



THE EFFECTIVENESS OF CURSORY READING TECHNIQUE TO INCREASE THE SECOND GRADE STUDENTS' READING COMPREHENSION OF SMA MUHAMMADIYAH KALOSI ENREKANG REGENCY

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Keyword	Abstract
<i>Cursory Reading Technique, Reading Comprehension, Students' Interest</i>	<i>This research consisted of two objectives research, first objective research that was to find out whether or not the use of the cursory reading technique is effective to increase the reading comprehension of students, and second objective research that was to find out whether or not the interested of students in learning reading comprehension by using cursory reading technique. This research applied a quasi-experimental design, and cluster random sampling technique. The population of this research that was the second grade students of SMA Muhammadiyah Kalosi Enrekang regency. The sample of this research consisted of 72 students which divided two groups (experimental and control group). Research instruments were used to collect the data of reading comprehension in this research those are reading test and questionnaire. The result of the students' reading comprehension in this research explained that the experimental group increased significantly. Moreover, based on the students' response on questionnaire showed that the mean score of interest was 75.00 and it was categorized as interested.</i>

HowToCite##

Musdalifah (2017). The Effectiveness of Cursory Reading Technique to Increase the Second Grade Students' Reading Comprehension of SMA Muhammadiyah Kalosi Enrekang Regency *Edumaspul - Jurnal Pendidikan*, 1(2), 78-87

INTRODUCTION

Reading is one of the important skills in English. Reading has an important role in human life that can help people in understanding and getting information from the text that they have read. Reading is a process that gives priority human eyes and brain (William, 1984). This is reinforced by the opinion of Harmer (1985) which argues that reading is functioning as an exercise dominated by the human eyes and brain.

Based on the problems in the preliminary observations on 28th September 2015 in the teaching and learning process at SMA Muhammadiyah Kalosi Enrekang regency, the writer found that there were some problems or difficulties that occur during the process of reading comprehension in progress. It can be seen from the result of previous tests which provided by the English teacher and writer, the writers' observation, the interviews' result, and the results of KKM in students' reading comprehension.

To resolve the difficulties, the writer needed to apply the appropriated and interested technique, and this technique that is cursory reading technique. Cursory reading technique is a type of learning and teaching technique that can be a in individual and group work. Therefore, the writer is interested to create or perform a research that under title "*The Effectiveness of Cursory Reading Technique to Increase the Second Grade Students' Reading Comprehension of SMA Muhammadiyah Kalosi Enrekang regency.*

REVIEW OF RELATED LITERATURE

Previous Related Studies

Al Ghazo (2015) conducts of research to investigate the effects of cursory reading

technique and silent reading techniques for students in Germany. The result showed that the cursory reading technique has a great effect for students as compared with the technique of silent reading. This is evidenced by the average score of students in the post-test of experimental group (0.58) was higher than the average score of students in the post-test of control group (0.50).

Zhang (2010) claims that the use of cursory reading technique gives a positive effect for learning and teaching activities that performed by the teacher for the students compared with traditional language teaching. This technique gives students academic and social abilities.

Chen (2003) concludes that cursory reading technique has two forms, namely individual and grouping work. Cursory reading technique is one technique of cooperative learning can help students to learn the literature. This statement is supported by Sigal (2007) which shows that the cooperative learning, especially cursory reading technique can motivate the students to learn literature.

Fung, et al (2003) states that cursory reading technique is one of the ways or techniques to encourage the students' social skills, and increase the effectiveness and understanding of students in English learning process, especially in the learning of reading comprehension.

Cursory Reading Technique

Kathlen (1988) defines that cursory reading technique is a technique which is done quickly with only a little attention to detail reading skills are involved in reading speed, skimming and scanning, and speed reading.

In cursory reading technique, students form groups in accordance with the directives of teachers in their interests that are the interest to plan and carry out

investigations, and synthesize the findings in a group presentation for the class. Cursory reading technique involves three important stages in the service reading learning process, and the three stages namely: pre-service cursory reading technique activities, during-service cursory reading technique activities, and post-service cursory reading technique activities (Kathlen, 1988).

Reading Comprehension

Reading comprehension is decoding the meaning of reading with the symbol conveys. Thinking and interpretation required in reading because it can help us to understand the meaning of literature (Hamra, 2010). Dechant (1982) says that reading comprehension is a process that involves the basic knowledge and intellectual skills as an important factor.

There are two goals in teaching reading for Senior High School level. Burn (1984) classifies the purpose of teaching reading into a general purpose and special purpose. Both of these purposes are expected to support teaching reading in order to run successfully.

Interest

Interest is one of the important factors in the success of teaching and learning, especially reading comprehension. Jacobs, G.M (2000) reveals that learning takes place properly when the students are interested. Hansen in Yunairah (2003) classifies into four types of interest; namely expressed interest, inventoried interest, tested interest, and manifest interest. Hansen in Yunairah (2003) concludes that there are several indicators that show someone is interested in something; namely feeling of pleasure, students' attraction, students' attention, and students' involvement.

Interest and learning reading comprehension activities are related to each other. One way to measure the interest of the students that is by using the scale. There are five types of scale; one of them is a Likert-scale. Gay (2006) disclose that the Likert-scale is a scale that requires a person to respond to a series of statements that indicate whether a person strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD).

RESEARCH METHOD

Design and Samples

This research applied quasi-experimental design that implemented two groups: the experimental group and the control group. In addition, this study used random cluster sampling technique. The writer took two classes of sixteen classes as samples. Class XI IPA3 is taken as sample in the experimental group and class XI IPA1 taken as sample in the control group. The total number sample was 72 students. The experimental group employed treatment by using cursory reading technique, and the control group was employed treatment by using silent reading technique where the students were asked to read narrative text based on the topic given by teacher. Both of groups were given pre-test and post-test.

Instruments and Procedures

This research uses two types of data collection instruments namely reading test and questionnaires. The test consists of 30 items. Test material is a narrative text.

Data Analysis

The data in this research was analyzed by using quantitative analysis. To get the

students' score, the writer calculated the average scores and standard deviations of students' reading comprehension by using SPSS 20.0. Data from the questionnaire was analyzed by using likert-scale. These ways are done to see the interest of the students in the use of cursory reading technique in increasing the students reading comprehension.

Research Findings

Regarding the previously described findings, it showed that the students' reading comprehension at the second grade students of SMA Muhammadiyah Kalosi Enrekang regency increased in the experimental group. This is supported by the frequency and percentage of students of pre-test and post-test results. Score group of students in the experimental group students by using skimming in teaching reading comprehension is better than prior treatment.

Referring to the students' reading comprehension pre-test of both of the experimental group and the control group, the result of findings shows that the most of the students are still lack of skill or achievement in reading narrative text process.

a. The Students' Reading Comprehension in Pre-Test and Post-Test of Experimental Group and Control Group

The result of the students' reading comprehension for experimental group and control group in the post-test showed a difference from the pre-test. After conducting or using the treatment, both of groups showed an improvement, but in the experimental group, the improvement was higher than the improvement in the control group. The rate percentage of pre-test and post-test between experimental group and control group were shown in the table 1.

Table 1. The Rate Percentage of Pre-Test and Post-Test between Experimental Group and Control Group

Classification	Score	Experimental Group				Control Group			
		Pre-test		Post-test		Pre-test		Post-test	
		F	P (%)	F	P (%)	F	P (%)	F	P (%)
Excellent	96-100	0	0	0	0	0	0	0	0
Very Good	86-95	0	0	0	0	0	0	2	6
Good	76-85	0	0	6	17	6	17	19	53
Fairly Good	66-75	4	11	28	78	24	67	15	42
Fair	56-65	23	64	2	6	6	17	0	0
Poor	36-55	9	25	0	0	0	0	0	0
Very Poor	0-36	0	0	0	0	0	0	0	0
Total		36	100	36	100	36	100	36	100

The data of table 1 explains about the difference frequency in experimental group and control group in pre-test and post-test. It is proven by the rate percentage in pre-test and post-test of experimental group and control group. In pre-test of experimental group, there are 4 or 11% students who get fairly good, 23 or 64% students who get fair score, and 9 or 25% students who get poor score, while in post-test there are 6 or 17% students who get good score, 28 or 78%

students who get fairly good score, and only 2 or 6% students who get fair score. In pre-test of control group, there are 6 or 17% students who get fair good score, 24 or 67% students who get fairly good score, and 6 or 17% students who get good score, while in post-test there are 15 or 42% students who get fairly good score, 19 or 53% students who get good score, and 2 or 6% students who get very good score.

Table 2. Mean Score and Standard Deviation between Experimental Group and Control Group

NO	Groups	Mean Score		Standard Deviation\	
		Pre-test	Post-test	Pre-test	Post-test
1	Experimental	68.44	81.69	5.040	3.875
2	Control	70.33	76.64	5.324	5.238

Table 2 shows that the mean score of the students in pre-test of experimental group is 68.44 with standard deviation is 5.040 while the mean score of the students in post-test of experimental group increases to be 81.69 with standard deviation is 3.875. It indicates that the students' reading comprehension increase significantly after giving treatment by applying or using cursory reading technique in learning process. In the other hand, the mean score of the students in pre-test of control group is 70.33 with standard deviation is 5.324. Control group also made a progress but it is not as significant as experimental group. The mean score of the students in post-test of control group is 76.64 with standard deviation is 5.238.

From these data, the writer also concludes that the rate percentage of the students' score in post-test is greater than the rate percentage of the students score

in pre-test. Experimental group score is also greater than control group score. It means that there is an improvement of students' reading comprehension after giving treatment. This analysis deals with the detail explanation of the statistics on the correlation and the significant difference between pre-test and post-test.

b. Test of Significance (T-test)

The hypotheses are measured by using inferential statistics. In this case, the writer uses *t-test* for independent sample test. It is intended to know the significance difference between the results of the students' mean score in pre-test and post-test of experimental group and control group. The result of *t-test* is calculated or measured by using SPSS version 20.0. After uses the statistics, the writer finds the probability value of *t-test* as presents in the following table 3 and 4.

Table 3. The Probability Value of T-Test of Students' Reading Comprehension in Pre-Test of Experimental Group and Control Group

Independent Samples Test

Students' score	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,049	,826	-1,546	70	,127	-1,889	1,222	-4,326	,548
Equal variances not assumed			-1,546	69,790	,127	-1,889	1,222	-4,326	,548

The 3 explains that the *t-value* of this data is -1.546 with degree of freedom 70 and the *p-value* of this data is 0.127. With degree of freedom the writer shows that the *t-table* of this data and the *t-table* of this data is 1.667. Based on criteria testing of hypothesis, H_0 accepted if *t-value* is smaller than *t-table* and *p-value* is higher than α ($t\text{-value} < t\text{-table}$ and $p\text{-value} > \alpha$) while H_1 accepted if *t-value* is higher than *t-table* and *p-value* is smaller than α ($t\text{-value} > t\text{-table}$ and $p\text{-value} < \alpha$). From the data above the writer explains that *t-value* is smaller than *t-table* and *p-value* is higher than α ($t\text{-value}$ (-1.546) $< t\text{-table}$ (1.667) and $p\text{-value}$ (0.127) $> \alpha$ (0.05)). It

concludes that H_0 is accepted and H_1 is rejected in pre-test.

Table 3 explains about the homogeneity of the sample in pre-test. It is seen that F that is 0.049 with significant value that is 0.826. According to Levine's test of homogeneity, if the significance value is higher than α , the sample condition in pre-test is homogenous. From the data above significant value 0.826 is higher than α (0.05). It concludes that the sample is homogenous. In the other word, equal variances are assumed is used in pre-test.

Table 4. The Probability Value of T-Test of Students' Reading Comprehension in Post-Test of Experimental Group and Control Group

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' score	Equal variances assumed	5,079	,027	4,655	70	,000	5,056	1,086	2,890	7,221
	Equal variances not assumed			4,655	64,482	,000	5,056	1,086	2,886	7,225

Table 4 explains that the *t-value* of this data that is 4.655 with degree of freedom 70 and *p-value* of this data that is 0.000. From the degree of freedom we can be known the *t-table* of this data, and the *t-table* of this data that is 1.667. Based on the data analysis above, it can be

Students' Interest

Relating with the findings, it explains that the second grade students of SMA Muhammadiyah Kalosi Enrekang regency are interested in learning reading comprehension processed by using cursory reading technique. Most of the students' responses in the experimental group is categorized as classified into category „interested“.

DISCUSSIONS

Based on the research findings, for experimental group, the mean score of the students in pre-test of the experimental

concluded that H_1 is accepted in post-test because the *t-value* is higher than *t-table* and *p-value* is smaller than α ($t\text{-value } (4.655) > t\text{-table } (1.667)$ and $p\text{-value } (0.000) < \alpha (0.05)$). In other word, there is a significant different of the students score between experimental group and control group after giving the treatment.

group that was 68.44 with standard deviation that was 5.040 while the mean score of the students in post-test of experimental group increased to be 81.69 with standard deviation that was 3.875. It indicated that the students' reading comprehension increased significantly after giving treatment by applying cursory reading technique in learning process. In the other hand, the mean score of the students in pre-test of control group that was 70.33 with standard deviation that was 5.324 while the mean score of the students in post-test of control group that was 76.64 with standard deviation that was 5.238. It concluded that control group also made a progress but it was not as significant as

experimental group, and cursory reading technique is effective in increasing students' reading comprehension.

The data also showed that that there was 1 or 2.8% out of 36 students as classified into category "very interested". Most of students as shown in the data above there were 32 or 88.9% students as classified into category "interested". The rest 3 or .3% students as classified into category "moderate", it means that there were 3 students did not have serious interest toward the use of cursory reading technique but they still used it. There was not student as classified into categories uninterested and very uninterested level of interest by using cursory reading technique. This means that all students were generally interested in cursory reading technique while dealing with reading tests.

There were some factors why the cursory reading technique can increase the students reading comprehension. First, most of students like to work or study together with group because they feel exited when they can did the assignment with his or her friends. This was

supported by Kathlen (1998) who states that by forming or grouping students, the students can be easy to find out the information and investigate the text in order to comprehend it. Cursory reading technique includes three important stages in the service reading learning process namely, pre-service stages, during-service stages, and post-service stages.

Second, implementing of cursory reading technique for Indonesian learners, in this case, students of SMA Muhammadiyah Kalosi Enrekang regency was proven to give positive impact because they did not need many other skills to comprehend the reading materials. They were able to know the pedagogic and social context of what they had read. This was supported by Zhang (2010) who defines that the use of cursory reading technique can be positively affects for the foreign language learning and teaching with compared traditional language teaching. This technique provided with the necessary academic and social skills of the students.

Table 5. The Percentage of Students' Interest

No	Interval	Categories	Frequency	Percentage (%)
1	85-100	Very interested	1	2.8
2	68-84	Interested	32	88.9
3	52-68	Moderate	3	8.3
4	36-51	Uninterested	0	0
5	20-35	Very Uninterested	0	0
Total			36	100

Fourth, writer found that by giving students reading materials, it stimulated them to read and widen developed, here are only a few of them. They were interested in learning English. Reading activity found to be a better way to increase their interest to know more about what they want to know.

This was supported by Kagan (1993) who reveals that the good reading activity has to build an enthusiasm to help the individual, and to find pleasure moment in the reaction of reading in this case, teacher must to know how to guide the readers' interest in reading and they must also be concerned

with type and readability of reading materials that will encourage extensive reading and that will raise the learners' general level of comprehension. Writer found that during the treatment, students were able to do skimming and scanning better than before. They did not need to read and translate all words in the text. This was also supported by Jumrah (2010) who finds that students' reading skill, especially skimming and scanning skills is significantly improved by using cursory reading technique.

Based on the data of table 5, the students have interest to learn reading comprehension by using cursory reading technique. It is proven by the mean score of the questionnaire which is 75.00 as classified into category „interested“. This also proven by the aggregate percentage of the students who get from questionnaire on item 1 up to 20 about items. The result of table 5 explains that 1 or 2.8% students of 36 students as classified into category „very interested“, 32 or 88.9% students of 36 students as classified into category „interested“, and 3 or 8.3% students of 36 students as classified into category „moderate“. From these findings, it is inferred that most of the students have positive responds to use of cursory reading technique increases the students reading comprehension. In other word, the students' interests in reading narrative text by using cursory reading technique.

Furthermore, after analyze between the result of the students' reading comprehension and the students' interest in learning reading by using cursory reading technique, it is assumed that the use of cursory reading technique is more applicable, effective and useful to increase the students' reading comprehension and the students' interest. It IS proven by the mean score of experimental group in post-test which was 86.61 as categorized as very good classification, while the mean score of interest IS 75.00 as classified into category

„interested“.

CONCLUSION

The use of cursory reading technique can increase the reading comprehension of the second grade students" of SMA Muhammadiyah Kalosi Enrekang regency. It was proven by the mean score of the students in pre-test to post-test of experimental group by using cursory reading technique increased from 68.44 to 81.69 and the mean score of the students in pre-test to post-test of control group by using silent reading technique (conventional technique) increased from 70.33 to 76.64. It means that the improvement was higher in the experimental group than in control group (81.69>76.64). Furthermore, the t-test of the students' reading comprehension in post-test of experimental group and control group was smaller than α ($0.000 < 0.05$). It indicated that H_1 was accepted and H_0 was rejected. It assumed that there was significant difference between experimental group and control group after the treatment.

The students were interested in learning reading comprehension by using cursory reading technique based on the mean score of the students' interest was 75.00. Moreover, all of the indicators of interest were reached which could be seen on the students' involvement, feelings of pleasure, attraction and attention.

Suggestion

Based on the conclusion above, the writer gives some suggestions as follow: 1). It is suggested for the English teacher of SMA Muhammadiyah Kalosi Enrekang regency to apply or to use the cursory reading technique as one alternative way in their teaching and learning process especially in teaching and learning reading process. The teaching and learning reading process should enhance students' interest

and reading comprehension. 2). The English teacher of SMA Muhammadiyah Kalosi Enrekang regency should create the fun atmosphere when they used cursory reading technique or studied at classroom, so with fun atmosphere the students enjoy learning reading activity. 3). It is suggested for the students of SMA Muhammadiyah Kalosi Enrekang regency that they should be active in their reading activity so they can be easy to increase their reading skill.

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