THE EFFECTIVENESS OF SKIMMING AND SCANNING TECHNIQUE IN COMPREHENDING NARRATIVE TEXTS AMONG STUDENTS OF SMAN 1 SENDAWAR

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ABSTRACT

This study aims to investigate whether skimming and scanning techniques have an effect on the reading comprehension process of students at SMAN 1 Sendawar, Kutai Barat. The population of this study is all students at SMAN 1 Sendawar in the academic year 2021/2022 with a population of 700 students. This study uses a pre-experimental design by using one group pre-test and post-test. By using the convenience sampling technique, 35 students will be selected as samples which will later be clarified into one group pre-test post-test. The research data will be analyzed using t-test, standard deviation and average score. The results of this study indicate that the average score of students on the pre-test is 42.14 and the average score on the post-test is 74.23. It can be concluded that the percentage level on the post-test is higher than the percentage level on the pretest in teaching reading. This shows that skimming and scanning techniques can improve students' reading comprehension in narrative texts.

Keywords: *Skimming and Scanning Techniques, Reading Comprehension, Narrative Texts.*

1. INTRODUCTION

1.1. Introduction

Reading is a fundamental skill in learning English, crucial for academic success and knowledge development. Reading comprehension involves understanding the meaning of words in a text and linking them to prior knowledge (Hirsch, 2003). Effective reading techniques are essential for students to find and comprehend information in texts, enhancing their overall learning experience (Riance, 2018). In Indonesia, however, reading and writing proficiency remains low, with the country lagging behind others in book production and literacy rates (Yuliyati, 2014; Mashuri, 2016). Therefore, innovative strategies are needed to improve reading comprehension among Indonesian students.

One major issue is that students often struggle with understanding texts, finding it difficult to focus and extract ideas (Mokalu, 2021). Skimming and scanning techniques offer promising solutions. Skimming helps readers quickly grasp general ideas, while scanning focuses on locating specific details (Simanullang & Sinaga, 2019). These techniques not only improve reading efficiency but also make reading more enjoyable (Sukmaantara & Andayani, 2019).

The COVID-19 pandemic has further complicated reading instruction by shifting many schools to hybrid learning models. This shift necessitates that students become more independent in their learning, including mastering reading strategies to compensate for reduced classroom interaction (Kutai Barat Schools, 2020). Effective reading comprehension strategies are thus even more critical in this new learning environment.

Reading comprehension is vital for achieving educational goals. Anderson et al. (1985) describe reading as making meaning from written text, emphasizing the necessity of deep understanding. Ahmadi and Gilakjani (2012) highlight that the main purpose of reading is to receive the author's intended message. Duke (2003) adds that comprehension involves interacting with text through prior knowledge and experience. This process is complex, requiring readers to infer, verify, and relate new information to existing knowledge (Dechant, 1991).

The purpose of reading influences the approach to comprehension. Readers may read for pleasure or to obtain information, both requiring different strategies (Grallet, 1986). Extensive reading helps students master language skills, while intensive reading focuses on linguistic and semantic details (Hedge, 2003; Waring, 1997). Intensive reading is particularly beneficial for developing a deeper understanding of texts (Brown, 2004; Gilakjani, 2016).

Skimming and scanning techniques have proven effective in enhancing reading comprehension. Skimming allows readers to quickly identify main ideas without focusing on details (Liao, 2011; Nuttall, 1996). Speed reading, a form of skimming, saves time and improves comprehension (Ministry of Education, 2005). The benefits of skimming include quickly grasping the gist of texts and predicting content (Wiriyachitra & Apichattrakul, 1999). Scanning, on the other hand, helps locate specific information efficiently (Simanullang & Sinaga, 2019).

Empirical studies support the efficacy of these techniques. Basri et al. (2022) found significant improvements in students' reading skills after using skimming and scanning techniques. Marliasari (2017) demonstrated the effectiveness of these techniques in teaching narrative texts to high school students. Azmi et al. (2020) reported positive impacts of skimming and scanning on students' comprehension of computer-based texts.

Given the challenges in Indonesia and the shift to hybrid learning, adopting skimming and scanning techniques could substantially enhance students' reading

comprehension. These strategies not only improve reading efficiency but also help students become more independent learners, better equipped to navigate the demands of modern education.

1.2. Research questions

1. How effective are skimming and scanning techniques in improving students' reading comprehension skills in English?

2. What are the challenges faced by Indonesian students in reading comprehension, and how can skimming and scanning techniques help mitigate these challenges?

3. How do skimming and scanning techniques compare to traditional methods in terms of enhancing students' reading comprehension?

2. METHOD

2.1. *Research Design*

This study employs a quantitative research approach, collecting data in numerical form to compare several variables. Specifically, a pretest-posttest design will be used with one experimental class. The design can be illustrated as follows:

Design Illustration:

- **E**: Experimental Group

- **O1**: Pre-test

- **X**: Treatment

- **O2**: Post-test

2.2. Samples/Participants

The population of this study includes all 700 students at SMAN 1 Sendawar during the academic year 2021/2022. Due to the pandemic, a convenience sampling technique will be used, selecting participants based on availability. The sample consists of 35 students from class IX science.

2.3. Instruments

The instrument used in this study is a reading comprehension test in multiple-choice format with 15 questions, administered both as a pre-test and a post-test. This test is adapted from a validated and reliable study by Risma (2019).

2.4. Data analysis

The data collected from the sample will be analyzed using the following techniques:

1. **Scoring**: Calculating students' correct answers from the reading test.

2. **Classification**: Classifying the students' scores based on predefined categories.

3. **Rate Percentage**: Calculating the rate percentage of students' scores.

4. **Mean Score**: Determining the mean score using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\sum X$$

Where $\bar{X}$ is the Mean Score, is the total score, and N is the number of the students.

5. **Standard Deviation**: Identifying the standard deviation with the formula:

$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N - 1}}$$

Where SD is the $\sum(X - \bar{X})^2$ standard deviation, is the sum of squared deviations from the mean, and N is the number of students.

6. **Significance Test**: Using a t-test to determine the significance of the results:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2/N}{N-1}}}$$

Where t is the test of significance, $\bar{D}$ is the mean score difference, $\sum D$ is the sum of total score differences, $\sum D^2$ is the sum of squared differences, and N is the number of students.

3. FINDINGS AND DISCUSSION

3.1. Finding

Paired Samples Test Results

The t-test value was found to be 13.311, which is greater than the t-table value of 2.042 at a 95% significance level (df = 33). This indicates a significant improvement in students' reading comprehension after the treatment using skimming and scanning techniques. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Standard Deviation

a. Pre-test: 14.741
b. Post-test: 12.589

3.2. Discussion

The application of skimming and scanning techniques effectively improved students' reading comprehension in narrative texts. The results showed a notable increase in students' scores from pre-test to post-test.

Pre-test Results:

a. Very Good: 1 student (2.8%)
b. Good: 6 students (17.1%)
c. Average: 10 students (28.5%)
d. Poor: 14 students (40%)
e. Very Poor: 4 students (11.4%)

Post-test Results:

a. Very Good: 8 students (22.8%)
b. Good: 18 students (51.4%)
c. Average: 4 students (11.4%)
d. Poor: 5 students (14.2%)

The mean score increased from 42.14 in the pre-test to 74.23 in the post-test. The use of skimming and scanning techniques not only made the learning process more engaging but also helped students better understand and retain the material.

4. CONCLUSIONS

4.1. Conclusion

Based on the results of data analysis, the researcher can conclude that the use of skimming and scanning techniques can improve students' reading comprehension in class narrative texts (). This is evidenced by data showing that the mean value of the pre-test is 42.14 and the mean value of the post-test is 74.23. This is supported by the results of statistical analysis where the statistical t-test score (13.311) is higher than the t-table value (2.042), degrees of freedom 33. This means that there is a significant increase in students' reading comprehension in narrative texts. using skimming and scanning techniques. Finally, the use of skimming and scanning techniques can help students in learning English reading comprehension on narrative text material because this strategy is effective.

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4.2. Suggestions

Based on the findings and challenges outlined, several strategies can be recommended to improve reading comprehension among Indonesian students.

1. **Implement Skimming and Scanning Techniques:** Schools should integrate skimming and scanning techniques into their reading curricula. These strategies help students quickly grasp general ideas and locate specific details, enhancing overall reading efficiency and comprehension.

2. **Teacher Training:** Educators need to be trained in these techniques to effectively teach and model them for students. Professional development programs should focus on practical applications of skimming and scanning in various types of texts.

3. **Encourage Extensive and Intensive Reading:** Encourage students to engage in both extensive and intensive reading practices. Extensive reading helps build language skills and independence, while intensive reading develops a deeper understanding of textual details and structures.

Implementing these suggestions can help address the low reading proficiency levels in Indonesia, particularly in the context of hybrid learning environments necessitated by the COVID-19 pandemic. By adopting effective reading strategies, students can improve their comprehension skills, leading to better academic performance and lifelong learning.

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