



THE IMPACT OF SKIMMING & SCANNING TECHNIQUES ON STUDENTS READING COMPREHENSION OF DESCRIPTIVE TEXT

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Abstract

The objective of this research was to find out the impact of using skimming and scanning strategies towards the students' reading comprehension at grade 2 (two) of Vocational High School Negeri 1 Banyuwangi . Reading comprehension refers to the readers' ability to understand the information of reading text. The use of skimming and scanning strategies in teaching reading is expected to be able to improve the students' reading comprehension. Data collection technique focus on participant observation, interviews, and documentation. Skimming and Scanning is the appropriate technique to find the main idea, key word and content of the text without read the whole of the text. These findings suggest that there is impact of using skimming and scanning strategies towards the students' reading comprehension at grade grade 2 (two) of Vocational High School Negeri 1 Banyuwangi. It is suggested that the teacher uses skimming and scanning strategies for teaching reading.

Keywords: *skimming strategy, scanning strategy, descriptive text, reading comprehension*

INTRODUCTION

The Definition of Reading Comprehension Descriptive Text

The purpose of assessing the student's reading comprehension of descriptive text is the main point to share our experience, to describe things such as vacations, childhood homes, and people we encounter to persuade others to think or act in particular ways. Some of language features that used in descriptive text such as: use present tense, use adjective to describe something as a subject, linking verb, capital letters and punctuation marks. Wardiman, Jahur, and Djusma (2008: 100), generic structure of descriptive text is identification and description. Identification can be defined that identifies phenomenon to be described. And the last is description is describe parts, qualities, characteristics. Description can help the readers imagine about something in the reading text. Furthermore, Stanley M. and King (1999) in Ningsih (2015: 1) states that there are five components of reading comprehension which are appropriate with Islamic Junior High School curriculum, they are: 1) Finding main ideas. It is the main topic can be discuss in a paragraph in which help the readers to guess what paragraph is about. Main idea can be



able to find in the first, middle, or the last sentence of the paragraph. 2) Finding factual information. It requires the readers to scan specific details of the text. It usually appears

| Variable | Indicators |
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with guessing question word. Finding factual information can be able to find detail information such as person, place, event and time. 3) Finding the meaning of vocabulary in the context. The reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they have read. 4) Identifying reference. The same words or phrases find in several times in the paragraph. They are usually short and very frequently 18 pronouns, such as they, she, he, it, her, him, and other.

This component can be able to identify the word which they refer to help the reader understand the reading passage. 5) Making inference. The readers are expected to make accurate prediction. The prediction can make by correctly interpreting the indicators a writer's gives. In this research, the researcher combined reading comprehension indicators and descriptive text indicators had seven indicators. It divided into reading comprehension indicators such as: finding main ideas, finding factual information, finding the meaning of vocabulary in the context, identifying reference, and making inference. The indicators of descriptive text such as: identification and description. The indicators of reading comprehension of descriptive text as follows:

Indicators of reading Comprehension of Descriptive Text

According to Brown (2003: 213), skimming is the process of rapid coverage of regarding matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, it ease or difficulty, and its usefulness to the reader. Skimming can apply to texts less than one page, so it would be wise not to confine this type of task just extensive texts. Based on the explanation above, it can be concluded that skimming is a technique rapidly moving the eyes to look for main idea in a text to get quick idea of the gist story of a text. Skimming technique also an activity process of quickly running eyes across to read a whole text, in order to get the main idea and the great information what we need 21 related to the reading text. Skimming technique can save your time and help you get lots of material quickly.

Definition Of Scanning And Skimming

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| <p>Reading Comprehension of Descriptive Text</p> | <ol style="list-style-type: none"> 1. Main Idea 2. Factual Information 3. Vocabulary 4. Reference 5. Inference 6. Identification 7. Description |
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Scanning And Skimming Are Part Of Reading Skill According by Harmer (2007: 100-101) stated that:

a. Scanning For Particular bits of information they are searching for (as, for example, when we look a telephone number, what’s on television at a certain time or search quickly through and article looking for a name or other detail). This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully. According to Maxwell(1970) in Diaz, S & Laguado, J (2013:138) states with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses.

b. Skimming, they were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusion are). This skill means they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics. According to Maxwell (1969) cited in Diaz, S &Laguado, J (2013:138), skimming as getting the main idea or gist of a selection quickly in a written text where the student develop powers of inference through systematic practice which encourages them to anticipate of a text. So, skimming can help the students to find the key words that permit them to infer the general sense of a text to interpret text faster and advance the reading process.

The Advantages Of Scanning And Skimming.

c. The advantage of Skimming ; There are some advantages skimming and scanning building on Grellet (1981:19) in Winarti (2010:15), there are as follow:

- 1) Skimming can help the students go through the reading material quickly in order to get gist of the text.
- 2) Skimming help the students to know the text is organized
- 3) Skimming can help the students to get an idea of the tone or the intonation of the writer. It means that, by reading using skimming the students can make reading material easier and students to know how the text is organized and the students can improving an idea of the tone or the

intonation of the writer.

d. The advantage of the Scanning There are some advantages of scanning.

There as follow:

- 1) Scanning help the students only try to locate specific information.
- 2) Scanning help the students to follow the linearity of the passage.
- 3) Scanning help the students to used the time efficiently. Based on the statement above, reading using scanning can help the students to get information from the book and the students can used the time efficiently.

Method

1) Research Method

The present study is qualitative in nature. By qualitative research, the data gained will be analyzed in a descriptive ways to explore their attitudes, behavior and experience (Dawson, 2009) cited in Apsari&Haryudin (2017). It concerns a detailed description of situation. The data are collected in natural setting without being manipulated. In qualitative research and qualitative studies the main instrument is the researcher him or herself. The researcher observes, takes notes, talks to people, etc. All of these are skills that need to be learned. As Delamont (2004) wrote : "the biggest problem novices find when preparing for ethnographic field work is that the method books are not explicit enough about what to observe, how to observe and what to write down". The same applies to carrying out interviews. Just the fact that we talk to people in our everyday life, listen, ask questions and communicate does not make us naturally a good interviewer. According to Helfferich (2009), a good interviewer needs the following skills: technical competence, interactive competence: attention and steering, competencies in communication theory and knowing how to deal with previous knowledge and personal bias.

2) Instrument or the research

According to Sugiyono (2010:223) cited in Rakhman and Syatroh (2015:76) states that "the instrument of choice in naturalistic inquiry is the human. We shall she that other form of instrumentation maybe used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument has can be constructed that is grounded in the data that human instrument has product.

3) Time and Place

The researcher conducted the research on Vocational High School Negeri 1 Banyuwangi, and this research was conducted from 10th, 15th and 24th of April 2021.

Data Collection and Analysis

a. Data Collection

The data was collected by interview, observation, and visual analysis. According to Kaswan and Suprijadi (2016:102) there are many variants of qualitative research involving many form of data analysis, including interview transcript, field notes, conversational analysis visual data, whether

photographs, film, or observations of internet occurrences (for the purpose of brevity, this entry calls all of these forms of data text).

b. Data Analysis

In qualitative research, data obtained from various sources, using data collection techniques and continuously conducted until data are collected Sugiyono, 2010:243 in Rakhman and Syatroh, 2015:77. There are some processes in analysis data such as: observation, and interviewing the English teacher that used skimming and scanning in teaching English on the part of reading.

RESULTS AND DISCUSSION

Result

In this session discuss data analysis and research finding based on data collection used in this research such as observation and interview.

Teaching and learning process

The first meet we observation with English teacher of Vocational High School Negeri 1 Banyuwangi to find out the reading comprehension students' achievement and analyzing before used skimming and scanning teaching. And the result all of them we found that the student of Vocational High School Negeri 1 Banyuwangi still lack of the comprehension which they read. And the second meet the teacher prepare to skimming and scanning technique teaching, the first activities the teacher explain the procedures of skimming and scanning techniques.

1. Skimming

According to John Langan(1992:394), there are 4 steps to follow in the skimming for the main ideas as followed:

- a. Find definition. They are often signaled by special type, especially italics.
- b. Located enumerations. It does not help to locate a numbered series of items if you do not know what label the series fits under.
- c. Look for relationship between headings and subheadings. Such relationship are often the key paragraphs.
- d. Look for emphasis words and main ideas. Look for points marked by emphasis words and main ideas in what seem to be key paragraphs.

2. Scanning

From the educational website p.32, the steps to do scanning are as followed:

- a. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, fact, and date.
- b. Note how the information is arranged on a page. Is information arranged alphabetically or numerically?
- c. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want.

d. Aim for 100% accuracy.

And after explain the procedures the second activities the teacher shared the text to the students and the teacher asked students to read the text used skim and scan technique with the short time, teacher and to motivate students in the read teacher always said “quickly, or *hurry up*” so students finished their read the right time.

Discussion

The observation, students still difficult in the define of the main idea and the content of the text, after doing skimming and scanning technique teaching, students could answered when the teacher asked students

“What is the main idea of the text?” and they answers “Mount Ijen Crater is a rare and spectacular tourist attraction in World”. And it is the correct answer, because the text told about Mount Ijen Crater, and they also knew the content of the text when teacher asked they, it show that skimming and scanning are alternative ways to teaching reading comprehension, and by students interview they like skimming and scanning technique in the teaching reading comprehension because it shall help they to easily in the answer the test with used multiple choice form, they will answer the question quickly.

The teacher answer on the interview, he stated that skimming and scanning technique are one of the best teaching technique in reading comprehension teaching, and it can be used to the students in answering nation exam in reading in reading part.

CONCLUSION

Reading is important activity in life which one can update the knowledge or reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one knowledge of the language. The skill of reading is developed in societies with literacy taste, enrich vocabulary. According to Patten and Jain (2008:113-114), reading comprehension is how to get information in the reading students have understanding or comprehend the content of the subject that students read and in Indrayani (2014) has stated that reading comprehension as the process to get precise understanding of the writer's message trough simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement.

Harmer (2017:100) states that students need to be able to do a number of things with a reading text. They need to be able to scan the text particular bits information they are searching for and students also need to skim a text as if they were casting their eyes over its surface to get a general of what it is the topic and conclusion. Therefore we need research of a qualitative research to found to successful in implementing skimming and scanning strategies in teaching reading narrative text.. Accordingly, this research aims to share skimming and scanning to improve students' reading comprehension and to try to gather all the details at the

stage and to identify the general idea to concentrating too hard and specific and previous research related to reading comprehension. This research is going to establish how the effectiveness skimming and scanning technique in reading classroom Based on research result, several conclusions from the findings are drawn as follows: firstly, regarding to technique used by then teacher the data from observation and interview, the English teacher that use skimming and scanning in teaching English on the part of reading. The last, the result concerning the way implementing skimming and scanning, finding relevant that respondents used the different when the observation, students still difficulty in the define of the main idea and the content of the text, after doing skimming and scanning technique teaching, students could answered when the teacher asked students "what is the main idea of the text?" And they answered "Mount Ijen Crater" is a rare and famous tourist attraction in the world". And it is the correct answer, because the text told about Mount Ijen Crater and they also knew the content of the text when teacher asked they, it show that skimming and scanning are alternative ways to teaching reading comprehension, and by the students interview they like skimming and scanning technique in the teaching reading comprehension because it shall help they to easy in the answer the test with used multiple choice form, they will answer the question quickly

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