e-Journal of ELTS (English Language Teaching Society) Vol. 11 No. 02, May-August 2023
p-ISSN 2338-1841, e-ISSN 2721-2157 pp. 461-468

USING SKIMMING AND SCANNING TECHNIQUES TO IMPROVE STUDENTS' READING COMPREHENSION

***Jihan Nur[1)], Rofiqoh[2)], Darmawan[3)], Wahyudin[4)]**

[1,2,3,4)]English Education Study Program, Teacher Training and Education FacultyTadulako University, Palu

*jihannur202001@gmail.com

ABSTRACT

The objective of this research is to find out if the use of skimming and scanning techniques can improve students' reading comprehension of the eleventh grade students at Madrasah Aliyah Negeri 2 Palu. This research used quasi-experimental design that consisted of two groups; experimental and control group. The samples of this research was the eleventh grade students at Madrasah Aliyah Negeri 2 Palu; XI MIPA 1 with 27 students as the experimental group and XI MIPA 2 with 27 students as the control group by using purposive sampling. The data were collected by using pre-test and post-test at first and last meetings. Then the treatment was only given to the experimental group. The result of experimental group's pre-test is 61 while control group is 78.00. The result of experimental group's post-test is 83.11 while control group is 81. By applying 0.05 level of significance, the researcher found that the value of t-counted (9.71) is higher than t-table (1.676). In conclusion, the use of skimming and scanning techniques in teaching reading can improve students' reading comprehension of the eleventh grade students at Madrasah Aliyah Negeri 2 Palu.

***Key Words**: Improve; Reading Comprehension; Skimming; Scanning*

INTRODUCTION

Reading is one of the four language skills that must be mastered by students in learning a language. It is essential for reading comprehension because we can transfer and develop science, technology, and culture by reading. We also get information that is needed. In real life, reading is often part of a series of activities, including locating texts and presenting material orally and in writing, Even in a class, activities that include speaking and writing are well motivated. However, using reading as gist for a writing, speaking, and providing information. Reading comprehension is the heart and goal of reading since the purpose of all reading is to gather meaning from the printed page. If the student says a word in the passage without gathering its meaning, one would hesitate to call the reading.

Reading is one of the most important of the four skills in a second language, particularly in English as a second language or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find that reading is the main reason why students learn the language. Without reading proficiency, second language readers cannot perform the knowledge and speak English as well. That reading is not passive, but rather active, and an interactive, process has been recognized for some time in first or native language reading.

This phenomenon reveals the practice of teaching strategies reading conventional and authors assumed that those kinds of situations will not help students to overcome the difficulties they face and will not improve their reading skills, hence of the difficulties, in the implementation of the research, the researchers will provide a technique where the ability to read to the students to propose and describe a technique of learning for students.

Based on the result of relevant studies, the research conducted by Mambua (2020) found that some factors caused students difficulties in reading comprehension (1) the students have low skills in comprehending English texts, (2) the students have low participation in teaching and learning process, (3) the limitation time for students to read. Meanwhile, the research conducted by Rahmi (2020) found that the general problem of students in learning English especially in reading is (1) Language Barrier, and (2) Not enough time.

The use of technique in the learning process is very crucial to support the materials and the teacher as well. One of the technique in teaching reading is using skimming and scanning techniques.

METHOD

This research applied a quantitative method. Moreover, for the design, the researchers applied a Quasi-experimental design. This study consisted of two groups, namely the experimental and the control group. The research design was a non-equivalent control group design, using pre-test and post-tests in the experimental group and the control group.

FINDINGS AND DISCUSSION
FINDINGS

The researcher presented data from the research conducted. The data collection for this research started from February 7th, 2023, to March 7th, 2023. The research instruments in this study were tests consisting of a pre-test and a post-test. The treatment was given by the researcher twice a week on Tuesdays and Fridays, from February 14th, 2023, to March 3rd, 2023.

Table 1 - Students' Individual Scores of the Experimental Group on the pretest

No	Initials	Students' Scores		Raw Score	Max. score	Standard score
		MC	MW			
1	AR	5	25	30	60	50
2	AR	5	30	35	60	58
3	AS	7	40	47	60	78
4	BNA	6	30	36	60	60
5	DO	5	27	32	60	53
6	DPS	7	30	37	60	62
7	ENP	6	35	41	60	68
8	FM	6	28	34	60	57
9	FR	5	32	37	60	62
10	IA	8	34	42	60	70
11	J	5	35	40	60	67
12	MA	6	35	41	60	68
13	MAH	5	34	39	60	65
14	MAR	3	39	42	60	70
15	MAS	7	40	47	60	78
16	MD	4	32	36	60	60
17	MGR	7	30	37	60	62
18	MNA	7	30	37	60	62
19	NFA	5	32	37	60	62
20	PH	7	30	37	60	62
21	R	4	27	31	60	52
22	R	7	24	31	60	52
23	SSB	5	20	25	60	42
24	SZ	5	27	32	60	53
25	TA	5	20	25	60	42
26	TM	5	30	35	60	58
27	ZJ	7	40	47	60	78
TOTAL						**1651**
MEAN						**61**

Table 2 - Students Individual Scores of the Control Group on the pretest

No	Initials	Students' Scores		Raw Score	Max. score	Standard score
		MC	MW			
1	AA	6	38	44	60	73
2	AAR	7	40	47	60	78
3	AP	7	40	47	60	78
4	ARA	9	35	44	60	73
5	AZA	10	35	45	60	75
6	DA	8	42	50	60	83
7	FM	5	40	45	60	75
8	H	5	44	49	60	82
9	HFN	10	35	45	60	75
10	IS	9	38	47	60	78
11	KKD	6	40	46	60	77
12	MAT	5	39	44	60	73
13	MH	7	40	47	60	78
14	MHR	8	43	51	60	85
15	MR	9	34	43	60	72

16	MY	6	40	46	60	77
17	PNH	7	45	52	60	87
18	R	7	38	45	60	75
19	RAP	6	42	48	60	80
20	RH	5	44	49	60	82
21	S	6	43	49	60	82
22	SAP	5	40	45	60	75
23	VA	5	45	50	60	83
24	VAW	9	37	46	60	77
25	VPA	8	43	51	60	85
26	W	9	35	44	60	73
27	YS	6	39	45	60	75
TOTAL						**2106**
MEAN						**78.00**

After comparing the results of the two groups, the researcher found that there is a difference in the mean score of the experimental group and control group. The score of the experimental group is 61 and the score of the control group is 78; then the difference is about 17 scores. It indicates that the mean score of the pre-test of the control group is higher than that experimental group. It also can be seen from the number of students who passed the test, which is in the control group, nine students achieved good criteria, while in the experimental group, no one student achieved good criteria

Table 3 - Students Individual Scores of the Experimental Group on the posttest

No	Initials	Students' Scores		Raw Score		
		MC	MW		Max. score	Standard score
1	AR	8	38	46	60	77
2	AR	7	42	49	60	82
3	AS	10	43	53	60	88
4	BNA	10	38	48	60	80
5	DO	6	32	38	60	63
6	DPS	10	37	47	60	78
7	ENP	8	40	48	60	80
8	FM	9	37	46	60	77
9	FR	5	43	48	60	80
10	IA	8	39	47	60	78
11	J	6	43	49	60	82
12	MA	8	44	52	60	87
13	MAH	8	40	48	60	80
14	MAR	9	38	47	60	78
15	MAS	8	40	48	60	80
16	MD	5	48	53	60	88
17	MGR	8	41	49	60	82
18	MNA	8	47	55	60	92
19	NFA	8	49	57	60	95

20	PH	9	43	52	60	87
21	R	6	41	47	60	78
22	R	10	41	51	60	85
23	SSB	9	50	59	60	98
24	SZ	7	42	49	60	82
25	TA	8	42	50	60	83
26	TM	10	41	51	60	85
27	ZJ	9	40	49	60	82
TOTAL						**2227**
MEAN						**83.11**

After comparing the results of the two groups, the researcher found that there was a difference

Table 4 - Students Individual Scores of the Control Group on the post-test

No	Initials	Students' Scores		Raw Score	Max. score	Standard score
		MC	MW			
1	AA	7	35	42	60	70
2	AAR	7	40	47	60	78
3	AP	3	40	43	60	72
4	ARA	9	43	52	60	87
5	AZA	8	40	48	60	80
6	DA	4	40	44	60	73
7	FM	5	42	47	60	78
8	H	3	47	50	60	83
9	HFN	9	40	49	60	82
10	IS	7	43	50	60	83
11	KKD	3	40	43	60	72
12	MAT	5	44	49	60	82
13	MH	7	50	57	60	95
14	MHR	8	40	48	60	80
15	MR	7	43	50	60	83
16	MY	4	51	55	60	92
17	PNH	7	44	51	60	85
18	R	5	43	48	60	80
19	RAP	4	40	44	60	73
20	RH	3	40	43	60	72
21	S	3	48	51	60	85
22	SAP	4	45	49	60	82
23	VA	5	50	55	60	92
24	VAW	7	43	50	60	83
25	VPA	10	40	50	60	83
26	W	9	41	50	60	83
27	YS	3	39	42	60	70
TOTAL						**2178**
MEAN						**81**

in the mean score between the experimental and the control group after being given treatment. The

score of the experimental group is 83.11 and the score of the control group was not given treatment is 81. It shows that the difference is about 2.11 scores. It is indicated that there is a significant difference in the students' mean score before giving treatment, which is the mean score of the experimental group on the pre-test is 61 while the mean score of the experimental group on the post-test is 83.11. There is a rapid change after treatment in the experimental group, in which there is an increasing score about 22.11 from the initial score.

1. For experimental group :

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= 15938 - \frac{(576)^2}{27}$$

$$= 15938 - \frac{331776}{27}$$

$$= 15938 - 12288$$

$$= 3650$$

2. For Control group

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= 1698 - \frac{(72)^2}{27}$$

$$= 1698 - \frac{5184}{27}$$

$$= 1698 - 192$$

$$= 1506$$

By looking at the results above, it can be presented that the square deviation score of the experimental group is 3650 and the square deviation of the control group is 1506. Next, the researcher uses a formula proposed by Arikunto, and it is

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

$$t = \frac{21.33 - 2.67}{\sqrt{\left(\frac{3650 + 1506}{27 + 27 - 2}\right)\left(\frac{1}{27} + \frac{1}{27}\right)}}$$

$$t = \frac{18.66}{\sqrt{\left(\frac{5156}{52}\right)\left(\frac{1}{27}\right)}}$$

$$t = \frac{18.66}{\sqrt{(99.15)(0.037)}}$$

$$t = \frac{18.66}{\sqrt{3.70}}$$

$$t = \frac{18.66}{1.92}$$

$$t = 9.71$$

To determine whether the hypothesis is either accepted or rejected, the researcher did the computation as follows:

Degree of freedom (df) = Nx + Ny – 2

= 27 + 27 – 2

= 52 (between 40 – 60)

Level of significant = 0.05

40 = 1.684

60 = 1.671

$$I = t\min - (t\min - t\max)\ \frac{df1 - df\ max}{df\max - df\ min}$$

$$= 1.684 - (1.684 - 1.671)\ \frac{52 - 40}{60 - 40}$$

$$= 1.684 - (0.013)\ \frac{12}{20}$$

$$= 1.684 - (0.013)\ (0.6)$$

$$= 1.684 - (0.0078)$$

= 1.676

The results of the data analysis show that the t-count is 9.71. Then, by using the 0.05 level of significance with the degree of freedom (df = 52), the researcher finds that the t-count (9.71) is higher than the t-table (1.676). This shows that the hypothesis in this study is successful or accepted. In short, the techniques used in this study (Skimming and Scanning Techniques) can improve students' reading comprehension at Madrasah Aliyah Negeri 2 Palu.

CONCLUSION

The use of skimming and scanning techniques can improve reading comprehension of the eleventh grade students at Madrasah Aliyah Negeri 2 Palu. It can be seen from the results of the data analysis that the mean score of the post-test for experimental group (83.11) is higher than the mean score of the post-test for the control group (81). The mean score of the post-test for the experimental group also had a significant change from the mean score of the pre-test (61). In addition, it can also be proven by looking at the t-count value (9.71), which is higher than the t-table value (1.676). It means that the researcher's hypothesis in this study is accepted.

REFERENCES

Anderson, R. (1997). *Exploring Second Language Reading: Issue and Strategies.*

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Binarupa Aksara.

Arroyani, F. (2010). *The Effectiveness of Teaching Using Comic Strips To Facilitate Students' Reading Comprehension Skill on Narrative Text*.

Arundel, A. (1999). *Reading and Study Skill Lab: Skimming and Scanning.* Article, (Online). (http://www.aacc.edu/tutoring/file/skimming.pdf).