

Applying Scanning And Skimming Techniques for Reading Comprehension Course of 6 Grade Students of Elementary School

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A B S T R A C T

Reading is the activity or skill of understanding written words. According to Grabe and Stoller (2002:17), “Reading comprehension as the ability of understanding and interpreting information in a text correctly which makes the readers has understood what they will read in the text. The objectives of the study are 1) to know at the students’ interest and capability in reading comprehension before being taught by using skimming and scanning techniques. 2) to know the students’ interest and capability in reading comprehension after being taught by using scanning and skimming techniques. In analyzing of this research, the writer applied the theory of scanning and skimming. According to Arundel and Study Skill Lab (1999) skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main idea and general overview of the content. In addition, according to Maxwell (1970), scanning is to get specific information within a text such as dates, names, places, specific dates, and details quickly. They are regarded as desirable reading skill and is taught in developing reading. In conducting this research, the researcher used class action research that consists of Reconnaissance steps for observing the situation in order to identify the problem. Then the cycle was divided into four stages; planning to choose an action and prepare teaching materials and instruments of gathering data observing, acting by teaching reading comprehension using scanning and skimming techniques and asking students to compose, observing during the action, reflecting to sort and analyze data conclude and get an evaluation to ide the next planning. The result of the 1 cycles shows that the use of scanning and skimming techniques could improve students’ interest and capability in reading comprehension. The students got improvement in finding the main idea and specific information such as name, date, price, and number from the contents rapidly by moving their eyes. The students were motivated to be active in the classroom activities. They got a better score In conclusion, this class action research shows that using scanning and skimming techniques in teaching reading is a success. Therefore, it is important for teachers, university students, and further researchers to know and apply these techniques in teaching reading.



Introduction

Analyzing is the activity or talent of information written phrases. Consistent with Grabe and Stoller (2002:17), “studying comprehension as the ability of knowledge and decoding records in a text efficaciously which it makes the readers have understood what they examine in the textual content while, Anderson (1996) and Kennedy, C. Eddie. (1995) argued that studying isn't always simplest announcing the phrases successfully, but also comprehending what they suggest. Moreover, studying is a pastime wherein examining the negotiates means bringing to the text for knowledge, and sooner or later the comprehension in the direction of the text is considered because of the product of the negotiation (Brown, 2004:189). Consequently, analyzing is not only a student’s hobby to study a text and finish, or just analyze saying the words however but for further purposes, college students have to be capable of recognize and recognize the text that they study about writers’ ideas, different records that associated with the textual content.

Reading is one of the vital abilities to talk, write, and listen. The significance of analyzing is likewise stated by Harrison (2004, three) that the significance of analyzing isn't simplest related to the improvement of information however also it is associated with the people questioning capability. Moreover, Harmer (1998: 68) argued there are some motives why reading turns so critical. Reading will provide many exposures to students’ language acquisition. They may learn a new word unconsciously

Underlining the above information, fulfilling the requirement of being an amazing reader isn't always smooth. There are a few issues confronted by way of fundamental college readers. As it is said by Nuttal (2000); Fitriani (2014), the common problem in analyzing the classroom for the primary is that they get too much text, do now not realize their vocabulary, and lose studying competencies. The massive troubles additionally about part of speech or word instructions. In addition, the students might not understand a text because they will lack historical understanding of what they're analyzing. Goodman (1979) has stated that even the maximum amazing readers often have issues connecting what they already realize earlier than they read something. Furthermore, studying comprehension may be labeled into linguistic and non-linguistic analyzing problems.

In line with Hyams, Rodman, and Fromkin (2003), they have said that approximately linguistic trouble is the unconscious expertise of the linguistic gadget of sounds, systems, means, and word classes. Besides that, Non-linguistic reading problems confer with any analyzing hassle which is unconnected to the reader’s linguistic abilities. Including the problems to connect ideas in the text, differentiating the principle and helping points within the text, lack of reading strategy, and historical past understanding. To be able to be a good reader, freshmen ought to set an intention for or their reading, consequently, suitable readers have a purpose for studying. A child needs to develop from individual word decoding to automaticity or fast, accurate, easy word identification. As the young learner progresses, the evaluation will result in the know-how of the textual content as an entire rather than the individual phrases. Previous to reading, readers need to become aware of the studying cause. They are able to discover the shape of the textual content. Whilst young learners see photographs in the text’s corporation, they are much more likely to understand and take in it. A number of the strategies which can assist the student’s comprehension is scanning and skimming (Ratih and Kennedy 2004).

Arundel (1999) and Mikulecky, Beatrice S. (1990) skimming is a method of swiftly shifting the eyes over the textual content with the cause of getting most effective the primary thoughts and trendy overview of the content material. Moreover, there are steps in applying the skimming method, those are: (1) examine the name, (2) read the advent of the lead paragraph, (three) examine the primary paragraph completely, if there

are subheadings, read each one, looking for the relationship among them, (four) examine the primary sentence of each remaining paragraph, (5) Dip into the textual content to looking for clue words, right noun, uncommon phrases, qualifying adjective, typographical phrases, (6) study the final paragraph completely.

While scanning, in step with Maxwell (1970) in Diaz, S&Laguado, J (2013: 138) is to get the particular statistics inside a textual content inclusive of dates, names, locations, etcetera, and to outline because the ability to discover unique facts and details speedy, is appeared as desirable reading ability and is taught in maximum improvement reading publications.

Moreover, there are steps in applying scanning strategy, those are: (1) hold in mind at all of the times what you are trying to find, (2) count on in what shape the information is probably to see the numbers, right nouns, etcetera, (three) examine the company of the content before beginning to experiment. If the cloth is acquainted or pretty short, we may additionally be able to test the complete article in a single seek. However, if the cloth is long or difficult, it could be vital to determine which part of the object to test. (4) permit your eyes to run hastily over numerous lines of print at a time, (5) examine the complete sentence when you locate the sentence with the information you search for.

According to Grellet (1981: 19) in Winarti (2010: 15), there are a few advantages of the scanning method: (a) Scanning can assist the students to discover particular records, (b) Scanning can assist the students to follow the linearity of the passage, (c) Scanning can assist the students to use the time correctly, based totally on the records above, it can be concluded that skimming and scanning techniques will be utilized by the students to get the statistics from the book and they could use the time effectively. Developing robust reading skills in students of the standard college is one of the key desires of each early education program. Whilst students flow into university, they'll be asked to obtain a greater banquet of comprehension. Being a quick and green reader is essential but there are three common problems in reading comprehension. They are consisting of surprising terms and phrase lessons. Additionally, whilst newbie reader encounters vocabulary they no longer understand or do not recognize because of faulty deciphering, they're probable to skip ahead. Hence, the prevailing look was performed to investigate the development of the students' analyzing abilities by using skimming and scanning strategies and it's anticipated that this research may additionally contribute to the practice of teaching analyzing in the future.

Research Method

This study applies Action Research which adopts kemmis, and Taggard (2012) which carries out the following steps: Pre-Elementary Study, 1. Planning, 2. Acting, 3. Observing, 4. Reflecting and using the subject SDN Penambangan 1 Pajarakan Probolinggo Regency in grade 6. The data of this research were collected through the following steps. 1. Preliminary. The preliminary study was begun by meeting the English teacher and conducting interviews to ask about the teaching methods used, the abilities and progress of the students in the class, and making observations when the teacher taught. It was done for 2 days, then after finding problems that were found in the class, the researcher designed or planned several methods related to the material used in class, the teaching method applied, the length of time planned, and determining the criteria of success as well as tests to see student progress after being taught by scanning and skimming, while teaching researchers made observations to see whether students respond with positive teaching methodologies used in class. And also see if students learned easily and actively, and ended by giving a test after 7 x meetings. Next, the researchers reflected

or evaluated whether the 6th-grade students at SDN Penambangan 1 Pajajaran, Probolinggo Regency, meet the success criteria determined based on the school's rules, namely 7.5. In reading comprehension lessons, if you did not meet the criteria of success, the researcher evaluated the CAR steps starting from Planning to Reflecting. After the first circle, the researcher analyzed the data by seeing all the processes of action research and did triangulation by crosschecking the qualitative and quantitative data. Both data could validate the result of the analysis.

Result and Discussion

Before implementing CAR, the researcher conducted an interview with the English teacher and the students. The result of the interview is as follows.

The researcher gave some questions to the English teacher. The first question discussed the technique used in teaching reading. Based on the teacher's explanation, the teacher applied the learning activity based on the school book. Once the teacher asked the student to read and answer the question, she tried to give some stimulus by giving helpful vocabulary. Unfortunately, through this method, the result did not show a significant improvement. The student still gets difficulty in understanding the generic structure and language features of the text, they were also reluctant to understand the text to understand unfamiliar words, interpret the content, and find the main idea.

The second question discussed the general condition in the class. The teacher explained that the students had low motivation to learn English, especially reading. Therefore, it was not easy for the teacher to get the student's participation in English subjects. They tended to be passive in the class. In the learning activity, some students were even more not confident in the reading activity, the reason was that the materials were hard for them because they had limited knowledge of English vocabulary.

The third question was about the student's average score in reading comprehension and how many students did pass the score. The teacher explained that the student's average score was 60.38 and only 15 students from 34 students. Referring to the interview above, the researcher concluded that students' problems appeared due to low motivation in learning English, they have difficulty answering the question because do not know the content of the text and lack of reading skills. The researcher asked for permission to the English teacher to hold an interview to the students. The interview is to gain some information concerning the problems which were faced by the students in learning English. The first question was about the student's interest in learning English. Most of the students explained they like English but it was just difficult to understand it. The question was about what reading techniques did they get from the teacher. The students explained they have not got any techniques for reading comprehension, so that is why they felt reading is boring because they did not understand the text and questions.

The third question was about the most difficulties in reading. The students told that they found it hard to understand unfamiliar words and the students also did not know how to interpret the text, guess and find what they are looking for.

Based on this interview. The researcher concluded that students had problems with their low interest in reading comprehension because the teacher has not told them about the techniques in reading comprehension, in addition, the students' lack of understanding of unfamiliar words makes them difficult to find what they are looking for in reading.

After the interview, the researcher conducted observation in the class while the teacher was teaching. From the observation, it was found that the student got low scores because the students also found difficulties in understanding the meaning of the words in

English tests, for instance, they often asked the teacher about easy words in text such as “without”, “often”, “clear”, etc.

The other cause of students’ low activity was that they felt bored because of the monotonous method in learning reading, so the students studied passively. It was known by the researcher that during the observation, several students prefer to keep silent when the teacher asked the question. They only answered when the teacher called their name. The researcher found some problems also in the first cycle. The problems were some students did not show their face in online school, and some of them said there were bad connections so they could not listen anything from the teacher when the teacher asked the questions. Then, the students felt embarrassed to give opinions or reasons for their answers. The reasons were the lack of vocabulary, the difficulties to understand and explain the answers, and the hard topics. Finally, the researcher asked for the last result of the reading test given by the teacher.

Number	Name	Scores
1	Ron	55
2	Son	45
3	Ton	66
4	Sri	58
5	Tan	65
6	Dit	75
7	Rit	70
8	Sin	40
9	End	55
10	Yay	40
11	Tts	45
12	Yan	65
13	End	64
14	Dw	60
15	Jn	50
16	Gt	60
17	Din	45
18	Nov	60
19	Wil	70
20	Sol	60

Table 1. The result is as follows:

The score was given by the Teacher before implementing scanning and skimming From the result of the test after the implementation of the scanning and skimming technique it could be computed through statistical analysis as follows :

One-Sample Statistics						
VAR000	N	Mean	Std Deviation	Std. Error	Mean	
	1	20	76.5000	5.46279		1.22152

Table 2. it could be computed through statistical analysis as follows :

The result of this passive learning could be seen from the mean score which was 57.4. It was a low score because the minimum mastery criteria (MMC) is 75. The data got from the interview with the English teacher of SDN Penambangan 1 Grade 6

After that, the researcher discussed with the teacher the method used for reading skills that can help the student to understand reading comprehension easily. The problems found in the preliminary study were used to do planning. In a planning step, the researcher gave the

solution applied in SDN Penambangan 1 Grade 6. according to the conclusion of the first steps, the problem was the skill of the student to understand the reading. The teacher did not use any skills in reading comprehension. Then, the students did not understand also about the meaning, and only some students were active and give attention in the class. The researcher designed to teach reading comprehension by using scanning and skimming techniques in order to improve student's interest and capability in reading comprehension. This technique also can help them to concentrate and understand the text.

In planning steps, the researcher described the detail of the procedure of planning steps, which are; (1) making the lesson plan, (2) designing the skimming and scanning technique, and (3) preparing the students' test. The research prepares all things that have a relation to the research. The researcher made lesson plans before teaching to know the lesson objectives for students. Based on the result of the interview, the researcher handled the materials and topics from English textbooks and another book. The lesson plan helped the researcher to guide what to do or what to explain in the class. The researcher created the lesson planning under the English teacher in the tenth grade. After finishing the lesson plan, the researcher designed the scanning and skimming techniques. The researcher prepared the students' worksheets, and exercises, then set a time to manage teaching reading comprehension in the class. In addition, the researcher prepared the test to check whether the method worked or not.

The Result of Observation in the Acting of Cycle 1

In this step, the researcher noted what happened in the class and also carried out the observation toward the implementation of the action using field notes. When observing, the researcher noticed and noted all activities in the classroom. The researcher also collected data from the final test. The result of the observation can be explained descriptively.

In the first meeting, the researcher got the weakness and strengths of the students. Few Students still got difficulty understanding what they were looking for, because they did not know the meaning of the vocabulary. Another problem was that the students did not have dictionaries. Then, they asked the researcher to help them understand deeply. They had less motivation in reading but were active in speaking. In the second meeting, the researcher still uses the same method and here when the researcher asked them to raise their hand to answer but the students began enthusiasm and bravely answered the question, so the researcher did not need to call their names yet the answer the question directly, there were 2 students always got bad respond when question section. Since the researcher gave treatment by using scanning and skimming techniques, there were improvements in students' interest and capability. Then, the researcher gave the same method in the third meeting.

From scanning and skimming techniques, the researcher could see and feel that some students already have brave enough to answer, and easy for them to find the answer from the hints in a short time. When they tried to explain the answer they understand what they were looking for, it also made other students directly try to answer it and another student likes to give corrections and additional reasons about the answer from their friends. Now, the students became more active than before. The students also asked to the teacher if they still did not understand the vocabulary. In the fifth meeting, the researcher gave a test to students, and the researcher got the score from the test. The researcher

corrected the students’ work. After that, the researcher used the pattern of the test to get the score. From the result of acting 1 and the test was given and the researcher’s observation, it was gotten the analysis as follows:

The score acquired after implementing scanning and skimming From the result of acting 1 and the test was given and the researcher’s observation, it was gotten the analysis as follows: The score acquired after implementing scanning and skimming.

Number	Name	Scores
1	Ron	70
2	Son	80
3	Ton	75
4	Sri	80
5	Tan	70
6	Dit	80
7	Rit	85
8	Sin	80
9	End	70
10	Yay	80
11	Tts	77
12	Yan	76
13	End	77
14	Dw	68
15	Jn	76
16	Gt	70
17	Din	88
18	Nov	70
19	Wil	78
20	sol	80

Table 3. it could be computed through statistical analysis as follows :

From the result of the test after the implementation of the scanning and skimming technique. it could be computed through statistical analysis as follows

One-Sample Statistics

variable	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	20	76.5000	5.46279	1.22152

Table 4. it could be computed through statistical analysis as follows : based on the discussion between the researcher and the teacher.

The teacher said the student’s average score in reading comprehension for the students in grade VI has been reaching 76.5 and only all students got good scores. Meanwhile, the Minimum Mastery Criteria (MMC) score is 75. So, the researcher did not need to do an evaluation of the process and the test in cycle 1. It was due to see the result of the students’ average scores. The students who got scores above the Minimum Mastery Criteria (MMC) were 100 % with scores around 70-88.

From the improving scores above it can be seen that the student’s score has increased. It can be seen also from the student’s interest and the teacher also said the researcher positively impacted the students. They are more interested in reading comprehension by using scanning and skimming techniques, they could finish their assignment by moving their eyes rapidly to find what they are looking for, it helps the students when they answer the question and understand something from the text. From the result, it can be concluded since scanning and skimming techniques in this cycle were successful. So, the researcher did not need to continue to the next cycle.

Conclusion

Based on the finding result of this research that was conducted in 6th-grade students at SDN Penambangan 1 Pajarakan, Probolinggo Regency the academic year of 2022/2023. The result of Class Action Research (CAR) of giving treatment by using scanning and skimming theory could help and improve students' interest and capability in reading comprehension.

From the result of scanning and skimming techniques, it can be concluded that skimming and scanning techniques improved students' interest and capability. It can be seen from the students' mean score and the percentage of the students who passed the Minimum Mastery Criteria (MMC) score. In addition, scanning and skimming techniques gave so good impact on the students' interest that they became more active and more enthusiastic to find what they were looking for in the text, the student could manage their time, and they did not spend much time reading anymore. This condition helped them to find the main idea or the specific information of the short and long texts or other kinds of content.

After conducting the research, the researcher suggests the English teacher try to use scanning and skimming techniques to improve students' interest and capability. There are also many other techniques to improve reading comprehension to make English teaching not too monotonous. Scanning and skimming techniques can also be used for every student of all levels such as elementary level, and junior high level.

The teaching method in this research can be used for another English course, junior high school, or other levels such as senior high school or university. Besides that, they can add the subject of the students in their research. Finally, the researcher hopes that this research can help the next researchers to conduct similar studies.

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