
The Eighth-Grade Students' Reading Comprehension Ability In Scanning And Skimming At One of the Middle Schools in Banjarmasin

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Abstract

Reading is an interactive process between the reader and the written text. The purpose of reading itself is to get information from a text. In schools, many students still face difficulties in understanding what they read and sometimes they have limited time to finish their work in reading. The problem depends on how the students perform reading techniques, such as reading words one by one, or they read a text faster without comprehension. This situation means that the students still have a lack of ability in reading comprehension. This study describes the eighth-grade students' reading comprehension ability in scanning and skimming at SMPN 1 Batulicin academic year 2019/2020. The design is descriptive and quantitative. The research subjects are eighth-grade students in classes A and C at SMPN 1 Batulicin. The data were collected twice using multiple-choice tests of reading comprehension on descriptive text, narrative text, and recount text. The data were analyzed based on the student's score criteria of very good (12.5%), good (20%), medium (12.5%), less (28.75%), and poor (26.25%). The less and poor criteria dominate and this condition is considered that the eighth-grade students' ability in reading comprehension is low. Therefore, it is suggested to eighth-grade students at SMPN 1 Batulicin to practice and learn how to use reading techniques such as scanning and skimming.

Keywords: Ability, Reading Comprehension, Scanning and Skimming

INTRODUCTION

English is one of the main subject in junior high school, as Minister of Education stated that 'English must be taught in school and English will be the main subject'. One of English skills is reading. Reading is a skill required for the students to get success in their study. If their reading is insufficient, they will have difficulty in their study. On the contrary, if their reading ability is good, they will probably have a greater success in their study. Considering the reading subjects, many students in school are hard to understand reading texts. The other problem is that the students have limited time allocation to finish their assignment. Ariningsih (cited in Subayil, 2017) said that the problem is because the students perform unsuitable reading comprehension techniques when they read the words one by one, or they read the text faster but without comprehension. This situation indicates that the students still have a lack of ability in reading comprehension.

Based on the statement above, the English teacher needs to teach their students in reading comprehension in effective learning such as scanning and skimming techniques. Nuttal (1988) stated that both scanning and skimming are useful skills, because the techniques enable the readers to focus on the information that is worth spending time by skipping other words to save time.

Based on the statement above, reading skill is important and this necessarily to conduct at SMPN 1 Batulicin to eighth grade students, because the eighth grade students have pre-knowledge about English reading, the English teacher at SMPN 1 Batulicin gave them explanation and material about reading comprehension such as descriptive, narrative, and recount text in the first semester academic year 2019-2020, and the important thing, the researcher enable to conduct his study at SMPN 1 Batulicin. Therefore,

this study aimed to describe the students' ability in reading comprehension without experimental manipulation

Review of Literature

Definition of Reading

Nunan (2009), stated that reading is a process of decoding written symbols, working from the smallest unit (individual letters) into larger unit (words, clauses, and sentences). It means that the process of reading, the readers get involved with written symbols, from the smallest unit such as individual letters to larger unit such as words, clauses, and sentences in order to comprehend the message of the text.

According to Farrel (2009), reading is defined as a process of constructing meaning where the dynamic interaction between the reader's knowledge, the information suggested by written language, and the concept of reading situation happen simultaneously. It can be concluded that reading is a skill that is related to comprehension aims to get information from the reading material itself.

Harmer (1998) also defined reading as a process made by reader to obtain gist message delivered by the writer in order to know the meaning from every word in a reading material. From the Harmer's statement, it concluded that the process made by reader is to grasp the message in written text. Moreover, to understand the message from the reading material can increase the readers' perception through written text.

Reading Comprehension

Reading comprehension is an activity aimed to obtain the message of a particular text. According to Vaugh and Broadman (cited in Yulianti, 2014), reading comprehension is defined as a complex process of various components, including background knowledge, text-types, reading strategies, interest in topic of the reader. These are benefited by the reader in the process of gaining the comprehension of the text.

In the curriculum of the Secondary School, the text types, namely descriptive, narrative, and recount are taught for the second-grade students. In terms of descriptive text, according to Friedman (2010) this type of the text is the simplest among the other writing text types. A descriptive text is to describe a person, an animal, a place, or a thing where the text structurally consists of identification to introduce the character, descriptions of the parts, qualities, and the characteristics of the participant.

The second text type is a narrative text, dealing with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. According to Anderson (cited in Herlina, 2012), a narrative text is series of related events consists of stories of fiction, non-fiction, fables, folktales, myth, legends, and so on that entertain the reader. The structure of the text start from orientation, that introduces the participants and setting; complication that tells the problems or crisis of the story; resolution that tells the solving of the problem; and the re-orientation as the closure of the story.

According to Gerot and Wignell (cited in Nurohmah, 2013), Recount text is to retell or to inform past events for the purpose of entertaining the reader. Recount text can be from people's experiences, the history, and so on. The text of recount uses past tense.

Teaching Reading

According to Harmer (1998), there are three principles that characterize reading, namely: reading is an active skill that students should understand the meaning of the words; the engagement of students with what they do in reading should be related to the students' environment; and the students should be encouraged to respond to the content of the text. Furthermore, most English foreign language students

usually read their native language without difficulty but when the students read English text, especially paragraph text like descriptive text, they find difficulty to understand the meaning of the context.

Reading Ability

According to Brown (cited in Rahayu, 2019), reading ability is a skill of solitary communication between the reader and the writer through a text to get knowledge and information. It is also stated that reading ability will be well-developed involving other skills especially the writing skill. Therefore, the two skills are closely connected.

Definition of Scanning and Skimming

According to West (2010), scanning is one of the fast reading techniques in order to grasp certain information that a reader need from the text. The reader knows what they want to search and they only focus to find specific answer like numbers, dates, places, etc.

Similarly, skimming is also the fast reading technique focused on finding the general drift, essence, global comprehension or general idea of the text. Therefore, the reader will go quickly to find out main points or main idea of the text.

METHOD

Research Design

In this study, the researcher used descriptive quantitative. A descriptive study method simply describes a phenomenon in natural way and can be used in the form of statistics such as frequencies, averages, percentages, and sometimes variability of graphs and other visual image (McMillan, cited in Enggar et al, 2014). Seligher and Shohamy (cited in Sarwinda, 2013) explained that descriptive design involved collections of techniques used to be delineate, used to be specify, or used to describe the method and the result naturally occurring phenomena without experimental manipulation. The objective of a descriptive study is to describe the fact or the characteristic factually and accurately. In this study the researcher aims to describe the students' ability in reading comprehension by using scanning and skimming in multiple-choice test.

Subject of the Research

The subject of the study is the second-grade students of classes A and C involving 40 participants at SMP Negeri 1 Batulicin.

Instrument

Multiple-choice test

The instrument of the study used to obtain the data is multiple-choice test conducted to 40 students. The test consists of descriptive, narrative, and recount texts in the form of 30 multiple-choice questions.

Data Collection

To start collecting data, the researcher conducted the test twice in order to gain the reliability of test. The result of the first test was compared with the result of the second test, and then the researcher used Pearson's Product Moment Coefficient Formula to calculate the result.

Data Analysis

According to Fraenkel and Wallen (cited in Sarwinda, 2013), data is kinds of information that can be found on the subjects of the researcher. It is mean that data refers to information from their subjects to get summarizing, organizing, or synthesizing in order to get the conclusion and the result of the research. For analyzing the data, there are several steps that the researcher followed:

1. Collecting the students' answer

2. Counting students' scores. The formula of counting students' score by using:
 $Score = \frac{\text{Total Correct Answers}}{\text{Total Questions}} \times 100$
3. Classifying the data based on the following categories:
 - a. 100-86 = very good
 - b. 85-71 = good
 - c. 70-56 = medium
 - d. 55-41 = less
 - e. ≤ 40 = poor
4. Classifying the test result based based on question words
5. Making Conclusion based on the test result

FINDINGS

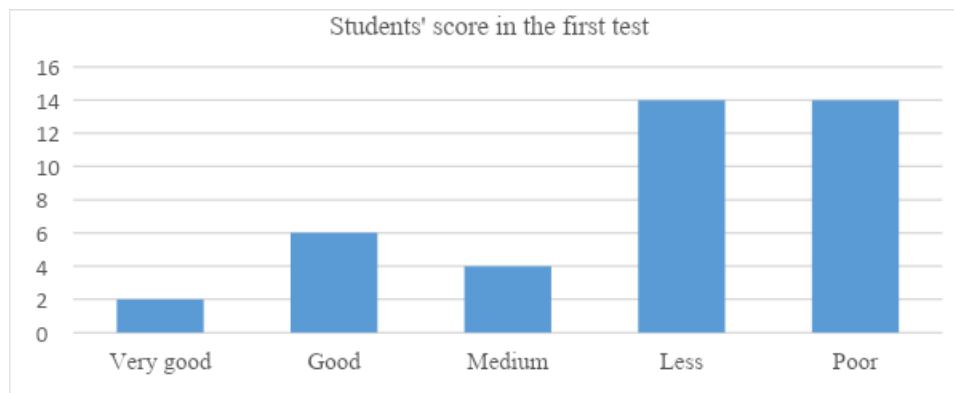
Table 1
Students' Result in the First Test

Category	VIII A	VIII C	Total
Very good	1	1	2
Good	3	3	6
Medium	0	4	4
Less	7	7	14
Poor	9	5	14

Based on the data on the table, which had been done in first test, the researcher found that the result of students' score category where 2 students (5%) were very good criteria, 6 students (15%) were good criteria, 4 students (10%) were medium criteria, 14 students (35%) were less criteria. and 14 students (35%) were as poor criteria.

The data above is presented in the form of Figure: Students' score in the first test shown as follows.

Figure 1



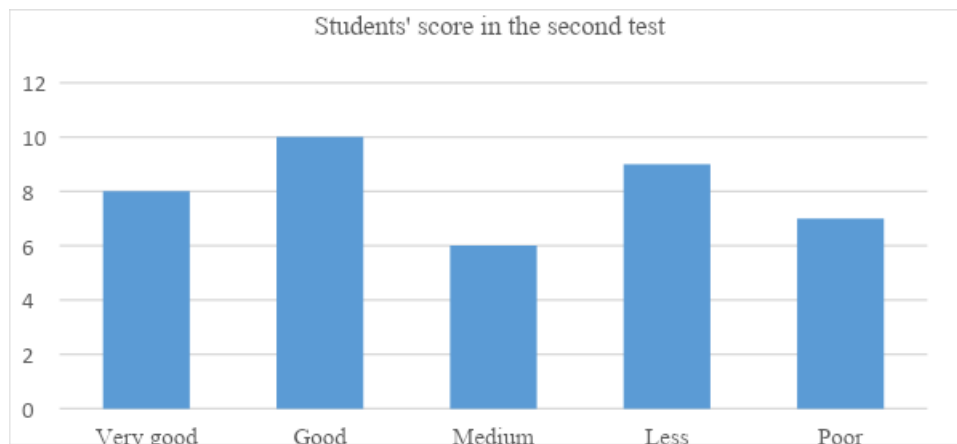
The finding from the second test is shown in Table 2: Students' Result in the Second Test below.

Table 2
 Students' Result in the Second Test

Category	VII A	VII C	Total
Very good	3	5	8
Good	2	8	10
Medium	4	2	6
Less	6	3	9
Poor	5	2	7

In retest, based on the table above, the researcher finds the result that 8 students got very good criteria, 10 students were good criteria, 6 students were medium criteria, 9 students were less criteria, and 7 students were poor criteria.

Figure 2
 The Chart of Score Category in the Second Test



Based on the chart above, the statistics results of retest showed that 8 students were very good (20%), 10 students were good criteria (25%), 6 students were medium criteria (15%), 9 students were less criteria (22,5%), and 7 students were poor criteria (17,5%).

In conclusion, the students' score in VIII A and VIII C were divided into five categories, there are:

1. 2 students in the first test and 8 students in the second test were categorized as very good
2. 6 students in the first test and 10 students in the second test were categorized into good category
3. 4 students in the first test and 6 students in the second test got medium category
4. 14 students in the first test and 9 students in the second test were counted as less category
5. 14 students in the first and 7 students in the second test were categorized as poor
6. Based on the first test and the second test score, the percentage of students' reading ability are:
 1. less criteria got 28,75%.
 2. poor criteria got 26,25%.
 3. good criteria got 20%
 4. very good criteria got 12,5%

5. medium criteria got 12,5%

Based on the conclusion above, most of students got less criteria (28,75%), and poor criteria (26,25%). It indicates that students' ability at SMPN 1 Batulicin in class A and class C has low ability in reading.

CONCLUSIONS

Based on the finding, where most of eighth grade students' ability at SMPN 1 Batulicin reading comprehension in scanning and skimming ability were categorized as 'kurang' or 'less' criteria. The result can be proven by findings that showed the students got low score is higher. Most of the students got 'kurang' category score in the first test and the second test.

SUGGESTIONS

Based on the conclusion, the suggestions are addressed to English teacher in SMPN 1 Batulicin. Based on the students' scores, it is suggested to the teacher to increase students' reading comprehension by giving more exercises through scanning and skimming strategies.

The suggestion also addressed to the students of VIII A and VIII C at SMPN 1 Batulicin. The students should learn and practice about how to read a comprehension text by using scanning and skimming strategies, because the students' ability is low.

Lastly, the suggestions for the future research, it is suggested for the next researcher to conduct a descriptive study about reading comprehension by adding procedure text, because this research is conducted based on the standard English curriculum in SMP that only mentioned descriptive text, narrative text, and recount text in eighth-grade students.

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