

IMPROVING ELEVENTH GRADE STUDENTS' ABILITY IN COMPREHENDING REPORT TEXT THROUGH SKIMMING AND SCANNING TECHNIQUE AT SMAN 2 TEBO

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ABSTRACT

The aim of this research is to improve reading comprehension of eleventh grade students of SMAN 2 Tebo on report text through skimming and scanning technique. This study employed classroom action research design. The subject of the research was eleventh grade students of IPA 1 class in SMAN 2 Tebo that consisted of 32 students. The research was conducted in three cycles and each cycle consisted of three meetings. The data of this research were in the form of score and descriptive data were obtained through tests and observation sheet. The result of three cycles show that the use skimming and scanning technique was effective to improve the students' reading comprehension on report text. Based on the reading test scores the students' scores kept improving in every test. In cycle I test the mean was 67.50, in cycle II test the mean was 76.87 and in cycle III test the mean was 85.78. the result of the research showed that skimming and scanning significantly improved students' achievement in reading report text, particularly for eleventh grade students of IPA 1 class in SMAN 2 Tebo.

Keywords: Improving, Skimming and Scanning, Reading

1. Introduction

Based on the School-Based Curriculum (Departemen Pendidikan Nasional, 2006), reading in Senior High School in Indonesia is aimed at give students comprehend interpersonal and textual meanings in various written text. The texts are in the form of descriptive, narrative, spoof, recount, procedure, report, news item, anecdot, exposition, explanation, and discussion. From the preliminary study when researcher visited SMAN 2 Tebo and asked the English teacher about the students problems at eleventh grade, the

teacher told that the students had problem in reading comprehension. Most of the students could not complete exercise of reading text correctly. The teacher also told that students' difficulties are related to finding main idea, getting specific or factual information, getting out synonym or antonym, and identifying reference. These facts can be seen when the researcher did an observation in class XI IPA 1.

1.1 Objective of the Study

This study aims to improving student's reading comprehension at eleventh grade of SMAN 2 Tebo in science class by using Skimming and Scanning technique.

1.2 Statement of the Problem

How can skimming and scanning technique improve eleventh graders reading comprehension at SMAN 2 Tebo?

1.3 Significance of the Study

1. Theoritically, this study would give valuable knowledge of improving Eleventh graders reading comprehension of senior high school by using skimming and scanning
2. Practically, this study expected to give contribution to overcome the problems dealing with teaching reading skill through skimming and scanning technique.

2. REVIEW OF RELATED LITERATURE

Reading is one of the four language skills that must be mastered by the students in learning a language. According to Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that when we are reading, there is an interaction between the readers with the ideas presented by the writer of the text. Nuttal (1982) divide the type of reading depending on the purposes of reading. There are two type of reading, there are intensive reading and extensive reading. The purpose of reading described by Linse (2005). There are two purpose of reading; reading for pleasure and reading for information. Linse (2005) says that reading

comprehension is reading to get the meaning and understanding of the text, entertainment. Gerrot & Wignell (1995), there are many kinds of genres (text type). They are: spoof, recount, report, analytical exposition, anecdote, narrative, description, hortatory exposition, explanation, review, discussion, procedure and news item. Mahnke & Duffy in Arib (2012) stated that there were five types of comprehension questions to measure students' reading comprehension; identifying topic and main idea, making inference, finding out details and factual information, checking reference words and vocabulary in context. Cahyono & Widiati (2011), state that there are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post-reading activities. Anderson & Anderson (1997) defined that information report is a piece of text that tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behavior and qualities. Hadley (2001:208) in Cahyono (2012), stated that skimming and scanning are very important reading skills. Both of this sub skills are distinct processes involving getting the gist (skimming) and locating specific information (scanning). Mikulecky & Jeffries (1990), skimming is high speed reading that can save your time and help you get through lots of material quickly. Skimming is process of reading which the reader only read the main idea in each paragraph. Scanning is far more limited since it our purpose. Scanning help the students only try to locate specific information and help them to follow linearity of the passage, Mikulecky & Jeffries (1990).

3. METHODS

This research employed classroom action research design. In this research, a classroom action research was conducted at the eleventh grade of SMAN 2 Tebo. It is located at Jln. Wirotho Agung, Kec. Rimbo Bujang, Kab. Tebo. The researcher would be conducted from September until October in 2017. Eleventh IPA 1 class of SMAN 2

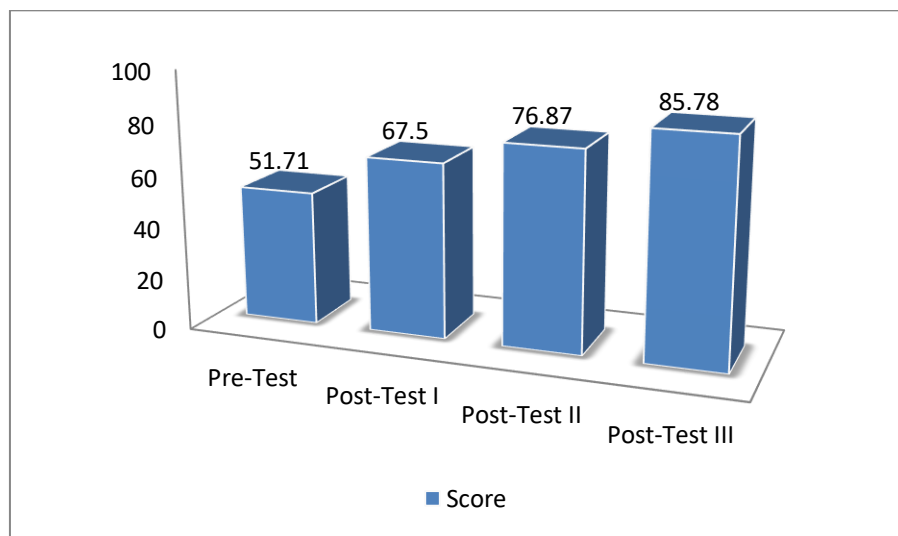
Tebo chosen as the subject of the this research which contained of 32 students in a class. In this action research, the researcher used the model by Kemmis and Mc Taggart (2014). There are four steps in this model. They were planning, acting and observing, and reflecting. The researcher used some instruments to collect the data. They were test and observation sheet. The test was divided into two, they were pre-test and post-test. After collecting the data, the researcher analyzed the data. Pre-test was conducted at the beginning of the lesson, the aims was to know the student ability in reading before the teacher applying the technique. Post-test was conducted at the end of each cycle, the aims of the post-test was to know whether the strategy was success or not after researcher applying the technique. The observation sheet used to know the student process in teaching and learning. In analyzing the data the researcher used theory of triangulation. Triangulation is process to strengthen the fact that has gotten from different individual, types of data, method of data collection in description (Creswell, 2012).

4. FINDING AND DISCUSSION

The data of this research were collected from eleventh grade students of SMA Negeri 2 Tebo. This research were conducted on September 4th 2017- October 14th 2017. The data needed for this classroom action research were collected by administering two kinds of instruments; test and observation sheet. In test, there were pre-cycle and post-test. In pre cycle test, the subject were given 20 questions to determine their ability in reading comprehension through multiple choice. The post test was administered for three times (one in cycle I, one in cycle II and one in cycle III). As the result, there were four sets of raw scores got for the present classroom action research that were pre cycle test scores, post test I, post test II and post test III.

Figure 2

Graphics Improvement from Pre-cycle – Post-test



1. Pre-test

At beginning, the researcher gave a pre cycle test on September 4th 2017. The pre cycle test was administered to the students in order to know their initial ability in reading. In the test there were 20 questions of report text. The question consist of three texts which is five question about main idea, four question about synonym, four question about reference and seven question about factual information. After the researcher given the test, most of the students still got score which were lower than minimum passing grade (KKM). The result showed that the eleventh IPA 1class of SMA Negeri 2 Tebo had low ability in reading comprehension, in which the mean score was only 51.71. Whereas the passing grade was 75. The result of pre cycle test indicated that the students' reading comprehension was still low to average.

2. Cycle I

Cycle I was administered after pre cycle test and it was based on the result of pre cycle test. The first cycle consisted of three meetings. The first meeting was conducted on September 6th 2017 at 10.30 am - 12.15 pm. The second meeting was conducted on September 8th 2017 at 07.30 am – 09.00 pm. The third meeting on

September 13th 2017 at 10.30 am – 12.15 pm. The material taught in this cycle was report text with the topic “Kangaroo”, “Gawai Dayak” and “Ecosystem”. The post test were given at the end of the treatment. The post-test I consisted of three readings passage and 20 question of multiple choice. Post test I gave on September 15th 2017. In this cycle, there were seven students who passed the KKM and there were 25 students who were under KKM. Here the score of students’ post test in cycle I.

Table 3

Range Interval	Member of Students
75-100	7
26-74	25
25-0	0

Students’ Post Test Result of Cycle I

Based on the test in cycle I, the researcher can conclude that the majority of students still had low ability of comprehending report text by using skimming and scnning. It is reflected from most of them got score between 26 – 74. Those score were not sufficient to meet the criteria of success for this study.

3. Cycle II

The second cycle consisted of three meetings. The material taught in this cycle was “electric car”, “shrimp” and “exercise”. The first meeting was conducted on September 15th 2017 at 07.30 am – 09.00 am. In this meeting, there were 32 students joined the class and all of the students were present. The second meeting was conducted on September 20th 2017 at 10.30 am – 12.15 pm. In this meeting there were 32 students joined the class and all of the students were present. The third meeting was conducted on September 22th 2017 at 07.30 am – 09.00 am. Post test II

gave on September 27th 2017 that consisted 20 questions from three texts. There were five question about main idea, seven question about factual information, four question about reference and four question about synonym and antonym. In this cycle, there were nineteen students who have passed KKM but thirteen students got under KKM. Here the score of students' post test in cycle II.

Table 5
Students' Post Test Result of Cycle II

Range Interval	Member of Students
75-100	19
26-74	13
25-0	0

Based on the test in cycle II, that the majority of students was got score between 75 – 100 of comprehending report text by using skimming and scnning and it was reached 50% of students had enough ability. It could be said that the students ability was increased or average. And also, there was the students got score between 26 – 74. Those score were not sufficient to meet the criteria of success for this study.

4. Cycle III

The third cycle consisted of three meetings. The material taught in this cycle was “red bird of paradise”, “glacier” and “musi river”. The first meeting was conducted on September 27th 2017 at 10.30 am – 12.15 pm. In this meeting there were 32 students joined the class and all of the students were present. The second meeting was conducted on September 29th 2017 at 07.30 am – 09.00 am. In this meeting there were 32 students joined the class and all of the students were present. The third meeting was conducted on October 4th 2017 at 10.30 am – 12.15 pm. The activities in this cycle as same as the previous cycle which consisted of planning, action,

implementing the action, observatin and reflecting the action. The post test were given at the end of the treatment. The post-test I consisted of three readings passage and 20 questions of multiple choice. In this cycle, there were no students who got score below KKM. Here the score of students' post test in cycle III.

Table 7
Students' Post Test Result of Cycle III

Range Interval	Member of Students
75-100	32
26-75	0
25-0	0

Based on the test in cycle III, the researcher can conclude that the majority of students had high ability of comprehending report text by using skimming and scnning. It is reflected from students got score between 75 – 100. Those scores were not sufficient to meet the criteria of success for this study.

In sum up, student reading skill had improved significantly in this cycle. Students in this class could created better improvement and passed the minimum passing grade criterion while in pre cycle test there was only one student who passed. Students who had lower ability could improve their skill and reached minimum passing grade criterion.

a. The improvement of students activeness and participation.

Students activeness and participation were seen by their attitude in responding researcher question and asking question or opinion during the learning process. Students gave better participation in every meeting. Mostly, in the first cycle students were more often to be quiet and also created an effective athmosphere in learning. However, it is changes time by time and the activities had been observed during the

action research. In the first meeting, when the researcher asked the students most of them just kept silent, but it changed continuously cycle to cycle and in the last students were brave to greet and deliver their own questions to researcher.

b. The improvement of students enthusiastic and interest to do English learning process

In the beginning of this action research, students in eleventh IPA 1 class were not really enthusiastic to follow learning process. They were too busy to create noise, talked each other and stood up around the class. They did not really care with the attendance of researcher and her collaborator. However, after did some meetings, they started to be enthusiastic and interesting to follow learning process. Doing learning process in a group was interesting for them.

Based on the explanation above showed students mean score were increased from the result of pre cycle test to the result of post test in each cycle. The students mean score in the pre cycle test was 51.71 it was categorized that students reading comprehension were still low. After the treatment had given, the students mean score in the post test were increased in each cycle. It could be seen from the mean score of post test in cycle I was 67.50, cycle II was 76.87 and cycle III was 85.78.

Based on previous study that researcher had written, all of the result were appropriate with this research. These findings indicated that Skimming and Scanning technique could improve reading comprehension in eleventh IPA 1 class at SMAN 2 Tebo.

5. CONCLUSION

After conducting the research of reading comprehension to improve the students' reading comprehension through skimming and scanning technique, the researcher conclude that:

1. The procedure of Skimming and Scanning technique in reading comprehension of students of the eleventh IPA 1 class of SMAN 2 Tebo could be done effectively. As a

result, students' looked more active in following learning process in the classroom and more enthusiastic to master their reading skill in the implementation in this technique.

2. The students' achievement of reading comprehension could be improved by Skimming and Scanning technique in teaching learning process. After three cycles of research, it could be proved by the score of pre cycle test and post test. The score of post test was greater than pre cycle test. The mean score of pre cycle test was 51.71, the mean score of cycle I was 67.50, cycle II was 76.87 and cycle III was 85.78. It means that there was significant difference mean between pre cycle test and post test. This indicates that Skimming and Scanning technique can improve the students' reading comprehension of the eleventh IPA 1 class of SMAN 2 Tebo.

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