IMPROVING STUDENTS' READING COMPREHENSION THROUGH SKIMMING AND SCANNING TECHNIQUE IN TEACHING NARRATIVE TEXT

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Abstract
This study was carry out to improve the students reading comprehension of narrative text through skimming and scanning technique on eighth grade students of SMP Mujahidin Pontianak in academic year 2018/2019. The subjects of this study were consisted of 21 students. The method used in this study was classroom action research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMP Mujahidin Pontianak as an observer and collaborator. This study was conducted following Kurt Lewin model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carry out in two cycles. Each cycle consisted of two meetings. The data were gathered in this study through interview, field notes, and test. Most of the students gradually gained good scores at the end of the cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 75 (seventy-five). The mean in the first cycle was 70,1. The mean score in the second cycle was 75,4. In conclusion, Skimming and Scanning technique could improve students' reading comprehension.

Keywords: Classroom Action Research, Narrative text, Reading comprehension

INTRODUCTION

When people talk about reading, it might be automatically related to comprehension or understanding. Armbruster (2000: 41) defined that "comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading". For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Talking about reading activities, the teachers must consider a strategy that is suitable for teaching reading in order to make the learning process becomes effective. The strategy itself should be adjusted with the condition of the class and the ability of the students. The strategy used by English teachers in teaching reading also must be adjusted to the kinds of reading text.

To find out the problems that exist in the class, The researcher has done an observation in the class and interview to the English teacher at SMP Mujahidin Pontianak. From the result of the observation and interview, it revealed that the eighth grade of junior high school students had a problem in reading. When the researcher asked about the students' reading ability, the teacher said that the students are weak in reading comprehension. From the pre-observation, the researcher found the fact that the eighth grade of junior high school students of SMP Mujahidin Pontianak had a problem with reading that the students' reading comprehension was still low. It could be seen from the students' reading achievement score. There were some facts that indicated the problem.

First, students' interest of reading is still low. Second, students had difficulties in understanding the text. They had difficulties in finding the main idea, identifying supporting idea, and understanding meaning of word, phrase, and sentence. Third, the students needed a lot of time in understanding the text. They did not use any kind of strategies when reading the text especially in reading narrative text. Consequently, they spent much time to answer the comprehension questions related to the text and copied their friends' work.

In this research, the researcher tries to combine two different techniques to solve students' reading comprehension problem that is skimming and scanning technique. When people wish to find only important ideas and not all the details, they often skim a text. Beale (2013: 2) stated that "skimming refers to looking only for the general or main ideas. Skimming is used when a person is not interested so much in total comprehension, but is instead trying to locate essential points and major details". On the other hand, Ways (2014: 3) stated that scanning is a technique to trigger and extract key information and ideas such as names, numbers, and specific facts. When people scan the text, they often focus on the author's use of organizers such as bold print, lettering, numbering, colors, signal words such as first, second, and so on. Through this technique, the students will be easy and quickly comprehend the text. The students will focus on the main idea and specific information that they need. It will help the students comprehend the text without consuming much time.

This research has similarities with previous research because the researcher tries to use Skimming and Scanning technique to teach reading skill. The researcher agrees with the previous research that Skimming and Scanning technique will improve reading comprehension and make students more active and attentive in the teaching learning process. The difference between this research and the previous research is this research will try to combine two techniques namely Skimming and Scanning to improve students reading comprehension, while the previous research only tried to find out whether the use of Skimming or Scanning can improve students reading comprehension. The previous research also used Experimental research method while in this research the researcher used Classroom Action Research in order to help the students solve their problem in reading comprehension.

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately, the people find many problems in reading. According to Nuttall (2002), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

One of English text types that junior high school students learn is narrative text. Narrative text is kind of text that tells about a story that is based on some events or experiences. According to Anderson and Anderson (2003), a narrative text is a text that tells a story and, in doing so, entertains the audience. Its purpose is to amuse or entertain the reader with a story.

According to Brown (2002: 308), "Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas". Meanwhile, Ways (2014: 3) stated that scanning is a technique to trigger and extract key

information and ideas such as names, numbers, specific facts.

According to Cullen (2015: 5), there are steps of skimming that would be prepared by the students in the text, such as: 1) The students should read the title. 2) The students should read the introduction. 3) The students should read the sub headings and think about how they are related to one another and to the title. 4) The students should read the first sentence in each paragraph. **5)** The students go back through the text looking for clues as to content and importance. Such clues include: a) Words that answer who, what, when, why and how. b) Proper nouns (nama orang, tempat, dan benda spesifik). c) Numbers Adjectives such as best, worst, most, good, nice, etc. d) Changes in font such as italics, underlining, boldface, etc. e) The students read the last paragraph. f) The students should finish reading as quickly as possible. Cullen also mentioned how to scan a passage. There are steps of scanning that would be prepared by the students in reading the text, such as: 1) After reading the text, the students must look study the questions at the end. **2)** Students mus search for key words or ideas. 3) Students go back and look up each vocabulary term and reread the definition from the book.

RESEARCH METHOD

Considering the purposes of the research and the nature of the problems, this research used Classroom Action Research. Mettetal and Cowen (2000) state that a classroom action research is a method to find out the best strategy or technique in the classroom in order to improve students' skill. It means that to get the data and information that were needed, the researcher did the research by himself in the classroom. There were two cycles in this classroom action research. Each cycle consists of planning, acting, observing and reflecting. In doing this research, the researcher was helped by a collaborator to defining and exploring certain problems and needs in the

classroom. The researcher acted as a real teacher who teach reading to the students by using Skimming and Scanning Technique. The collaborator was acted as an observer while the researcher applying Skimming and Scanning Technique in improving students' reading comprehension.

In general, there are many Classroom Action Research designed by some experts. Otherwise, this research used Kurt Lewin's design for many reasons. It is easy to be applied, applicable, suitable for this study. Kurt Lewin's design consists of four phases within one cycle. They are planning, acting, observing, and reflecting. Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle. Here some explanations about each phase and how it works.
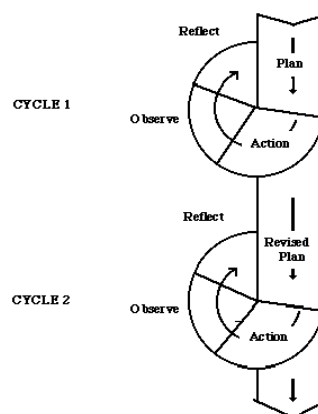

Figure 1. Kurt Lewins CAR design.

In order to make the circle above clear, below is the explanation of those steps: 1). Planning is related to the activity planning which is going to be held by in the classroom. It is about the lesson plan, observation checklist sheet, field notes, and the test. 2). Acting is the action after planning has been managed. It is when the technique, material and tasks are being held or applied. The acting stage is the application of the planning stage. In this stage, the researcher handled the class; meanwhile, the collaborator observed the process of

the classroom activity while the technique was being used. The collaborator observed and filled in the observation checklist to observe the process. 3). Observing is to see how the activity is running; and to gather the data as the information to be assessed. The statements in the observation checklist were the expectation of the researcher toward the achievement that the students had within the process that will measure the strength and the weaknesses of the process of teaching learning. In the observing stage, there was a collaborator. The collaborator observed the activity by giving checklist to the observation. 4). Reflecting is the stage to reflect how the research has been carried out; from the planning to the observation stage. In this stage, both of researcher and the collaborator reflects of what had happened in the planning to observation stage. This stage determined the success of the technique being used; whether it worked well or there were still weaknesses toward the process.

This research was conducted in SMP Mujahidin Pontianak. The school is located at MT Haryono Street. The subject of this research is the eighth grade students of SMP Mujahidin Pontianak in 2018/2019 academic year. There are 21 students in class VIII A as respondents of the research. The curriculum used in the class is the school-based curriculum (KTSP).

The observation was done in order to get the information that was needed. The researcher was collected the data by observing the class situation and condition in the teaching learning process. The collaborator was sit at the back of the classroom and note down the class activities during the teaching and learning process. The observation was done by the English teacher as the collaborator. The observation results recorded in the form of observation checklist.

The interview was done by the researcher. The researcher was interviewed the students and the English teacher about the activities in the teaching and learning process after each cycle done. In this case, the researcher used an interview guidance to interview the participants. However, there might be any possible questions and unpredictable questions that would occur to find out more information from the participants. The information was recorded and transcribed into interview transcripts.

To answer the research question, the researcher used reading comprehension as an assessment. The assessment conducted to measure the students' reading comprehension after Skimming and Scanning have been taught. The assessment materials were based on the curriculum and syllabus. The test was given at the end of each cycle. The test was taken from English textbooks and internet. The test were consists of 20 multiple choice questions of narrative text.

To get students' mean score, the researcher measured it by using the following formula:

Equation 1. Mean score of student

$$X = \frac{\sum x}{n}$$

X = Mean or average.
∑x = Total score of all students.
n = Number of students. Sudjono (2002)

To get students' the individual score of reading comprehension test, the researcher measured it by using the following formula:

Equation 2. Students individual score

$$S = \frac{x}{y} \, X \, 100$$

S = Score
x = Total of the correct item
y = Total of item

The researcher tried to get the class percentage who had already passed the minimal mastery level criterion (KKM) considering English subject gains score

75. The researcher calculated it by using this formula:

Equation 3. Test percentage

$$P = \frac{f}{N} \; X \; 100 \, \%$$

p = Test Percentage
f = Students who get score ≥ 75
N = Number of the students

Then, after getting average of students' score per-action, the researcher was identified whether the students improve their understanding of narrative text from written test up to test 1 in cycle 1 and test 2 in cycle The researcher used the formula below to analyze the data:

Equation 4. Students percentage cycle 1

$$P1 = \frac{y1 - y}{y} \; X \; 100 \, \%$$

p1: Percentage of students' improvement.
y1: Average of test 1.
y : Mean of test.

Equation 5. Students percentage cycle 2

$$P2 = \frac{y2 - y}{y} \; X \; 100 \, \%$$

p2: Percentage of students' improvement.
y2: Average of test 2.
y: Mean of test.

RESULT AND DISCUSSION

Findings of this research is used to answer the implementation of skimming and scanning technique improves the students reading comprehension in eighth grade students of SMP Mujahidin Pontianak in academic year 2018/2019. The data was taken from the students' achievement test, observation checklist and field note.

This research was conducted in two cycles that was on 6th April 2018 until 20th March 2018. During applying the strategy, the researcher recorded what actually happened in the classroom by using field note. After giving the students' worksheet, the researcher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

Finding of Cycle 1

In the first cycle, the acting stage was conducted in three meeting that was on 7th March, 8th March, and 13th March, 2018. During impelementing skimming and scanning technique, the researcher as a teacher and had the collaborator as the observer teaching learning process to observe what actually happened in the classroom through observation checklist and field notes. The collaborator's view of the process was very important to avoid the subjectivity of the teacher. After the researcher gave the materials,implemented skimming and scanning technique, and the students did the test, the researcher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings. From the research finding and the data analysis on the first cycle of the research, the researcher concluded that it was not satisfying. There were some obstacles happened in this cycle. More efforts would be needed to achieve the goals of the technique applied. The researcher decided to conduct the second cycle. The reflection of the first cycle was as follows:

The students were less active in the first meeting. There were some student still busy playing with another students.

Some of texts distributed to the students could not be printed well and not readably clear enough. Then, some of students didn't get the text.

The group works were less effective because there were too many students in the group. There were only two or three students who discussed well in one group, the rest of the group member were talking and not respect to their group.

The results of the students' individual test were also not satisfying. The

students' mean score was under the students' standard minimum score. Those problems above led the researcher to conduct another cycle in order to improve everything in the teaching learning process; in term of the students' performance, teacher's performance, as well as the score of the students. In conclusion, the first cycle was not as good as expected. It needed to be revised, corrected, and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle or second cycle to revise and improve the shortages and weaknesses in the first cycle.

Finding of Cycle 2

The second cycle was conducted on March 14th, March 15 and March 17th 2018. The result and reflection of Cycle 1 provided the basis for planning Cycle 2. The teacher concluded that there were some aspects which had to be improved. The first problem deals with the presentation of the texts. Some of texts distributed to the students could not be printed well and not readably clear enough. Then the group works in the first cycle were less effective.

The researcher noted some findings in the second cycle during the acting stage of the classroom activities. The findings are as follows:

In ths cycle, the teaching and learning process was improved. It based on the result of the obsevation where the students did the task without confusion, they participated actively during the teaching learning process, and they looked more motivated in learning process.

Then, the result of students' individual test was improved. In cycle 1, the students whose qualified as excellent was improved from 23,80% (5 students) in cycle 1 to 38,09% (8 students) in cycle 2. From the mean score was known that the result in cycle 1 was 70,7 (didn't reach KKM) improved to 75,4 (good) in cycle 2.

The researcher concluded that the second cycle had been successful. The students' mean score was improved and the teaching learning process was better than the first cycle. It meant that the cycle could be stopped.

In conclusion, the researcher determined that this research was satisfactory. Therefore, the researcher has concluded the action hypothesis which states "skimming and scanning technique can improve the students' reading comprehension in teaching-learning narrative text of eighth grade students of SMP Mujahidin Pontianak in academic year 2018/2019" is proven.

DISCUSSION

Based on the result of the cycle, there is an improvement of students' comprehension in reading a narrative text after implementing the Skimming and Scanning Strategy. The improvement of the students' comprehension in reading by using Skimming and Scanning Strategy was supported the previous research by Hutabarat (2012) and Agustin (2012). The first, Hutabarat (2012) found that The findings indicated that the scores of the students who were taught by applying Skimming Technique is higher than those who were taught without applying Skimming Technique. In his research, he wrote that the students who were taught by applying skimming technique had better reading comprehension scores and helped the students to get the main idea easily. Therefore, English teachers are suggested to use Skimming Technique in order to improve students' reading comprehension. The second, Agustin (2011) found that teaching reading using scanning technique was effective way to improve the students' reading comprehension.

There were similarities of this research with the previous research such as by applying skimming technique the students have better reading comprehension score. Second, it can help the students to get main idea easily.

Third, after the researcher applying skimming and scanning strategy, the students' score in reading comprehension were higher than those who were taught without applying those strategy. The last, it was an effective way to improve students reading comprehension. The differences of this research with the previous researches were the researcher tried to combine those two strategies to teach reading comprehension in narrative text. The previous research tried to find out the effect of applying skimming strategy and find out the effectiveness of scanning technique in improving the reading ability. They did an experimental research. Meanwhile, this research was an action research. The success of this research is influenced by two factors; the teacher's factor and the students' factor. The teacher's factor was the teacher's classroom management and the teacher's explanation. In this research, the teacher had a better classroom management in the cycle 2. The teacher could control the students in the group and make all members of the group participating to read narrative text. The teacher also guided the students and explained them clear instruction. It made the students easier to follow the strategy to read a narrative text. Second was the teacher's explanation. In the cycle 2, the teacher explained the material clearly and the teacher's voice was louder. It made the students easier to listen to the teacher's explanation and made them easier to understand the materials.

Meanwhile, the students' factors are students' attention, participation and interest. In the cycle 2, the students pay attention to the teacher explanation and the materials. It makes the students having a better understanding about the steps on Skimming and Scanning Strategy and what they had to do in their group. The students' participation was also important in this research. In the cycle 2, the students actively participated in the group discussion to share their opinion and confirms their understanding among each other. They also participated to read narrative text in the group. It made them learn how to read a narrative text well and develop their understanding about a Skimming and Scanning strategy and being them more confident in reading.

The students were also more interested in reading. The students thought that reading with skimming and scanning was better than without strategy. It confirms the theory Ways (2014) who stated that "skimming will focus on understanding the main idea and concept". Skimming strategy plays an important role to help the students looking for the main idea because it is takes little time. People often skim when they have lots of material to read in a limited amount of time.

The finding of the research also in line with the theory of Brown (2008) who stated that "Scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning". The students who are taught by using skimming and scanning strategy could get better comprehension in reading. In the last part of the cycle, the students are helping each other to find the answer of the question correctly in narrative text. It could be seen from the result of the test that the students mean score in the first cycle was 70,7 and improve to 75,4 in the second cycle. This qualified as good. This was also supported by the students' individual score. This showed the fact that in the last meeting, from 21 students, there were about 38,09 % students were qualified as excellent, 61,90 % students were qualified as good.

Based on the explanation above, the researcher concludes that there is an improvement in reading comprehension. The researcher can conclude that the implementation of skimming and scanning strategy in teaching narrative text can improve the students' reading comprehension in VIIIA class of SMP Mujahidin Pontianak.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, there were several findings which were related to the research. This research is done due to the problem identified in SMP Mujahidin Pontianak. The students of SMP Mujahidin Pontianak got low achievement in reading comprehension that was caused by the teacher and students themselves. The pre-research showed that the students did not have willing to participate in the teaching-learning process. The teacher was not creative. He applied the monotonous. After the implementation, the researcher concluded that there was an improvement in the students' achievement in reading skill and the English teaching-learning process in every cycle.

The teaching reading by using skimming and scanning technique can improve students' reading comprehension. The result of the test shows that the action implemented in teaching reading through skimming and scanning technique can improve students' reading comprehension. The result of test as follows, the mean score of test achievement I was 70,7, the mean score of test achievement II was 75,4 so the improvement from test I and test II was 4,7.

Suggestions

The researcher tries to give some suggestion related to this research. The researcher hopes that this suggestion would be useful, especially for teachers, institution, and another researcher. The English teachers, especially the teachers who teach in Junior High School, should create an enjoyable situation in teaching learning process so that the students can involve actively in class. Skimming and Scanning technique can be a good choice as a strategy which can be implemented in the reading class. The students should have high motivation to themselves if they want to learn English. The motivation which comes from them would lead themselves to be successful in studying English. The students should

also improve their vocabulary mastery and memory to improve their reading comprehension achievement. This research studies the implementation of the skimming and scanning technique in improving students' comprehension in reading the narrative text. It is expected for the other researcher that the result of this study can be used as an additional reference for further research conducted in the future in order to create a better teaching-learning process. They should also do the research further to find out the weakness.

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