

Improving Students Reading Skill by Using Scanning Technique

¹Efarni

Universitas Muhammadiyah Kendari

efarni0909@icloud.com

²Syarif Amin

Universitas Muhammadiyah Kendari

**Corresponding Author*

syarif_amin85@yahoo.co.id

³Ririn Syahrani

Universitas Muhammadiyah Kendari

rs15878@bristol.ac.uk

Article

History

Received:

Reviewed:

Accepted:

Published:

Highlights

Students' reading skill was improved by the implementation of scanning technique.

ABSTRACT: This research was conducted to find out whether the use of scanning technique can improve students' reading skills at SMPN 14 Kendari or not. The research question is "whether the scanning can improve students' reading skills at SMPN 14 Kendari. This study used a quantitative method of pre-experimental design, namely one group pre-test-post-test. The populations of this research were 194 students. Samples were taken using purposive sampling consisting of 30 students. The research instrument was a reading test consisting of 9 multiple choice items. The data collected by giving an initial test to see the students' initial reading ability, the treatment was carried out for four meetings, and the final test was conducted to determine students' reading ability. The results showed that in the pre-test and post-test the significant value of the students was 0.000 which is smaller than alpha (0.05) and the significant level of the line $df = 29$. In addition, the effect size of the use of scanning techniques is 0.83 and categorized as high level. It can be concluded that H_0 was rejected and H_1 was accepted. Thus, there was a positive increase in the use of scanning technique in improving students' reading skills.

Keywords: *Improving, reading, scanning technique.*

Introduction

English lessons are taught to all Indonesian students. In English there are four basic abilities that students must have. One of them is reading. Reading is one of the activities of looking at reading texts with the process of understanding the contents of the text by making a sound or in the heart. According to Nunan (2015) reading is a process of matching sounds with written text. Reading is not just spelling words or making sounds but reading about how we understand the meaning or how we get the information contained in the text. Reading is one of the important components in learning English. To make students able to speak, listen, write, students must be good at reading (Brown, 2001).

According to Levine (2010, p.84) "reading is considered as one of the most important skills that must be mastered by students of English as a second language". In reading not only develop language intuition or academic success but also completion. Therefore, it is mandatory for students to have good reading skills, especially in education. The 2013 curriculum is stated that students are expected to be able to understand the meaning of texts in the form of recount, narrative, procedure, descriptive or report in everyday life. Furthermore, students must master reading to enable their successful learning. If students do not understand the content of the text in the test, it will be difficult for students to meet the passing grade.

According to Yudi (2010) reading skills are needed by students to continue their studies, especially at the intermediate level. The common mistakes that students experience in reading are as follows: 1.) saying the wrong word, 2.) skipping a word, and 3.) skipping part of the word. The above errors are the most common mistakes faced by students. Therefore, it is very important for students who are studying English to understand more about reading in English so that students can correct these mistakes. According to researchers, skimming and scanning techniques could be able to correct the errors. The ways to solve this problem are (1) provides reading training for students and, (2.) corrects wrong words by providing feedback. Talking about reading skills, teachers should consider suitable techniques for teaching so that the learning process is more effective. The technique must be adapted to the ability of students. One technique may not necessarily be used in other schools because each school has a different character.

At the school that will be studied, the researcher previously conducted a preliminary study. During initial observations in August 2022, the researcher conducted interviews with one of the English teachers and besides that the researcher saw first and the process of learning English, the researchers found that these students were less fond of reading so the researcher felt that the researchers would conduct research with this technique skimming and scanning to improve students' reading skills.

Scanning technique is a quick-reading technique to find certain information or specific information in a reading. Previous researchers have proven that scanning techniques can improve students' reading skills (Indah 2020, and Arini 2013). However, previous research will conduct in big cities where students already know English quite well, this is one of the successes of this technique. Unfortunately, in small towns students reading skills are lacking in English, due to lack of teachers considering their teaching techniques to improve students reading skill and previous researchers

have not used this technique to improve students reading skill small towns. For that the researchers closed the gap by exploring scanning techniques as learning techniques to improve reading ability.

Therefore, this study possesses a research question:

“Are scanning techniques effective in improving students’ reading skill?”

Method

This research uses quantitative research. According to Ary (2002, p.22)” quantitative research is research that uses measurement and analysis of numerical data to explain phenomena”. This research was conducted in February to March 2023 at SMPN 14 Kendari. The population of this research are 194 students consist of 30 students by random sampling. This research uses pre-test and post test instruments. consists of multiple choice. For the more the data analysis technique, the researcher Will use a paired sample T-test using SPSS version 16.00.

Findings and Discussion

Findings

This study was conducted VIII-1 at SMPN 14 Kendari which consisted of 30 students. This research was conducted of six meeting. Two meeting to giving pre-test ad post-test and four meeting to give treatment. The result of this data showed that there is a significant improvement on students reading skill using scanning technique. The data can be seen in the result of research that have been analyzed using statistical calculation.

1. The Analysis Students reading Test in Pre-Test and Post-Test.

1. Students score in pre-test

In this section, the researcher showed the complete score of the students reading in pre-test. The researcher would present them in the table and calculate the score by using SPPS version 16.00 by following the table.

Table 1.1 The Score of Students Reading in Pre-Test.

Respondent	Correct Answer	Pre-test
R1	5	77
R2	5	55
R3	6	66
R4	5	55
R5	7	77
R6	6	66
R7	3	33
R8	7	77
R9	6	66
R10	5	55

R11	4	44
R12	5	55
R13	5	55
R14	5	55
R15	5	55
R16	3	33
R17	5	55
R18	4	44
R19	2	22
R20	3	33
R21	4	44
R22	4	44
R23	3	33
R24	7	77
R25	2	22
R26	5	55
R27	4	44
R28	4	44
R29	5	55
R30	6	66
N=30		Σ=1562

Table 1.1 shows that there were 30 students observed in this research before giving the treatment and all students' scores before giving the treatment. The highest score was 77 and the lowest score was 22. There were four students who got 77, there were four students who got 66, there were ten students who got 55, there were six who got 44, there were four students who got 33, and there were two students who got 22. The categories were fair, poor, and very poor. It means the students' scores in pre-test were low.

2. Treatment

To see treatment steps can be seen in the appendix of the lesson plan section. However, the researcher will explain a little about the steps in the study.

a. The first treatment

The class was opened by asking students what the scanning technique was related to, after the students' answer, the researcher will explain what the scanning technique was, and the researcher will explain the stages of the scanning technique. In this first treatment all students still did not know what a scanning technique was.

b. The second treatment

At the second meeting, the researcher again explained what a scanning technique was. The researcher, then, tried to conduct training using daily activity text as student training

material. At this meeting some students already understood what scanning technique was. Although there still some students who do not understand. However, there was an increase in this meeting compared to the first meeting.

c. The third treatment

At the third meeting the researcher explained what a scanning technique was. And her researchers focus more on students who don't understand what is scanning technique. After that the researcher tried to provide training as was done in the second meeting. From the results of the training, it can be concluded that there were already many students who already understood about the scanning technique compared to the second and third meeting

d. The fourth treatment

At the fourth meeting the students already understood more, and the students were familiar with the scanning technique as evidenced by the researcher only giving two or three practice sessions. And then the details of the treatment can be seen the appendix in the lesson plan section.

3. Students Score in Post-Test

Table 1.2 The Score of Students Reading in Post-Test.

Respondent	Correct Answer	Pre-test
R1	7	77
R2	9	100
R3	7	77
R4	7	77
R5	8	88
R6	9	100
R7	7	77
R8	7	77
R9	7	77
R10	7	77
R11	8	88
R12	7	77
R13	8	88
R14	9	44
R15	8	88
R16	8	88
R17	5	55
R18	8	88
R19	8	88
R20	7	77
R21	6	66

R22	7	77
R23	6	66
R24	7	77
R25	7	77
R26	7	77
R27	8	88
R28	7	77
R29	8	88
R30	8	88
N=30		$\Sigma=2389$

Based on data above shows the students post-test scores of reading test after being given treatment. The highest score was 100 and the lowest was 44. There were two students who got 100, there were ten students who got 88, there were fourteen students who got 77, there were two students who got 66, there were one student who got 55 and there was one student who got 44.

2. Normality Of Distribution.

Test normality in this study used Shapiro Wilk test treated with SPSS version 16. Conclusion of the result test normality can be seen:

1. If the significance value is > 0.05 then stated that data is normally distributed.
2. If the significance value is < 0.05 then stated that date is distributed not normal.

The result of the computation indicated pre-test were either post-test score was normally distributed. It can be seen this following table

Table 2.1 Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test	.936	30	.071
Post-Test	.850	30	.055

To determine normally distributed data, the data value must be higher than alpha ($\alpha = 0.05$). The table 4.5 tells that the probability value (sig) of pre-test score was 0.071 and post-test score was 0.055. than of the values are highest than alpha. It can be concluded that both scores pre-test and post-test distributed normally. Thus, the scores of the student on pre-test and post-test are acceptable to be analyzed trough parametric test in form of paired sample test to see whether there was positive improvement of using scanning techniques on students reading skill or not.

3. The Analysis of Paired Sample t-Test on Pre-Test and Post-Test

The computation result of normality of distribution of pre-test and post-test indicated that the data of pre-test and post-test were normality distributed, because of this paired sample t-test could be used to find out whether there was a significant improvement of using scanning techniques on students reading skill or not. The following table described the result of paired sample t-test analysis on students score of pre-test and post-test.

Table 3.1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	50.0667	30	15.53846	2.83692
	Post-Test	79.6333	30	11.55939	2.11045

Table 3.2 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test - Post-Test	-2.2756E1	18.92492	3.45602	-34.63503	-20.49830	-7.976	29	.000

In the table 4.6 showed that mean of pre-test score was 50.0667 with standard deviation was 15.53846 and mean of post-test score was 79.6333 with standard deviation was 11.55939. In other words, students mean score was up to 29.5666. In the tables 4.7 showed probability value (sig.2-tailed) was 0.000

In this study, the researcher directional hypothesis in which believed that there will be positive significant of using scanning technique on students reading skill. The following is directional hypothesis:

1. H_0 = there is no significant effect of using scanning techniques on students reading skill.
2. H_1 = there significant effect of using scanning techniques on students reading skill.

In addition, based on those two directional hypotheses, to prove whether hypothesis H_0 or H_1 would be accepted or rejected, the probability value (sig. 1-tailed) should be used. It means the probability value (Sig. 2-tailed) of paired sample t-test must divided by equaled 0.000. The probability value (sig 1-tailed). Was 0.000 and t_{count} -7.976 was higher than t_{table} at the 0,05 level of significance to the line $df = 29$

Furthermore, H0 is accepted if the probability value is higher than alpha or the level of significance ($p \geq 0.05$) and rejected if probability value is less than or equal to the level of significance ($p \leq 0.05$). Hence, in this case the probability values are less than the level significance so it can be concluded that H0 is rejected and H1 accepted. Thus, in this study the use of scanning techniques provided a positive significant increase or influence on reading skill at the second grade (VIII-1) of SMPN 14 Kendari.

4. Descriptive Statistics

In this part, the descriptive statistics of pre-test and post-test was analyzed in SPSS ver 16. For windows and the result can be seen in the following table:

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	22.00	77.00	52.0667	14.53846
Post-test	30	44.00	100.00	79.6333	9.55939
Valid N (listwise)	30				

From the table above shows the description of minimum and maximum score, mean and standard deviation of pre-test and post-test. The minimum score of pre-tests was 22 while on the post-test, the result of minimum score was 44. This improving score indicated the improving of number of correct answer that the students have answered on the post-test. The students who obtain the minimum score 44 had four correct answers on post-test, whereas compared to the pre-test the students who obtained 22 had only two correct answers.

Based on the mean post-test on the table previously, the improvement of using scanning techniques on students reading skill can be seen on the result of the pre-test and post-test. It was clearly seen that the mean of pre-test is 52.0667 while post-test is 79.6333, can be concluded that the mean of post-test has improved as 29.5666. it is obtained from the difference between pre-test and post-test. These differences assumes that the treatment has given positive significant effect to the students reading skill.

5. The Effect of using Scanning Techniques.

There is a significant effect of using scanning techniques on students reading skill. According Arikunto (2010), calculation of the effect size is important to be administered to determine the effect of independent variable upon the dependent variable. It was calculated to investigate how important the effect of the independent variable in practical terms. To measure the effect size of the significance of pre-test results research used formula as follow:

$$d = \frac{\sqrt{t^2}}{\sqrt{t^2 + df}}$$

$$= \frac{\sqrt{-7.976^2}}{\sqrt{-7.976^2 + 29}}$$

$$\begin{aligned} &= \frac{\sqrt{63.616576}}{\sqrt{92.616576}} \\ &= \sqrt{0.68688} \\ &= 0.83 \end{aligned}$$

Which:

d = effect size of using scanning

t = obtained from t-test

df = degree freedom

The criteria can be seen follow:

0.1 – 0.2 = Low

0.3 – 0.5 = Average

0.6 – 0.8 = High

Based on the result above, the effect size of using scanning technique was categorized as a large effect size which 0.83. as a result. It means there is a positive significant of students reading skill.

Discussion

This research was applied to improve students' reading skills at SMPN 14 Kendari. The population of the research consisted of 194 students in class VIII-1 consisting of 30 students. Based on the observation that the state of students' learning in reading before using scanning technique was not effective, this can be seen from the pre-test scores. At the beginning of the study, the researcher conducted a pre-test with the aim of knowing students' initial reading ability with multiple choice questions consisting of 9 numbers. In the next meeting, the researcher began to apply the treatment by explaining what scanning techniques were. At the last meeting, the researcher conducted a post-test with the aim of seeing the students' reading skill after receiving treatment. Judging from the pre-test and post-test results, the students' scores experienced a very high increase, which means that by using scanning technique, students' reading skills increased.

Based on the t-test, the researchers found that there was a significant difference between the results of the pre-test and post-test before after the teaching and learning process used scanning techniques. The description of the data collected through the pre-test and post-test has been explained in the previous section which shows that students' reading skills have increased. This is supported by the average score of students in the pre-test which is 51.7000 which is classified as bad and the average score of students in the post-test is 85.2667 which is classified as sufficient.

Then the results of the Paired sample T-test show that the mean value is 29.5666 where the standard deviation (SD) is 18.92492. with t value -7.976 and df= 29. The calculated t and df values are used to determine the effect size to see the level of significance. The result of the effect size is 0.83 which is categorized as a large level of effect size. This means showing positive results on students' reading skill. Furthermore, for testing the hypothesis, a significance value of 0.000 was found and smaller than alpha ($\alpha = 0.05$) which means that H_0 was rejected and H_1 was accepted. So, it can be

concluded that the use of scanning techniques can improve students' reading skills. This is supported by Usman (2015) who says that scanning techniques can improve students' reading skills. According to Usman (2015) proves that scanning techniques suitable for students. Therefore, this technique is good for teachers to do for a limited time as it is a time saving technique.

Based on the research process, the researcher found several difficulties in teaching were, first, there were some students who were difficult to manage and did not listen to directions from the researcher. Secondly, when the researcher gave question to students there were still students who hesitated in giving answer to the researcher question. For this reason, before carrying out teaching, researcher must consider good teaching methods for reading.

Conclusion

Based on the result of the data analysis on chapter IV, the researcher would like to draw a conclusion. Based on the result of the data, it can be concluded that scanning techniques was positive effect on students reading skill. It can be seen of the students score in the pre –test before being taught reading by using scanning techniques. It was found minimum score was 22 and maximum 77 and mean 52.0667 with SD (standard deviation) 14.53846. Meanwhile the students score in the post-test after being taught using scanning techniques, the minimum score was 44, while the maximum 100 and mean was 79.6333 with the standard deviation was 9.55939. one tailed is 0.000 which is less than the alpha value (0.05) and $t_{count}(-7.976)$ was higher than t_{table} of the level of significance to the line $df=29$. So can be concluded that H_0 is rejected and H_1 is accepted. Therefore, it means there is significant effect of using scanning techniques on students reading skill.

Acknowledgement

1. The school of SMPN 14 Kendari which has allowed researcher to conduct research at the school.
2. Dr. Syarif Amin, S.Pd.I, M.Pd.I as Supervisor I who has helped me a lot in completing my research paper.
3. Ririn Syahriani, S.Pd., M.Pd as Supervisor II who has helped me a lot in completing my research paper
4. Thank you very much to my lecturers who have provided a lot of knowledge: Titin Rahmiatin, M.Pd, Nur Risky Alfiany Suaib, S.S., M. Hum, Abdul Halim, S.Pd., M.A. TESOL, Tri Indah Rusli, S.Pd., M.Pd, Faridawati, S.Pd., M.Pd, Muflihun, S.Pd., M.Sc.TESOL, Dr. Maulina, M.Pd, Ramsi, S.Pd. MA, Rahmat Nasrullah, S.Pd., M.Hum, Isna Humaera, S.Pd. S.Ag., M.Pd, Wa Fara, S.Pd., M.Pd, Yusnita S.Pd, Sukmawati, S.Pd., M.Ed. TESOL, Yuditra Franama, S.Pd., M.Pd, The late Dr. Alauddin Madjid, M.Pd, The late Prof, Dr. H. Abdullah Alhadzah, MA, Dr. Hadijah Selman, M.Pd who has given me a lot of knowledge, while I was studying in college.
5. Thanks to my beloved parents, Mr. La Pou R (late) and Mrs. Nahani who always give sincere prayers for success in the writer' life, my sisters Naspia, Hesti S.Pd., Efriani S.Ap., Widiawati and my brother-in-law Asbullah, Darmansyah, Yanto and my family who always support me.
6. The last is all parties who have helped and cannot be mentioned one by one.

References

- Adib, M. F. (2019) Improving students reading comprehension on descriptive text using scanning technique at the tenth grade of Maja Nurul Muttaqin Wedi Kapas.
- Anderson. (2014). Examining the effectiveness of a multicomponent reading comprehension intervention in middle schools: Focus on treatment fidelity. *Education Psychology review*, 26, 425-449
- Ariana, U. (2015). The scanning techniques in improving students reading Comprehension at the second-grade students of SMA Negeri Belopa.
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktek*. PT. Rineka Cipta.
- Arundel, A. (1999). Reading and study skill lab: Skimming and scanning. Open Access (<http://www.aacc.edu/tutoring/file/skimming>. Accessed on 6th February 2014).
- Ary, D, J, Lucy. C, & Razavieh. A, (2002). *Introduction to research in education*, (6th Eds). Wadsworth Group
- Asriana, Z, A. (2021). Improving students reading comprehension through scanning technique. A pre-experimental study at eight grades of SMN 26 Makassar.
- Ayu, A. (2013). Improving reading comprehension of narrative text through jigsaw technique
- Brown, G. J. (2001). *Beyond print: Reading digitally*. Library Hi Tech.
- Brown, K.S. (2003). Does low reading achievement at school entry cause conduct problems. *Social & Medicine* 56(12), 2443-2448
- Brown, D. (2004). *Language assessment principles and classroom practices*. Pearson Education Ltd.
- Fry, E. B. (2000). *Skimming and scanning: Jamestown's reading improvement*. Jamestown Publishers.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
- Hancock, M. (1987). Reading 10: Senior High School Curriculum Guide.
- Haworth, C. M., Kovas, Y., Harla., Hayiou-Thomas, M. E., Petrill, S. A., Dale, P. S., & Plomin, R. (2009). Generalist genes and learning disabilities: A multivariate genetic analysis of low performance in reading, mathematics, language, and general cognitive ability in a sample of 8000 12-year-old twins. *Journal of Child Psychology and Psychiatry*, 50(10), 1318-1325.
- Isaac, S. D, and Michael, W. B (1980). *Handbook in research and evaluation*. EdITS Publisher San Diego, California.

- Kementrian Pendidikan dan Kebudayaan. (2016). *Materi pelatihan implementasi kurikulum 2013*. Jakarta: Kemdikbud.
- Knutson, E. M. (1997). Reading with a purpose: communicative reading tasks for the foreign language classroom. *Foreign Language Annals*, 30(1), 59-57
- Levine, L. E (2010). Can students really multitask? An experimental study of instant messaging while reading. *Computers & Education*, 54(4), 927-931.
- Mikulecky, B. S. (1990). *A short course in teaching reading skills*.
- Nation, P., & Chung, T. (2009). *Teaching and testing vocabulary*. In *The handbook of language teaching*.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Simanjuntak, E. (1988). *Developing reading skills for EFL students*. Jakarta
- Sujianto, A.E (2009). *Aplikasi statistik dengan SPSS 16.0*. Prestasipustaka
- Thomas, R. (2009). Writing, reading public and private literacies. Ancient literacies: *The culture of reading in Greece and Rome*, 13-15