

AN ANALYSIS OF STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING SCANNING AND SKIMMING

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Abstract

Penelitian ini bertujuan untuk menganalisis apakah ada interaksi antara *scanning* dan *skimming* teknik terhadap kepribadian dan untuk menganalisis pencapaian siswa dalam pemahaman membaca. Penelitian ini dilaksanakan di SMP Negeri 29 Bandar Lampung di tahun akademik 2012/2013. Penelitian ini menggunakan desain faktorial. Peneliti menggunakan dua kelas sebagai kelas eksperimen. Satu kelas diajarkan menggunakan teknik *scanning* dan kelas lainnya diajarkan menggunakan teknik *skimming*. Hasil penelitian menunjukkan bahwa adanya interaksi antara teknik dan kepribadian siswa dan adanya perbedaan skor siswa pasif di kelas *scanning* adalah 79,71 dan siswa aktif adalah 76,91 sedangkan siswa pasif di kelas *skimming* adalah 69,50 dan siswa aktif adalah 81,40. Kepribadian pasif mempunyai nilai yang tinggi di teknik *scanning* dan kepribadian aktif mempunyai nilai yang tinggi di teknik *skimming*.

The objectives of this research is to analyze whether there is an interaction between scanning and skimming techniques toward their personalities. and to analyze the students achievement in reading comprehension. This research was conducted at SMP Negeri 29 Bandar Lampung in academic year 2012/2013. This research used factorial design. The researcher used two classes as experimental class, one class was taught using scanning and the other skimming technique. Based on the result, there is an interaction between techniques and personalities of the students and there is difference score in scanning class of introvert is 79,71 and extroverts is 76,91 whereas in skimming class of introvert is 69,50 and extrovert is 81,40. Introvert personality has a high score in scanning technique and extrovert personality has a high score in skimming technique.

Keywords: *extrovert, introvert, reading comprehension achievement, scanning, skimming*

INTRODUCTION

The national education in Indonesia has decided that English is a foreign language taught in Indonesian schools. It starts from primary schools up to university. People realize that teaching English at this level becomes very important and it needs a lot of concerns. The students have to master the four basic language skills. Those are listening, speaking, reading and writing.

Reading involves two skills, receptive and active skill. First, receptive skill refers to the fact that reader have to infer meaning, using their knowledge of the world. "Receptive" means that the reader receives input from a writer. The reader rarely have opportunity to question the author about what he or she really had in mind when writing a text. The reader are not actually producing anything quite in the same way as the writers. Second, reading as an active skill, which the reader finds a reading passage interesting, his/her mind is fully engaged in trying to understand the reading material. In short, reading includes two process, those are receiving messages and information from the writer and interacting with the texts by trying to understand the text.

Reading always has purposes. Nurhadi (1989: 14) points out the purposes of reading are as follows: (1) understand in detail and thorough book, (2) captures the main idea or ideas properly, (3) get information about something, (4) recognize the meaning of words, (5) want to know the important events happening in the community, (6) want to get pleasure from the literature, (7) want to know the important events happening around the world, (8) want to find a suitable brand item for purchase, (9) want to assess the truth of the idea of the author, (10) want to receive information about job vacancies, (11) want to get information about someone's opinion (expert) about the definition of a term. For example, reading an advertisement (e.g. job vacancy), we want to know and get the information about a job. To be able to read effectively and efficiently, reader should have particular purpose in their mind before they interact with the texts. The purpose of reading

must be clearly before they read the text. The reader must know why they are reading and what is the information should be achieved.

Factors that influence reading are reading materials, reading techniques, and schemata. Reading materials refer to the written things to be read, e.g. short articles, brochure, advertisement, and schedule. Reading techniques refer to the technique that we use to get what we want to know in the text, e.g. scanning, skimming, and mapping. Schemata refer to the readers' background knowledge and the previously acquired knowledge to understand the reading topic (Carrel, in Simanjuntak, 1989: 4), e.g. students' thought when they read a title of a text. The three techniques depend on each other and affect the process in achieving reading.

Reading is one of the most important language skills that should be mastered by the students. The students are expected to be good at reading because by reading the students are able to improve their knowledge. Besides that students activity in learning will be easily if their reading skill is good. Although reading a text has been taught since elementary school, there are many students have to interact with the texts while they do not know what have to do with the texts. When they want to identify specific information and main idea in a text, they read the whole of the text. Finally, they are confused to identify the information of the text. It is difficult for them to answer question from the text. Besides, if they are used appropriate technique in reading a text, such as scanning and skimming techniques, they are not confused to answer the question of the text about specific information and main idea of the text because the important thing for the students to be remembered is only answer what is asked in the text and they are do not need to read the entire of the text.

Based on Teaching Practice Program (PPL) at SMP Trimulyo Tanjung Bintang, the students have difficulties to find main idea and specific information in a texts. Pre-observation at SMPN 29 Bandar Lampung, the researcher have found the students experience the same thing that is difficult to find the specific information and main idea in a texts.

Good readers are flexible readers. It means that the reader will be able to match the appropriate technique in the various types of reading. They adjust their technique to fit the types of materials they are reading. Students of Junior High School do not realize that the appropriate technique can help their reading. In reading a text the students always read the whole passage words by words, it is not efficient and effective. They always use the conventional technique in reading various texts, because of that they are difficult to find specific information and main idea. Finally, reading a text is not successful to do, because the goal of their reading are not achieved.

Yamin (2003: 24) states in his previous research at SMP Muhammadiyah Metro that the students are still confused in scanning technique process especially for the student who had low ability in English, since the procedures in scanning and skimming are not clearly explained in the teaching learning process. In addition, the teachers do not use the authentic material and only adopt the course book. It caused the students do not realize and understand how to apply reading technique.

From the problems that have been investigated by the previous studies, the researcher tries to apply scanning and skimming techniques in reading as a technique for the Junior High School students. This technique helps student get information and main idea quickly. Scanning is a technique for quickly finding specific information in a text while ignoring its broader meaning, research for key words or idea in a written text (Brown, 2001: 308). According to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea. By encouraging students to glance their eyes and take a short look at a text and searching for specific piece of information, it will help them get the general understanding and detail information of the text it self (Harmer 2001, in Permadi 2011: 3).

Besides using the appropriate technique in reading such as scanning and skimming techniques, students' reading skills is influenced by the personality of students.

Dewaele and Furnham (1999), state that there is relationship between extraversion and reading skill.

Personality is the first face of the intrinsic side in psycholinguistic factor. It is within a person that contributes in some way to one's success in language learning. There are three general categories of personality factors; egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Furthermore, transactional factor is influenced by some variables which come up on language learning, they are imitation, modeling, identification, extraversion, aggression, and styles of communication. Among those variables, the researcher will elaborate more about extraversion.

Extraversion is one of the variables in classifying type of personality. It refers to the relationship of extrovert-introvert personality. In this category, personality can be classified into two types, they are extrovert and introvert. Jung (1971) cited in Purwati (1997: 4) says that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego. Furthermore, in his explanation, Jung classifies that extrovert type has the ability to socialize better than the introvert type due to the ability to build a communication.

Pfister (2000) investigates the effect of personality type on English reading comprehension among college bilingual students in the United States. The results that students with EP (extroversion, perceiving) type got better scores on interpretive comprehension items while students with SF (sensing, feeling) type got better scores on literal comprehension items. Generally, in Pfister's research extroverted students outperformed introverted ones in reading tests.

Junior High School students have monologue and functional texts as their reading material stated in 2006 curriculum. The students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students of Junior High School. Functional text is a text used for everyday

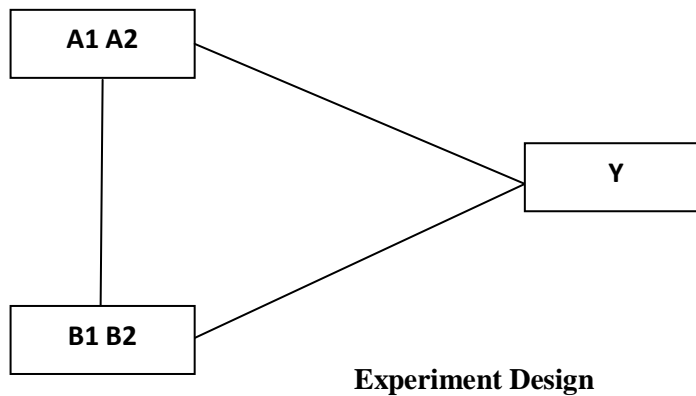
information. Functional text helps the reader function in day-to-day life. Types of the text that Junior High School find as their reading include monologue/essay e.g. descriptive, recount, procedure, narrative, report texts and functional text e.g. advertisement, tv schedule, a memo, brochure, message, notice, personal letters, invitation (Depdiknas, 2006). Functional text is a text used for everyday information. Functional text helps the reader function in day-to-day life, it can be in forms invitation card.

Scanning and skimming, as a techniques in reading, are useful to be used to identify the specific information and main idea in various types of a texts for Junior High School both students who have extrovert or introvert personality. In this case, the researcher investigates entitle "An Analysis of Students' Reading Comprehension Achievement by Using Scanning and Skimming Techniques for Introvert and Extrovert Students at SMPN 29 Bandar Lampung".

METHOD

This research used quantitative design. The design of this research was factorial design. Factorial design is the most common way to study the effect of two or more independent variable, and we focused on the design that have only two independent variables that combined with all levels of the other independent variable to produce all possible conditions.

In this research, the design included two variables and each variable had two levels. The variables were the techniques which have two levels i.e. scanning and skimming techniques, and personality which has two levels i.e introvert and extrovert personalities. These would be called a 2x2 (two-by-two) factorial design because there are two independent variables, each of which has two levels. The experiment design was drawn based on the picture below:



Where :

- A_1B_1 = Block of students sample who has introvert personality used scanning technique
- A_2B_1 = Block of students sample who has introvert personality used skimming technique
- A_1B_2 = Block of students sample who has extrovert personality used scanning technique
- A_2B_2 = Block of students sample who has extrovert personality used skimming technique
- Y = Reading Comprehension

This research used two classes as experimental class, one class was taught used scanning technique and one class was taught used skimming technique. Two classes as experimental class using simple random sampling, which was selected randomly by using lottery. Both of classes had observation initial data score, questionnaire, treatments, post test, and interview.

One way to represent a factorial design is with a design table. The table below represents a 2x2 design factorial in which two independent variables is the type of the technique in reading (scanning and skimming) and personality of the students (introvert and extrovert).

Research Design in Table

Variable Techniques (A)		Technique	
		Scanning (A ₁)	Skimming (A ₂)
Variable Personality (B)		A ₁ B ₁	A ₂ B ₁
		A ₁ B ₂	A ₂ B ₂

(Nawawi and Martini: 1996)

RESULT AND DISCUSSION

Reading comprehension tests were used in term of collecting the data of the research, which was conducted in the second grade of SMPN 29 Bandar Lampung. The test consisted of try out, questionnaire, and post test. The research was held on May 1st to May 24th, 2013. The samples were VIII C and VIII E as experimental classes and VIII A class as try out class.

Then, try out was conducted in VIII A on May 1st, 2013. The questionnaire was administered on May 2nd, 2013 in order to separate the students in VIII C and VIII D classes into two personalities such as introvert and extrovert personalities. The initial data score of students was obtained from mid-semester test to know about the results of reading comprehension before the treatments. Treatments were conducted in the VIII C and VIII E classes, and those classes which were chosen as experimental classes. The first treatment was in VIII C and VIII E on May 7th and May 9th, then the second treatment was conducted on May 14th and May 16th, and the last treatment was on May 21th, 2013.

The post test was given in scanning class at VIII C and skimming class at VIII E on May 23th and May 24th, 2013. The post test was administered to determine the students' achievement of reading comprehension after getting the treatments.

The Result of Questionnaire of Personality Students

In order to get the data from the students personality, the researcher gave 30 questionnaires to the students in VIII C and VIII E classes. The questionnaire had two options namely *Yes* and *no*. This questionnaire consisted of filter questions in which the students had to answer the later question after determining the choices. Then, in order to fill the validity and reliability, the questionnaire was discussed with the other researchers as the raters and the English teacher in SMPN 29 Bandar Lampung.

Based on the data obtained from the questionnaire, it was found that the students who had introvert personality in scanning class at VIII C there were 14 introvert students and who had extrovert personality there were 22 extrovert students. Meanwhile, skimming class at VIII E had 16 introvert students and 20 extrovert students.

The Result of Initial Data Score of Students

The initial data of the students in reading comprehension was obtained from mid-semester test result which was provided by the teacher on march, 2013. The data was classified into two classes that were data from scanning class in VIII C class and data from skimming class in VIII E class. Scanning and skimming techniques were the techniques that had never been taught before in the 2nd grade at SMP 29 Bandar Lampung.

Based on the mid semester test results from two experimental classes, mean in scanning class (VIII C) of introvert personality was 66.4 and extrovert personality was 67.3. Introvert personality's mean in skimming class (VIII E) was 64.9 and extrovert personality was 68.5 . Therefore, scanning class had higher score in introvert and extrovert personality than skimming class in initial data score.

The Result of Post test

The post test was administered in VIII C on May 23th and VIII E on May 24th, 2013 in order to determine the students' achievement of reading comprehension after giving the treatments. The test was allocated in 60 minutes with 25 items of narrative, descriptive, recount and functional text. There were 36 students in VIII C and VIII E classes. Results of the post test can be seen in table below.

Table of Research Design Result

(A) Variable Techniques		Technique		
		Scanning (A ₁)	Skimming (A ₂)	
Variable Personality (B)				
Personality (B)	Introvert (B ₁)	A ₁ B ₁ 79,71	A ₂ B ₁ 69,50	B1 74,267
	Extrovert (B ₂)	A ₁ B ₂ 76,91	A ₂ B ₂ 81,40	B2 79.048
		A ₁ 78,00	A ₂ 76,11	

Based on the result of the post test, it was obtained that the total of the post test score in scanning class (VIII C) of introvert students is 1116 and extrovert students is 1692. The mean score of the data in scanning class of introvert is 79.71 and extrovert is 76.91. Total of the post test in skimming class (VIII E) of introvert students is 1112 and extrovert students is 1628. The mean score of the data score in skimming class of introvert students is 69.50 and extrovert is 81.40.

Total score of the post test in scanning class (VIII C) is 2808, mean is 78. Total of the post test in skimming class (VIII E) is 2740, mean is 76.1. In other words, there is differences score of the students' achievement effected by giving the treatments.

CONCLUSIONS AND SUGGESTIONS

Based on the finding of this research, it can be concluded that:

1. There is an interaction between techniques and personalities in reading comprehension at 2nd grade of SMPN 29 Bandar Lampung.
2. There is difference score between introvert and extrovert personalities who used scanning technique. Introvert in scanning technique has higher score than extrovert.
3. There is difference score between introvert and extrovert personalities who used skimming technique. Extrovert in skimming technique has higher score than introvert.
4. There is difference score between scanning and skimming technique of students who had introvert personality. Introvert personality of the students in scanning technique has higher score than in skimming technique.
5. There is difference score between scanning and skimming technique of students who had extrovert personality. Extrovert personality of the students in skimming technique has higher score than in scanning technique.

The finding answer seems to reveal the following suggestions:

1. Scanning and skimming technique are a part of reading strategy is presumed to help students in overcoming difficulties in reading and improving their reading comprehension. For English teacher, developing strategy in the teaching reading will help students to increase their reading skills and also to prevent the students to get bored easily. Therefore, the teacher should give the trick to the students in reading a text, especially in identifying the specific information and main idea

quickly. The students have to know that it is not necessary to read the whole text.

2. Besides, for other researchers can conduct scanning and skimming techniques that have introvert and extrovert personality, not only used in Junior High School, but it can also be used on different level of students (it can be Senior High School).
3. This research shows that scanning technique was good to applied in introvert students and skimming technique in extrovert students. This result was proved by the result score. Beside that the researcher has experience about the respond of the students when they learn the materials. The researchers' experience that was written in chapter 4, maybe one of the reasons why introvert students had good score in scanning technique and extrovert students in skimming technique. Based on the researchers' experience, the next researchers can continue this research further away.

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