

# **THE EFFECTS OF SKIMMING AND SCANNING IN READING COMPREHENSION OF THE PRE-UNIVERSITY STUDENTS OF THE IELTS PREPARATION CLASS IN SUN EDUCATION BATAM**

**Harnila**

Sun Education Group Batam  
harnila.suneducationgroup@gmail.com

## **Abstract**

This research is aimed at investigating the effects of Skimming and Scanning Techniques on the reading comprehension of the pre-university students of the IELTS Preparation Class in SUN Education Batam. This research was a pre-experimental research. The researcher took the pre-university students of the IELTS Preparation Class in SUN Education in academic year 2018 as the subject of the study. The data was collected by documenting, observing, and interviewing. The result of data analysis showed that the implementation of the scanning and skimming techniques can improve students' reading comprehension. It was found that from the mean result scores of the post-test, the students' reading band score escalated gradually. During the learning process, the students were stimulated to apply skimming and scanning as their reading techniques. There were nine steps in implementing of the scanning and skimming technique in teaching reading; (1) to read the passage and look at the title; (2) to find key words; (3) to read the first sentence of every paragraph completely; (4) to identify main ideas of a certain paragraph; (5) to read the final paragraph completely; (6) to predict the meaning; (8) to focus on the details; (9) to find out implicit information of the reading text.

**Keywords:** *Scanning and Skimming technique, IELTS Preparation Class, Reading Ability*

## **Background**

International English language Testing System (IELTS) is a globally recognized English Language examination which is designed to assess the language ability of candidates who need to study or work where English is the language of communication. (Hallows, et al.2013). In order to confront the IELTS examination, it is necessary to have students identify their difficulty in answering given questions. After having an observation, it is found out that the pre-university students of the IELTS Preparation Class in SUN Education Batam have not achieved satisfying band score for their reading test.

After carrying out some interviews, there are certain factors which are commonly to be the major obstacles for students who failed on the IELTS reading test, such as limited time which is provided, the difficulty of comprehending the main idea, and the less common words which appear in the passages. These factors are expected to be minimized by applying appropriate reading techniques which will be implemented in reading process.

Alfassi (2004) states that students should understand the meaning of the text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Due to the fact that reading is a complex cognitive process, it is paramount for

teachers to motivate students to take active control of their own comprehension processes. Hence, a practical reading technique to assist students in answering reading test is chiefly needed to overcome the aforementioned problems. Based on the background above, the writer is interested in conducting a research entitled “The Effects of Skimming and Scanning in Reading Comprehension of the Pre-University Students of the IELTS Preparation Class in SUN Education Batam.”

Based on the background, there is one research problem of this research. Are there any significant effects of ‘Scanning and Skimming’ techniques on reading comprehension of the pre-university students of the IELTS preparation Class students in SUN Education Batam?

The objective of the study is to find out whether there are significant effects of ‘Scanning and Skimming’ on reading comprehension of the pre-university students of the IELTS preparation Class students in SUN Education Batam.

The writer expects that the research will give benefits for the readers, students, and teachers. Those benefits are:

1. Theoretical Benefit
  - a. The result of the research can be implemented in teaching English particularly reading.
  - b. The result of the research can be utilized as the reference for lecturers and college students who want to conduct a research with the identical topic.
2. Practical Benefit
  - a. The result of the research can be the source to learn reading technique about scanning and skimming.
  - b. The result of the research can stimulate students and readers to answer reading test more effectively and efficiently.

- c. The result of the research can help students and readers to improve their reading skills.

### **Literature Review**

According to Partnership (in Diaz & Laguado, 2013), reading comprehension is about understanding a text which is reading through the process of constructing meaning from a text.

Regarding with scanning and skimming techniques, Hallows, et al (2013) highlight that skimming is the reading technique in which the readers quickly read the passage to find the main idea of the text, without thinking about specific details. Meanwhile, it is stated that scanning is when the readers aims to find specific pieces of information, such as names, dates, and facts. Moreover, Graetz (1978) points out that scanning is a process of quickly locating a particular fact or figure in a selection, while skimming is process of quickly passing over an entire selection or passage to get a general impression of it.

In addition, Wright and Brown (2006) explored the potential of reading strategy instruction in raising the learner readers’ awareness of reading strategies and extending the range of strategies, they employed and encouraging learners to monitor and reflect upon their reading.

Furthermore, Khosravi (2000) made an attempt to investigate the effect of scanning and skimming, which results in the indication that scanning could significantly improve the students’ both reading rate and reading comprehension, while skimming is accounted for significant improvement of the reading comprehension of the subjects.

Reviewing the literature on reading comprehension above, especially in EFL context, the present research is aimed to investigate the effect of skimming and scanning in Reading Ability of the Pre-

University Students of the IELTS Preparation Class in SUN Education Batam.

### Hypotheses

There are two kinds of hypothesis involved, they are:

1. Alternative hypothesis (H1): There are significant effects of using Scanning and Skimming Techniques on reading comprehension of the pre-university students of the IELTS Preparation Class in SUN Education Batam
2. Null hypothesis (Ho): There is no significant effect of using Scanning and Skimming Techniques on reading comprehension of the pre-university students of the IELTS Preparation Class in SUN Education Batam

### Research Methods

This study was conducted using two groups of 30 pre-university students who took IELTS Preparation Class in SUN Education Batam in the academic year 2018. They ranged in age from 16 to 18 and had already studied English for approximately ten years at the school. Since the number of the pre-university students at SUN Education is large and homogenous (balance of grade, sex, age, social status and economic background), a sample is needed to be taken. The sample which is used in this research is cluster random sampling. According to Gay and Airasian (in Yunita, 2015), cluster random sampling is defined as a sampling which is randomly selected. All the members of the selected group have similar characteristics. The sample was chosen by using a lottery. Since there are 7 classes, 28 pieces of paper were made. Each class took four. As a result, the students who got the paper in which written 'Sample' is chosen as the sample which the total number is 28 students. They are 18 females and 10 males.

A pre-experimental design which is one-group pretest-posttest design is applied. In this research, one group pretest and posttest design was used. There is no control class. The design of this research is as follows:

T1 – X – T2 (Hatch and Farhady, 1985 in Harnila, 2016)

Pre-test (T1) is aimed to find out the students' prior reading comprehension before the treatment is given. Treatment (X) is taught by using skimming and scanning as reading technique. Post-test (T2) is aimed to see the improvement of the students' reading comprehension after taught by using skimming and scanning as reading technique. The instrument that was used to get the data was a reading test which consists of 40 questions. The data of this research was based on the result of the reading test in pre-test and post-test. The following are the procedures for collecting the data:

- a. Pre-Test  
Pre-test was given to the students before the treatment was applied. It aims to know the students' prior comprehension in reading passages of the IELTS Test. The pre-test was in the form of reading test in which each student had to answer the questions by following the instruction given.
- b. Treatment  
After getting the students' scores for the pre-test, the treatment was given. The treatment was applying "Skimming and Scanning" as a technique in teaching reading. The treatment used Project Based Learning (PBL) as a learning method. During the treatment, the writer tried to see the development of the students' reading comprehension. The writer used the following steps in teaching reading:
  - 1) *Read the passage and look at the title;*

- 2) Find keywords;
- 3) Read the first sentence of every paragraph completely;
- 4) Identify main ideas of a certain paragraph;
- 5) Read the final paragraph completely;
- 6) Predict the meaning;
- 7) Focus on the details;
- 8) Find out implicit information of the reading text.

c. Post-Test

Post-test was held after all treatments were given. The post-test was a reading test in which the students were required to answers 40 questions in 60 minutes. But, in the post-test, skimming and scanning was used as the technique in reading. This test was used to assess the students' achievement after the treatments were given. The result of the test was analyzed statistically.

Table 1. The Blue Print of the Test

No.	Test	Titles of Reading Test Book	Remark
1.	Pre-Test	<ul style="list-style-type: none"> <li>• Cambridge 8 Test 1</li> <li>• Cambridge 8 Test</li> </ul>	(The instruction is varied based on the question type.)
2.	Treatment	<ul style="list-style-type: none"> <li>• Cambridge 8 Test 3</li> <li>• Cambridge 8 Test 4</li> <li>• Cambridge 9 Test 1</li> <li>• Cambridge 9 Test 2</li> </ul>	
3.	Post-Test	<ul style="list-style-type: none"> <li>• Cambridge 9 Test 3</li> <li>• Cambridge 9 Test 4</li> </ul>	

In each reading test, there are three sections in which each section contains a long passage. They have been written for a non-specialist audience and are on academic topics of general interest. The texts range from the descriptive and factual to the discursive and analytical which includes non-verbal materials, such as diagrams, graphs and illustrations. Regarding to assessing the reading test, each correct answer receives one mark. Scores out of 40 are converted to the IELTS 9 band scale. Scores are reported in whole and half bands which is in the form of the reading assessment criteria below:

Table 2. IELTS Scoring Band

<b>9</b>	<b>40/40</b>	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
<b>8</b>	<b>35/40</b>	Has fully operational command of the language with only occasional unsystematic inaccuracies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
<b>7</b>	<b>30/40</b>	Has operational command of the language, although with occasional inaccuracies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
<b>6</b>	<b>23/40</b>	Has generally effective command of the language despite some misunderstandings. Can use and understand fairly complex language, particularly in familiar

		situations.
5	15/40	Has partial command of the language, coping with overall meaning in most situations, although is likely to make many mistakes. Should be able to handle basic communication in own field
4	10/40	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language
3	6/40	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	3/40	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English
1	1/40	Essentially has no ability to use the language beyond possibly a few isolated words.
0	0/40	No assessable information provided.

(Luanh, 2016.)

The data will be analyzed by using statistical analysis. In order to compare the results of the students' ability in writing, the t-test will be used by employing SPSS 16.0. The researcher will find the complete result in SPSS including the mean, standard deviation, and the coefficient correlation of the test. T-

test is chosen to compare the differences of the students' scores in the pre-test and the post-test.

### Finding & Discussion

#### 1. Results

In this research, "t" test formula is used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' reading ability or not.

In performing the pre-experimental research, a hypothesis is required to see whether there is a significant difference after the activities were completely performed. The mean of the pre-test score (X) achieved by the pre-university students of the IELTS Preparation Class in Sun Education was 3.5. Furthermore, when the treatment had been given to the students, the enhancement of students' reading comprehension occurred.

The improvement could be seen in their mean score as shown in the posttest results (Y) which was 5,5. The margin of pretest and posttest achieved was 1,5. Aside from the enhancement score of the pretest and posttest, in order that the hypothesis could be accepted, the results of 't' test formula is also required. The 't' test formula shown in table 4.5.

$$\begin{aligned}
 t \text{ table} &= n-1 (\alpha 5\%) \\
 &= 28-1 (\alpha 5\%) \\
 &= 27 (\alpha 5\%) \\
 &= 2.052
 \end{aligned}$$

Table 3. T-Test Table

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post test	5.0	28	0.360041	0.068041
	Pre test	3.5	28	0.30429	

According to the table above, the mean score of the pre-test is 3.5, while in the post-test is 5.5. The difference of the mean score between pre-test and post-test is 2.0. The gap of mean score reveals an effect of the students' reading comprehension in the reading test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 0.30, while standard error of mean is 0.057. The standard deviation and standard error of mean of post-test are 0.36 and 0.068.

## 2. Paired Samples Correlations

Table 4. Correlation Coefficient

		N	Correlation	Sig.
Pair 1	Post-test & Pre-test	28	0.676123	.023

According to table above, the correlation coefficient was 0.68. The classification of the correlation can be shown on table below:

Table 5. Classification of Correlation Coefficient

No.	The Value of "r" Product Moment (r <sub>xy</sub> )	Interpretation
1	0.00 – 0.20	There is such a correlation between variable x and y. However, the correlation is <i>very weak</i> and therefore that correlation can be ignored
2	0.20 – 0.40	The correlation between variable x and y is <i>weak</i>
3	0.40 – 0.70	The correlation between variable x and y is <i>mediocre</i>
4	0.70 – 0.90	The correlation between variable x and y is <i>strong</i>

5	0.90 – 1.00	The correlation between variable x and y is <i>very strong</i>
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(Sudijono, 2008)

Table 5 is used to know the effectiveness of "Scanning and Skimming" on students' reading comprehension. Based on the table above, the correlation score of '0.682191' means that the correlation between variable x and y is mediocre. In other words, it depicts a mediocre correlation of the "Scanning and Skimming" for the students' reading comprehension.

## 3. The Comparison between the Pre-test and the Post-test

The findings exhibit an enhancement in reading comprehension. Their improvement in reading test scores can be seen through the difference between their pre-test and post-test scores. The comparison of their scores is presented in the following table:

Table 6. Improvement in Each Aspect of Reading in the Pretest to Posttest

Average Score	
Pre-Test	Post-Test
3.5	5.5

As we could see on the table above, the students' average score significantly improved. It can be concluded that applying "Scanning and Skimming" as a teaching media in reading gives significant difference on the students' average score in reading test.

The result of the T-test table and the students' average score in each aspect of reading showed enhancement of students' reading comprehension after applying "Skimming and Scanning" as techniques in reading. It can be seen that the correlation of using "Skimming and Scanning" as techniques for the students' reading comprehension is mediocre.

## Conclusion and Suggestion

After analyzing the data of this research, it was concluded that the use of skimming and scanning techniques contributed to improve reading comprehension of the pre-university students of the IELTS preparation class in SUN Education Batam. In other words, it can be concluded that the implementation of scanning and skimming as reading techniques has beneficial effects in teaching reading. So, the research question is answered that scanning and skimming techniques is effective in teaching reading and giving satisfying effects for students' reading comprehension.

Based on the results of this research, the writer would like to offer several suggestions. It is highly recommended for the IELTS test takers in order to use skimming and scanning techniques based on distinct question type in answering reading tasks. In addition, it would be a great idea for the teachers and following researchers to apply alternative media in teaching reading. Moreover, it was found that the number of sample was quite small. It would be a great idea if scanning and skimming techniques can be applied for larger number of sample by the following researcher. Furthermore, it would be a great idea if scanning and skimming can be applied for two groups; control group and experimental group which are consequently expected to find the result more accurately. Hence, the aforementioned recommendations are expected to be beneficial for the teacher and students in teaching and learning English especially in teaching reading.

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