

TEACHING READING COMPREHENSION BY USING SKIMMING AND SCANNING TECHNIQUES TO THE TENTH GRADE STUDENTS OF SMAN 1 GELUMBANG

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Abstract

The objective of this research was to find out whether or not it was effective to teach skimming and scanning techniques in reading a narrative text by the tenth grade students of SMAN 1 Gelumbang. The method used experimental. The population of this study was all tenth grade students of SMAN 1 Gelumbang. The sample of this study was 60 students. It indicated that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that it was effective to teach reading comprehension by using skimming and scanning techniques to the tenth grade students of SMAN 1 Gelumbang.

Keywords: *teaching, reading, skimming and scanning*

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Introduction

In Indonesia, the teaching of English has become central for at least two reasons. First, English is now the only foreign language which should be taught as a compulsory school subject at high schools and universities. Other foreign languages, if any, are only offered for certain fields of study. Second, as the first foreign language, English is one out of three school subjects being tested at the National Examination. The latest shows that this language is very important in this country (Ermita, 2007, p.21-25).

Mikulecky (2004, p.240) state that the teaching of English in Indonesia is focused on reading skill. In other words, reading is one important way to improve students general language skills in English. So, there are some advantages for the students as the importance of reading:

- a. Reading helps you learn to think in English.
- b. Reading can enlarge your English vocabulary.
- c. Reading can help you improve your writing.
- d. Reading may be a good way to practice your English if you life in non English-speaking country.

- e. Reading can help you prepare for study in an English-speaking country.
- f. Reading is a good way to find out about new ideas, facts, and experiences.

Based on the explanation above, it is important for the students to develop their reading comprehension ability, because reading is a skill to be developed much as learning to think and to write effectively.

Gebhard (1996, p.202) states that skimming and scanning techniques are hoped to help students to comprehend the reading, because skimming is a technique to get general information of a paragraph text quickly, and scanning is a technique to get specific information quickly without reading the whole text.

Based on the explanation above skimming and scanning techniques are important in reading. It is important to know the effectiveness of skimming and scanning techniques. So, the writer would like to do research on those two techniques applied to the tenth grade students of SMAN 1 Gelumbang.

Literature Review

Definition of Reading

Reading is a process employed by an individual in order to understand what an author says (Brown, 1994, p.271). Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is a process of how the information is processed from the text into meanings, starting with the information from the text and the ending with what the reader gains. So, it can be inferred that reading is a process between the reader and the text which associated with meaning and the reader use strategy to determine what that meaning it. Meaning is expressed not only by single of word but by units of phrase and sentence. So, reading is very important to daily activity.

The Concept of Teaching Reading

Teaching is controlling, guiding, and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 1994, p.161). Based on explanation above, teaching is not a simple task. It is a profession that needs to great mastery of the field and it should be educational.

The concept of teaching reading, in this study using skimming and scanning techniques. It has two techniques that can help readers quickly gain information from a book, magazine, newspaper or website without having to read every word.

Skimming

Readers skim a text when they look it over quickly to get a general idea of the subject matter. The reader is not interested in all the detail, getting the gist is enough. Skimmers run their eye down the page or screen looking for pointers that sum up the contents. Subheadings or bullet points attract their attention, as do the introductory phrases of paragraphs and the concluding ones. In longer texts, skimmers check the contents lists, the opening and closing paragraphs of chapters, and any introductions, conclusions or summaries.

Scanning

Readers scan a piece of writing when they quickly search it for specific information. For example, a reader might scan a biography of Abraham Lincoln, looking out only for significant dates. The reader would skip over descriptions of Lincoln's upbringing, his struggles and his achievements, stopping only to note the years. Scanners will make use of a book's index and contents page. When running their eye over the text, they will look out for keywords relevant to their search.

The Concept of Comprehension

Mikulecky (2004, p.16) state that comprehension is part of life. As you read, you make connections between what you are reading and what you already know. Sometimes the connection seems to happen by itself. Especially when the information is important or interesting to you. But at other times, it is not so simple. The text may seem a mass of information with no meaning that will stick. So how to make sense of everything you read and how to remember it.

Gebhard (1996, p.205) stated that reading comprehension can be understood as the recognizing words. Unlike skimming and scanning, activities that aim at having students read for thorough comprehension require students to read meticulously. The goal is for the students to understand the total meaning of a reading selection. According to Ermita (2007, p.23) there are four levels of comprehension:

1) Literal Comprehension

In literal comprehension consists of using two types of tasks. Recognition tasks require students to identify the main points in the reading selection or exercises that uses the explicit content of reading selection. Recall tasks, on the other hand, demand that students produce from memory explicit statements from selection.

2) Inferential Comprehension

The second level is often called inferential comprehension, reading to infer what the authors imply or state directly in their text. Information need for comprehension is present in the

text, but readers must read between line to get the authors really means or think about the content, inferential question ask ask the readers to “think and search” what is the author think and search through the actual text to find the answer.

3) Evaluative Comprehension

The third level, evaluative comprehension also requires extensive thinking about what one read. Readers judge what they read against external criteria such as information provided by teachers or additional reading sources or against internal criteria such as their own experiences with the topic.

4) Appreciative Comprehension

The final level, appreciative comprehension are includes “On My Own” reading tasks. When readers decide if they liked what they have characters and setting and advance plot, they exercise appreciative comprehension. When young story book listeners or readers become angry at a character in a story or cry over a sad turn of plot, they have shown appreciative comprehension.

The Concept of Skimming Technique

Gebhard (1996, p.203) states that skimming is quickly reading to find the general ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research. There are many strategies that can be used when skimming.

The Concept of Scanning Technique

Gebhard (1996, p.203) states that scanning is a technique quick reading to locate specific information. For examples, we scan telephone books, catalogs, dictionaries, basically any source in which we need to locate specific information. You

search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

Procedure of Teaching Reading Comprehension by Using Skimming and Scanning Techniques

In this procedure of teaching reading comprehension by using skimming and scanning techniques, the writer of the research used three phase techniques. The three phases of teaching reading comprehension of three steps.(1) pre-reading activities, (2) whilst-activities, (3) post-activities.

Pre-reading activities was conducted: Greeting the students, checking the attendance list, giving the motivation students, and asking the students make some questions related to the sub theme.

Whilst-activities was conducted: Presenting some unfamiliar words, distributing the copy of the text to each students, asking the students to read quickly each paragraph, asking the students to comprehend and to find the general information in the text. Such as read the title and the illustrations, asking the students to find the specific information quickly without read whole of the text. Such as setting, date, symbol and number, asking the students to find the key points in the summaries, asking the students to get the social message from the author of the text and a sking the students to answer the questions from of the text

Post-reading activities was conducted: Summing up the lesson, evaluating each student by asking question and giving them quiz to asses each student in comprehension the reading text and closing.

Previous Related Study

In related previous study, there were two thesis related to this study. The

title of thesis were “Teaching Reading Comprehension by Using Scanning Technique to the Seventh Grade Students of the Junior High School Number 17 Palembang by Marlina in Muhammadiyah University of Palembang” and “Teaching Reading by Using Skimming and Scanning Techniques to the Tenth Grade Students of SMA Number 8 Palembang by Octarina in University of PGRI Palembang.

Marlina (2010) investigated that the sample of the study, where the previous study is taken from the Seventh Grade Students of Junior High School Number 17 Palembang and using one class that were 40 students. Independent variable used scanning technique.

Octarina (2008) investigated that the sample of the study, where the previous study was taken from the Tenth Grade Students of SMA Number 8 Palembang by using simple random sampling the total of sample were 98 students. The population of the study was taken from a group of 240 students from seven classes. Independent variable used skimming and scanning techniques.

The similarities were in the use of the same dependent variable that is reading comprehension.

The differences between the previous study and this study were independent variable. The previous study was using scanning technique and this study used skimming and scanning techniques.

Method of Research

Method is a way in doing something Hornby (2000, p.734). In doing the research, independent simple test was used. In this research, the control group was

taught reading comprehension by using conventional strategy after that get pretest. Then, they do the posttest. On the other hand, in the experimental group the researcher gave same pretest and so did in the control group. Then, experimental group was taught reading comprehension by using skimming and scanning techniques. After that they were given the posttest.

Research Variables

Best and Kahn (1993:137) state that variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. There are two types of variables; they are independent and dependent variable. Independent variable is the major variable which you hope to investigate. Dependent variable is the variable which you observe and measure to determine the effect of independent variable. The independent variable of this research used skimming and scanning techniques; and the dependent variable used the teaching reading comprehension.

Population

In doing this study, the writer needs a population as the subject of study. Best and Kahn (1993, p.13) stated that population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. In conducting this study, tenth grade students of SMAN 1 Gelumbang in the academic year of 2012/2013 was as population. They consisted of 225 students distributed in seven classes.

Table 1. The population of the study

No.	Classes	Students		Total
		Females	Males	
1	X-1	15	15	30
2	X-2	15	15	30
3	X-3	18	12	30
4	X-4	19	15	34
5	X-5	22	10	32
6	X-6	19	17	36
7	X-7	21	12	33
Total of the population		129	96	225

Source: Documents of SMAN 1 Gelumbang in the academic years of 2012/2013

Sample

A sample is a small proportion of population selected for observation and analysis, (Best and Khan, 1993:13). In this study, convenience non random sampling was used. There are two groups needed in this study. So, the sample is two classes, they are X.1 and X.2.

In this study, convenience non random sampling was used. According to Creswell (2005: 149), it is more effective to be used because they are willing and available to be studied. So, two classes were chosen consist of 60 students as a sample and was divided into two groups that were the experimental group and the control group.

Techniques for Collecting the Data Test

In collecting the data, a written test was used to find out whether or not it is effective to teach scanning and skimming techniques in reading a narrative text by the tenth grade students of SMAN 1 Gelumbang. According to Arikunto (1997, p.127), a test is a short examination of knowledge that consists of questions that

must be answered. The tests consisted of pretest and posttest. The purpose of giving a pretest is to know the students’ ability in mastering reading before conducting this study. On the other hand, the purpose of giving a posttest is to know the students’ ability in mastering reading after conducting this study. There were 30 multiple-choice items tested.

Validity of the Test

Validity is quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Kahn, 1993, p.208). The validity of the test materials in this study was checked through the content validity. It is a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skill or behavior is set out to measure. Before giving the test to the students, the test materials are checked whether or not they would test about the reading knowledge to the students by consulting the Curriculum and Syllabus for the tenth grade students. In this case the consistency and syllabus for the tenth grade students was consulted.

Table 2. Test of specification

No	Objective	Materials	Indicators	Test Items	Test Types
1.	The students are able to find the main ideas and to find specific information using skimming and scanning techniques in “Narrative Text”	The material the writer focus on the “Narrative Text” as a theme legend. The short stories about “A Talking Gorilla” and “Malin Kundang”	1. The students are able to identify the main idea from the text. 2. The students are able to understand the specific information in the text. 3. The students are able to identify which one the sentences true or false according the text.	30	Multiple choices

Based on the data above, the total score got by the students was 188, and number of items in the test (K) = 30. Therefore to get the mean score of the students, the total score was divided by the number of the students,

$$M = \frac{\sum x}{N}$$

Where : M : the mean score
 $\sum x$: the total score of the sample
 N : number of sample

$$M = \frac{\sum X}{N}$$

$$M = \frac{188}{30}$$

$$M = 6.26$$

To know the Standard Deviation (SD) of the test, the writer used this formula:

$$SD = \sqrt{\frac{\sum(X)^2}{N}}$$

$$SD = \sqrt{\frac{1126.12}{30}}$$

$$SD = \sqrt{37.5373}$$

$$SD = 6.12$$

To know reliability of the test, the KR-21 formula was applied:

$$KR-21 = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(SD)^2} \right]$$

In which: K = 30
 M = 6.26
 SD = 6.12

Finally, each value in the formula of KR-21, is inserted as shown below:

$$KR-21 = 0.89(\text{reliable})$$

$$KR-21 = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(SD)^2} \right]$$

$$KR-21 = \frac{30}{30-1} \left[1 - \frac{6.26(30-6.26)}{30(6.12)^2} \right]$$

$$KR-21 = \frac{30}{29} \left[1 - \frac{6.26(30-6.26)}{30(6.12)^2} \right]$$

$$KR-21 = \frac{30}{29} \left[1 - \frac{148,6124}{30(37.45)} \right]$$

$$KR-21 = \frac{30}{29} \left[1 - \frac{148,6124}{1123.5} \right]$$

$$KR-21 = \frac{30}{29} [1 - 0.1322]$$

$$KR-21 = \frac{30}{29} [0.8678]$$

$$KR-21 = \frac{26.034}{29}$$

$$KR-21 = 0.89(\text{reliable})$$

Based on the calculation above, the reliability was 0.89. According to Fraenkle and Wallen (1993: 149), for research purposes a useful rule is that reliability should be at least 0.70 or preferable higher. Since the reliability coefficient of the test was higher than 0.70 the test was considered reliable.

Techniques for Analyzing the Data

The data collected was analyzed through three steps; namely: (1) individual scores, (2) conversion of percentage range, and (3) matched t-test.

Individual Scores

The formula was used to know the individual score;

$$X = \frac{R}{N} \times 100$$

Where: X : Result of student's Individual Scores
 R : The Number of Correct Answers
 N : The Number of Items

Conversion of Percentage Ranges

The study the conversion of percentage score range, they are as follows:

Table 3. Conversion of percentage score range

Percentage Ranges	Qualification
90-100	Excellent
70-89	Good
55-69	Enough
40-54	Poor
0-39	Very Poor

Source: Documents of SMAN 1 Gelumbang in the academic years of 2012/2013

Matched t-test

In analyzing the data obtained from the test, the writer does the certain steps using the matched t-test. Firstly, the score of the test was tabulated into pretest and posttest to differentiate the result before treatment (pretest) and after treatment (posttest) and find out the significant difference between pretest and posttest. The formula of matched t-test is as follows (Hatch and Farhady, 1982:116)

$$t_{ob} = \frac{\bar{x}_1 - \bar{x}_2}{SD}$$

Where:

t_{ob} : Matched t-test.

\bar{x}_1 : The Mean of Experimental Group in the Posttest.

\bar{x}_2 : The Mean of Control Group in the Posttest.

SD : Standard Error of Difference between two Means.

Finding

The findings of the research were grouped into two parts: (1) the result of the tests and (2) statistical analysis of the data. The findings in this research consisted of (1) the students' score in the pretest in the experimental group, (2) the students' score

in the posttest in the experimental group, (3) the students' score in the pretest in the control group, (4) the students' score in the posttest in the control group, (5) the differences between pretest and posttest the students in the experimental group, (6) the differences between pretest and posttest of the students in the control group, and (7) the comparison between the score of the experimental group and the control group.

The Students' Scores in the pretest in the Experimental Group

Based on the pretest scores to the experimental group, the researcher was found that the highest of correct answer, obtained was 22 achieved by one student and the lowest of correct answer was 9 achieved by one student. Table 7 shows the result of the students' scores in the pretest:

The result of pretest in the experimental group showed that the highest score was 73 and lowest score was 30, two students or 6.7% of students who got score of 73, two students or 3.3% of students got score 30, five students or 16.7% of students got score was 66, and two students or 6.7% students got score 73. The frequency of score pretest could be seen in the table 4.

Table 4. The Students Frequencies in the Pretest in the Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	6.7	6.7	6.7
33	1	3.3	3.3	10.0
36	3	10.0	10.0	20.0
40	1	3.3	3.3	23.3
43	3	10.0	10.0	33.3
46	2	6.7	6.7	40.0
50	4	13.3	13.3	53.3
53	1	3.3	3.3	56.7
56	2	6.7	6.7	63.3
63	3	10.0	10.0	73.3
66	5	16.7	16.7	90.0
70	1	3.3	3.3	93.3
73	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The result of pretest and posttest of both the experimental group and control group was analyzed by using SPSS (Statistical packages for the Social Science)

16.0 Program. The analysis consisted of: the analysis statistics of pretest in the experimental group, the analysis statistics of posttest in the experimental group, the

analysis statistics of pretest in the control group, and the analysis statistics of posttest in the control group.

Table 5. The statistical analysis of pretest in the experimental group

N	Valid	30
	Missing	0
Mean		52.0667
Median		50.0000
Mode		66.00
Range		43.00
Minimum		30.00
Maximum		73.00
Sum		1562.00

Based on the table above, the statistics showed students' score of pretest in the experimental group was calculated by

using SPSS 16.0. To get the average of the students' score, the total score of the students in the pretest (1562.00) was divided by the total number of the sample students (30), it was found the mean in the pretest was (52.0667). The lowest score or minimum score was (30.00) and the highest score or maximum score was (73.00).

The Students' Scores in the posttest in the Experimental Group

Based on the posttest scores to the experimental group, the researcher found that the highest of correct answer, obtained was 30 achieved by one student and the lowest of correct answer was 9 achieved by one student. Table 10 shows the result of students scores in posttest.

Table 6. The result of the students' scores in the posttest in the experimental group

Subject Number	Item Number	Answer		Scores (X)
		True	False	
1	30	13	17	43
2	30	17	13	56
3	30	22	8	73
4	30	18	12	60
5	30	20	10	66
6	30	19	11	63
7	30	30	0	100
8	30	19	11	63
9	30	22	8	73
10	30	17	13	56
11	30	16	14	53
12	30	18	12	60
13	30	11	19	36
14	30	20	10	66
15	30	23	7	76
16	30	25	5	70
17	30	18	12	60
18	30	17	13	56
19	30	19	11	63
20	30	19	11	63
21	30	21	9	70
22	30	23	7	76
23	30	20	10	66
24	30	18	12	60
25	30	24	6	80
26	30	16	14	53
27	30	9	21	30
28	30	22	8	73
29	30	18	12	60

Subject Number	Item Number	Answer		Scores (X)
		True	False	
30	30	20	10	66
Total				1890

The result of posttest in the experimental group showed that the highest score was 100 and lowest score 30, one student or 3.3% of students who got score of 100. One student or 3.3% student got score 30, five the students or 16.7% of

students got score 60, three the students or 10.0% students got score 73, and one students or 3.3% students got score 80. The result of students frequency in post test in experimental group, could be seen in the table below:

Table 7. The Students’ Frequencies in the posttest in the Experimental Group

Posttest experimental group					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	30	1	3.3	3.3	3.3
	36	1	3.3	3.3	6.7
	43	1	3.3	3.3	
	53	2	6.7	6.7	16.7
	56	3	10.0	10.0	26.7
	60	5	16.7	16.7	43.3
	63	4	13.3	13.3	56.7
	66	4	13.3	13.3	70.0
	70	2	6.7	6.7	76.7
	73	3	10.0	10.0	86.7
	76	2	6.7	6.7	93.3
	80	1	3.3	3.3	96.7
	100	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 8. The Statistical Analysis of posttest in the Experimental Group

N	Valid	30
	Missing	0
Mean		63.0000
Median		63.0000
Mode		60.00
Range		70.00
Minimum		30.00
Maximum		100.00
Sum		1890.00

Based on the table above, the statistics showed students’ score of pretest in the experimental group was calculated by using SPSS 16.0. To get the average of the students’ score, the total score of the students in the pretest (1890.00) was divided by the total number of the sample students (30), it was found the mean in the pretest was (63.0000). The lowest score or

minimum score was (30.00) and the highest score or maximum score was (100.00).

The Students’ Scores in the pretest in the Control Group

Based on the pretest scores to the control group, the researcher found that the highest of correct answer, obtained was 19 achieved by one student and the lowest of correct answer was 7 achieved by one student. Table 13 shows the result of the students’ scores in the pretest. The result of pretest in the control group showed that the highest score was 66 and lowest score 23, one student or 3.3% who got score of 66. One student or 3.3% student got score 23, five students or 16.7% got score 50, and two students or 6.7% students got score 63. The frequencies of students score in pretest in control group could be seen in the table below:

Table 9. The Statistical Analysis of pretest in the Control Group

N	Valid	30
	Missing	0
Mean		43.2333
Median		41.5000
Mode		33.00
Range		43.00
Minimum		23.00
Maximum		66.00
Sum		1297.00

Based on the table above, the statistics showed students' score of pretest in the experimental group was calculated by using SPSS 16.0. To get the average of the students' score, the total score of the students in the pretest (1297.00) was divided by the total number of the sample students (30), it was found the mean in the pretest was (43.2333). The lowest score or minimum score was (23.00) and the highest score or maximum score was (66.00).

The Students' Scores in the posttest in the Control Group

Based on the posttest scores to the control group, the researcher found that the highest of correct answer, obtained was 22 achieved by one student and the lowest of correct answer was 9 achieved by one student. Table 14 shows the result of the students' scores in the pretest. The result of posttest in the control group showed that the highest score was 73 and the lowest score was 30. One student or 3.3% students who got score of 73, one student or 3.3% who got score of 30, seven students or 23.3% students got score 50, and three students or 10.0% students got score 63.

Table 10. The Statistical Analysis of posttest in the Control Group

N	Valid	30
	Missing	0
Mean		50.8333
Median		51.5000
Mode		50.00
Range		43.00
Minimum		30.00

Maximum	73.00
Sum	1525.00

Based on the table above, the statistics showed students' score of pretest in the experimental group was calculated by using SPSS 16.0. To get the average of the students' score, the total score of the students in the pretest (1525.00) was divided by the total number of the sample students (30), it was found the mean in the pretest was (50.8333). The lowest score or minimum score was (30.00) and the highest score or maximum score was (73.00).

The Differences between pretest and posttest Scores of the Students in the Experimental Group

The researcher analyzed the data through SPSS (Statistical packages for the Social Science) 16.0 Program. Based on the pretest and posttest scores in the experimental group, the average score in posttest was higher than average score in pretest. Table 17 shows statistics of pretest and posttest scores of the students in the experimental group.

Table 11. Statistics of the Pretest and Posttest in the Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.0667	30	13.33115	2.43392
	Posttest	63.0000	30	13.18306	2.40689

Based on the table of paired sample t-test above (table 17), the mean or average of pretest was 52.0667, standard deviation of pretest was 13.33115, standard error was 2.43392, and the mean of posttest was 63.0000, standard deviation was 13.18308 and standard error was 2.40689. So, the differences between the mean of the posttest showed that there was a significant improvement in students score before and after the treatment.

Table 12. Result of the pretest and posttest in the Experimental Group

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-1.09333E1	13.98751	2.55376	-16.15636	-5.71031	-4.281	29	.000

The result of the pair sample t-test showed the value of t-obtained was -4.281 at the significant level $p < 0.05$ for two tailed test and degree of freedom was 29, t-table was 2.0452. Since the value of t-obtained was higher than t-table, so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It could be stated that teaching reading comprehension by using skimming and scanning techniques was effective.

The Differences between pretest and posttest Scores of the Students in the Control Group

The researcher analyzed the data through SPSS (Statistical packages for the Social Sciences) 16.0 Program. Based on pretest and posttest scores in the control group, the average score in posttest was higher than the average score in pretest, but the scores was not more effective than experimental group. Table 19 shows statistics of the pretest and posttest scores of the students in the control group.

Table 13. Statistics of the Pretest and the Posttest in the Control Group
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	43.2333	30	11.43100	2.08701
	posttest	50.8333	30	10.49165	1.91550

Based on the table of paired sample t-test above (table 19), the mean or average of pretest was 43.2333, standard deviation of pretest was 11.43100, standard error was 2.08701, and the mean of posttest was 50.8333; standard deviation was 10.49165,

and standard error was 1.91550. It meant that the result of paired samples statistics shows that the differences between the mean of pretest and posttest in the control group.

Table 14. Result of the Pretest and the Posttest in the Control Group
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-7.60000	11.37632	2.07702	-11.84799	-3.35201	-3.659	29	.001

The result of the pair sample t-test showed the value of t-obtained was -3.659 at the significant level $p < 0.05$ for two tailed test and degree of freedom was 29, t-table was 2.0452. Since the value of t-obtained was higher than t-table, so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be stated that teaching reading comprehension by using skimming and scanning techniques was effective. Chart1 shows that the differences of pretest and

posttest scores of the students in the experimental group.

The Comparison between the Score of the Experimental Group and the Control Group

According to the result of the test, the researcher tried to find out the comparison of result score between experimental group and control group was analyzed by using independent sample t-test.

Table 15. The Comparison between the Score of the Experimental Group and Control Group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR 00001	Equal variances assumed	.408	.526	3.955	58	.000	12.16667	3.07608	6.00923	18.32411
	Equal variances not assumed			3.955	55.218	.000	12.16667	3.07608	6.00261	18.33072

The result of the independent sample in the table 21 above, showed the value of t-obtained was 3.955. at the significant level of $p < 0.05$ (5%) in 2-tailed testing degree of freedom (df) was 58 was 2.0017. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that, it was significant effective to teach reading comprehension by using skimming and scanning techniques to tenth grade students of MAN1 Palembang.

Interpretation

Based on finding above, the average score of the pretest given to experimental group was 52.0667. The highest score or maximum score was 73

reached by two students. The lowest score or minimum score was 30 reached by two students. In the posttest the average score was 63.0000. The highest or maximum score was 100 reached by one students and the lowest score or minimum score was 30 reached by one student. In the control group, it was found out that the average score of the pretest was 43.2333. The highest score or maximum score was 66 reached by one student. The lowest score or minimum score was 23 reached by one student. In the posttest the average score was 50.8333. the highest score or maximum score was 73 reached by one student and the lowest score or minimum score was 30 reached by one student. The average of posttest in the experimental group was 63.0000, standard deviation was 13.18306, and standard error was 2.40689. The

average of posttest in control group was 50,8333, standard deviation was 10.49165, and standard error mean was 1.91550. From the score that were found, the result of statistical analysis between experiment and control group (t-obtained) was higher than critical value (0.05) for two tailed. Furthermore the result of the students' score in the experimental group and control group (value of t-obtained) was 3.955. It indicated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Conclusion

Based on the findings and interpretation before, the result of the students' score in the experimental and the control group (value of t-obtained) using independent sample test was 3.955 was higher than the critical value 2.00, at the significant level $p < 0,05$ for two tailed test and degree of freedom was 58 as displayed in the table. So the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It could be concluded that it was effective to teach reading comprehension by using skimming and scanning techniques to the tenth grade students of SMAN 1 Gelumbang in Academic Year of 2012-2013.

Suggestions

After getting the research about teaching reading comprehension especially in narrative text by using skimming and scanning techniques, some suggestions would like to be contributed to the teacher and the school for the improvement of teaching and learning activities in the class especially in English class.

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