to use skimming and scanning.

V CONCLUSION

Based on the result of the data finding and discussion, it could be seen the process of improving students' reading comprehension in every cycle and could be seen from the increase in students' mean score among preliminary study, cycle I, and cycle II. The improvement was achieved through the attention paid by the researcher to some important factors in effective learning, such as motivation, and the teaching material in the class. It could be concluded that the used skimming and scanning techniques could improve the students' reading comprehension in the ninth-grade students of SMP Negeri 16 Tanjungpinang.

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