

THE INFLUENCE OF READING TECHNIQUE (SKIMMING
SCANNING) ON READING COMPREHENSION ACHIEVEMENT ON
NARRATIVE TEXT AT FIRST GRADE STUDENTS' OF MAN 18
PONDOK KOPI, JAKARTA TIMUR

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ABSTRACT

The research consists of two variables, the independent variable and dependent variable. Independent variable is reading technique (skimming-scanning) and dependent variable is reading comprehension achievement on narrative text. The objectives of this research is to find out whether there is influence of reading technique (skimming-scanning) on reading comprehension achievement on narrative text.

The research method applied is quasi experiment design, it means that the research after the fact. The instrument that is used to collect data is objective test. It consists of 60 items before try out and then after try out only 30 items which have good validity and reliability are used. The population in this research was all first grade students of MAN 18 Pondok Kopi, consisting of 101 students divided in 3 classes. Of these three classes, two of which were used as samples: experiment and control class, respectively consisting of 35 and 31 students. The sampling method is cluster random sampling.

The data collected from the samples were then analyzed statistically with t-test, after the data fulfilled the pre requisite tests of normality and homogeneity. The two samples come from normality distribution population since both significances were higher than 0,05, namely $0,119 > 0,05$ and $0,179 > 0,05$ and thus the H_0 is accepted. The homogeneity tests applied to both samples revealed that the variance of the two samples were homogenous: $0,445 > 0,05$ for experiment class and $0,245 > 0,05$ for control class.

The result of statistical calculating using significant 5% (0,05) of t-test with degree of freedom ($df = N_1 + N_2 - 2 = 66$) revealed that $sig < 0,05$ ($0,00 < 0,05$). Based on this, the research rejected the null hypothesis (H_0) and accepted the alternative hypothesis (H_1). Therefore, there is influence of reading technique (skimming-scanning) on reading comprehension achievement on narrative text of the first grade students' at MAN 18 Pondok Kopi, East Jakarta.

Keywords: Influence, Skimming, Scanning, Reading

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INTRODUCTION

Man is a social being. As a social being, he needs to be with others. For him to be able to communicate and interact with other people from the same speech community or from other speech communities, he needs language. Language, in fact, is an important tool for human beings as social beings, without which there will be no verbal communication between individual or among members of community, or among members of the world society. Language is a tool to convey ideas, opinions, and feelings. Language competency, according to the Suara Pembaharuan Daily of 19 October (2006: 13), includes three functions:

1. as an expression of one's state of mind
2. as an efforts to influence others
3. as a tool to convey ideas, opinion or feelings.

In addition to the above mentioned functions, language is a means used to gain knowledge. Without language, knowledge is not easy to pursue and obtain. One of the languages widely and internationally used as a language of science and technology is English. Due to this strategic position English is the language which is much hunted and learned by millions of people worldwide. Taking into account the importance of English as a language of knowledge and science, the Indonesian government has decided to make English a compulsory subject, which is taught at junior high schools and senior high schools, for the reason that Indonesia as a developing country badly requires transformation of knowledge and science from advanced nation in order to pursue the development objectives. Since the largest number of literatures dealing with science and technology use English as medium, those who want to pursue knowledge and science have to learn the language first.

The primary objective of English language learning in Indonesia is on the pursuit of reading comprehension skill, without intending to put aside the other three skills, but rather, those skills are presented in an integrated manner. Ideally, therefore, upon completion of study at senior high school, students are expected to be able to communicate in English with the main competency possessed is reading comprehension. Low interest of students in English is one of the factors leading to poor achievement in the subject, especially in reading. Students are not motivated to read English text because they find it difficult to understand the text. (Buchari, 1996: 22). Reading is a window of the world, with reading, we can get knowledge and knowing the world without go around the world. reading comprehension is the degree to which we understand what we read. Kustaryo also added (1998 : 11)

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“Reading with comprehension means to understand what has been read, it is an active, thinking process that depends not only on comprehension skills but also on the students experiences and knowledge, comprehension involves understanding the vocabulary seeing the relationship among word and concepts, making judgment and evaluating”.

According to David Nunan (2003:68) stated that Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Meanwhile W. Grabe and F. Stoller (2002 : 9) states that “Reading is the ability to draw meaning from the printed page and interpret this information appropriately”. According to Frank Smith (1994 : 167)said that Reading is extracting information from print. Meanwhile Eskey and Grabe (1986 : 6) states that “Reading is primarily a cognitive process which means that the brain does most of the work”. Meanwhile Reading is interactive between reader and text. It requires sufficient knowledge of language, and sufficient knowledge of the world and a given topic (Grabe, 1997). In Cambridge International Dictionary of English (1995 : 1178) Reading is skill or activity of getting information from books. There is another definition, Dobson (1992 : 7) concluded that “Reading is continuous inspiration and pleasure. Reading for students is to find out information needed to solve their problems, such as answering the question during the examination, writing papers, thesis, or report research”. F. Grellet (1981 : 3) said that reading comprehension is understanding a writer text means extracting the required information from it as efficiently as possible. Meanwhile W. Grabe and Fredricka L. Stoller (2002 : 29) states that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.

Meanwhile Keraf (1984 : 136) states that “Narrative paragraph is divided into two lands : imaginative story, such as short story, fable, novel and expressing narrative for example news report, biography, history. “A narrative is the specific description that helps develop a picture of the people in the story, the setting of the story and the event in the story” stated from (Lea, 1987: 108).

In reading comprehension achievement on narrative, there are many factors involved in it, such as teaching method, technique reading, vocabulary, reading motivation, learning system. This research only concerns with reading technique. One of the prevailing problems is that students do not

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know about reading technique like skimming and scanning. They don't know that reading technique can be quickly to understand the text without reading all of words.

To make capable in reading not only need good vocabulary but learns should know how to read well. So, the others will understand it well with using reading technique. According to Beatrice (1990 : 138) Skimming is very fast paced reading. Meanwhile F. Grellet (1981 : 19) state that skimming is therefore a more thorough activity which requires an overall view of the text and implies a definite reading competence. Beatrice and Jeffries (2004 : 38) states that skimming is high-speed reading that can save you time and help you get through lots of material quickly. You skim to get the general sense of a passage or book, not specific details. Meanwhile Eskey and Grabe (1986: 109) argue that "skimming is reading quickly for the main idea, for example : it is how one generally reads a newspaper. On the other hand, According to Eskey and Grabe (1986 : 109) scanning is contrast, is looking for a specific piece of information, for example : it is how one locates an item in the telephone book. Meanwhile Mikulecky and Jeffries (2004 : 25) states that scanning is very high-speed reading that you do when you are looking for a specific piece of information. Beatrice (1990 : 49) states that scanning is a high-speed reading skill used for locating specific information. Meanwhile according to Farell (2002 : 14) that scanning is a reading strategy that involves students reading a text in order to find specific information.

From the above statement it is said that the student should be able understand what they read quickly, get information and comprehend about narrative text. To guide the writer in finding the appropriate steps her research, the problem is formulated as follows "Is there any influence of skimming-scanning on students' reading comprehension achievement on narrative text at first grade in MAN 18 Pondok Kopi, East Jakarta?

Based on the theories and reinforced by relevant research findings presented above, the writer assumes that there should be a certain degree of influence of technique reading skimming and students' reading ability in narrative text. To prove this needs empirical research. Based on the theories and the assumption made, the writer formulates the hypothesis as follows:

1. Null Hypothesis (H0)

There is no significant Influence of reading techniques of skimming-scanning on reading comprehension achievement in narrative text of the first grade students at MAN 18 Pondok Kopi, East Jakarta.

2. Alternative Hypothesis (H1)

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There is significant influence of reading techniques of skimming-scanning on reading comprehension achievement in narrative text of the first grade students at MAN 18 Pondok Kopi, East Jakarta.

The results of the research are expected to motivate students in reading comprehension especially in narrative text to increase their score in reading, to provide the ways for the students in quickly understanding what they read about narrative text, to improve students' achievement in improving their reading comprehension especially in narrative text, to serve as one of the College's references to help the students' progress mainly in the case of students achievement in reading narrative text.

METHOD

The research method applied is quasi experiment design, it means that the research after the fact. The instrument that is used to collect data is objective test. It consists of 60 items before try out and then after try out only 30 items which have good validity and reliability are used. The population in this research was all first grade students of MAN 18 Pondok Kopi, consisting of 100 students divided in 3 classes. Of these three classes, two of which were used as samples: experiment and control class, respectively consisting of 35 and 31 students. The sampling method is cluster random sampling.

The data are taken from both the experimental and control classes. The data are collected through tests after the treatment adopting reading technique using skimming and scanning. The test as instrument for collecting data was developed from the indicators of reading comprehension as stated in the Blue Print (Table of Specifications). The instrument was first tried out first before it was given to the sample classes to find out its validity, reliability, discrimination index, and difficulty index. Only the good test items were given to the sample classes of both the experiment class and control class. The data collected from the sample classes are analyzed using t-test after they have fulfilled the pre-requisite analyses of normality and homogeneity.

FINDINGS AND DISCUSSION

Research Finding

The Reliability of Test

The tests as meant here are tests of reliability, validity, discrimination index and difficulty index. The data used to analyze the reliability, validity, discrimination index, and difficulty index are taken from the try out class. To put in other words, before the instrument used for the post test was given to

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the sample classes, it should be tried out. Before the try out, the writer had 60 question items given to the try out class and after the analysis was applied to the instrument there were only 30 items which met the requirements for good question items. The analysis was done difficulty index. From 60 questions, there are 30 questions is good based on result from ITEMAN.

The Normality Test

The analysis of normality applied to the data from Experiment class and Control Class. The analysis uses *Kolmogorov-Smirnov and Shapiro-Wilk* using SPSS. The result is excerpted as follows:

The hypothesis formulation reads as follows “

H0: samples come from normally distributed population

H1: samples do not come from normally distributed population

The determination

- When significant $> 0,05$, samples come from normally distributed population.
- When significant $< 0,05$, samples do not come from normally distributed population

The following is the result of analysis applied to data from Experiment Class:

Table of Normality Test experiment class

<i>Kolmogorov-Smirnov</i>			<i>Shapiro-Wilk</i>		
<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
,133	35	,119	,959	35	,215

Conclusion sig. .119 $> 0,05$ Ha (H1) is rejected and Ho is accepted. This means that the samples come from the population which have normal distribution. The same procedure was also applied to the data from control class. The result is presented in the table below.

Table of Normality Test control class

<i>Kolmogorov-Smirnov</i>			<i>Shapiro-Wilk</i>		
<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
,132	31	,179	,965	31	,397

Conclusion Sig. ,179 $> 0,05$. Ha (H₁) is rejected and Ho is accepted. It means that the data from samples in the control class come from population which have normal distribution.

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Result of Data Analysis Using SPSS-based t-test

The following is the descriptive statistics presentation of data obtained from both Experiment and Control Class.

Data Description	Result	
	Experiment	Control
Number of items	30	30
Number of samples	35	31
Score range	60 – 94	34 - 70
Average	74	54
Standard of deviation	2,431	2,982

- The achievement of students' reading comprehension on narrative text in experiment class got higher score 94 and the standard deviation 2,431.
- The achievement of students' reading comprehension on narrative text in control class got high score only 70 and standard deviation 2,982.

The data above were then analyzed with t-test to find out whether the differences in the Experiment Class and Control Class are significant.

From the *t-test* using SPSS applied to both data, the result of the analysis is excerpted as follows:

	Levene Statistic		t-test for Equality of Means		
	<i>F</i>	<i>Sig</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
Achievement in Reading Comprehension on Narrative Text	000	1,475	000	64	,000

Hypothesis Formulation:

HO : There is no difference in variable X and Y

H1 : There is difference in variable X and Y

Determination:

- When significant > 0,05, HO is accepted and H1 is rejected.
- When significant <0,05, HO is rejected and H1 is accepted

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From the analysis by Levene Statistics of t-test, the following calculation is obtained: $t = .000$, significant (sig) (2-tailed) = .000 Conclusion of statistical analysis: Since $t = 000$, and $\text{sig. } 000 < 0,05$, H_0 is accepted, meaning that there is difference in variable X (Experiment Class) and variable Y (Control Class).

Discussion

The data collected from the samples were then analyzed statistically with t-test, after the data fulfilled the pre requisite tests of normality and homogeneity. The two samples come from normality distribution population since both significances were higher than 0,05, namely $0,119 > 0,05$ and $0,179 > 0,05$ and thus the H_0 is accepted. The homogeneity tests applied to both samples revealed that the variance of the two samples were homogenous: $0,445 > 0,05$ for experiment class and $0,245 > 0,05$ for control class.

The result of statistical calculating using significant 5% (0,05) of t-test with degree of freedom (df) = $N_1 + N_2 - 2 = 66$ revealed that $\text{sig} < 0,05$ ($0,00 < 0,05$). Based on this, the research rejected the null hypothesis (H_0) and accepted the alternative hypothesis (H_1). Therefore, there is influence of reading technique (skimming-scanning) on reading comprehension achievement on narrative text of the first grade students' at MAN 18 Pondok Kopi, East Jakarta.

Interpretation

Based on the result of statistical analysis using SPSS/Lavene-based *t-test* applied to the hypothesis, it revealed that H_0 is rejected and H_1 is accepted based on the result of the t-test, which showed that $t = 000$ and significant (sig.) .000. Since significant ,000 $< 0,05$, H_0 is rejected and H_1 is accepted. The rejection of H_0 and the acceptance of H_1 lead the writer to the conclusion that there is difference in the Variable X and Y. This difference is caused by the treatment given by the writer to the Experiment Class using reading techniques of Skimming-Scanning.

Conclusion

Research revealed that H_1 = there is difference in variable under investigation, is accepted. The difference is caused by the treatment the use of reading techniques of skimming-scanning given to Experiment Class. Therefore, the research concludes that the treatment, namely the use of Reading Techniques of skimming and scanning given to Experiment Class at the First Grade of MAN 18, Podok, Kopi, East Jakarta, influences the

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students' achievement on Reading Comprehension on Narrative Text. To put it in other words, there is Influence of Reading Techniques of Skimming-Scanning on the Achievement of Reading Comprehension of the First Grade Students at MAN 18 Pondok Kopi, East Jakarta.

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