An Action Research: Improving Eleventh Grade Students' Ability in Comprehending Report Text Through Skimming and Scanning Technique at SMAN 2 Tebo

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ABSTRACT

Purpose of the study: The aim of this research is to improve reading comprehension of eleventh grade studentsof SMAN 2 Tebo on report text through Skimming and Scanning technique.

Methodology: This study employed classroom action research design. In the study, the researcher collaborated with the English teacher who taught the target class. The subject of the research was eleventh grade students of IPA 1 class in SMAN 2 Tebo that consisted of 32 students.

Main Findings: The result of the three cycles show that the use skimming and scanning technique was effective to improve the students' reading comprehension on report text. Based on the reading test scores the students' scores kept improving in every test. In cycle I test the mean was 67.50, in cycle II test the mean was 76.87 and in cycle III test the mean was 85.78.

Novelty/Originality of this study: The improvement of students' activeness and participation in the class were also seen from observation sheet and field note in implementing skimming and scanning when reading the texts in the classroom. The result of the research showed that Skimming and Scanning significantly improved students' achievement in reading report text, particularly for eleventh grade students of IPA 1 class in SMAN 2 Tebo.

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1. INTRODUCTION

Reading is one of the most important skills for learning. Reading is necessary in improving learning skill and it is the best way to have students' deal with the content. If students read a lot, they will acquire new and large vocabularies. Furthemore, students can read everywhere and at any time as reading is an individual process. Students always search for away to develop the reading process because it helps them to learn new knowledge. Based on the School-Based Curriculum, reading in Senior High School in Indonesia is aimed at give students comprehend interpersonal and textual meanings in various written text [1]. The texts are in the form of descriptive, narrative, spoof, recount, procedure, report, news item, anecdot, exposition, explanation, and discussion. Reading is one of the most difficult skills because there are some components that must be acquired by students like vocabulary, pronounciation, comprehension and structure [3]. So, teachers need to have the criteria of assessment such as how the student find the topic of the text, main idea, factual information, detail information, synonym, antonym, inference, and reference [4]. Moreover, students must have a good reading skill especially in comprehending the text. From the preliminary study when researcher visited SMAN 2 Tebo and asked the English teacher about the students problems at eleventh grade, the teacher told that the students had

problem in reading comprehension. Most of the students could not complete exercise of reading text correctly [5]. The teacher also told that students' difficulties are related to finding main idea, getting specific or factual information, getting out synonym or antonym, and identifying reference. These facts can be seen when the researcher did an observation in class XI IPA 1. The researcher found some students can not comprehend the text because of some aspects such as lack of vocabularies and finding the meaning of word. In comprehending the text, the students often misunderstand about the word or phrase in the text so they got difficulties to get the idea of the text [6]. Besides, the count interprete the word which ae related to the contextual used in meaning [7]. Furthermore, students had low motivation in learning English especially in reading and also teachers had difficulties to control the condition in the classroom to make the learning activity run uneffectively. It can be concluded that some students feel bored. It is caused by an unattractive method and material from the teacher in teaching. In answering the question, some students also got difficulties in finding main idea, getting specific or factual information, getting out synonym or antonym, and identifying reference. However, this condition might be improved by applying an appropiate teaching technique. One of the techniques in teaching reading skill that teacher can use were skimming and scanning technique. Stated skimming and scanning are very important reading skills [8]. Both of this sub skills are distinct procceses involving getting the gist (skimming) and locating specific information (scanning). This study aims to improving student's reading comprehension at eleventh grade of SMAN 2 Tebo in science class by using Skimming and Scanning technique. The problem of this study was limited to improve the students' reading comprehension through Skimming and Scanning technique at the eleventh grade of SMAN 2 Tebo. The main concern would be focused on report text. The reason why researcher chose report text because this text was one of the course for eleventh grade in odd semester. So, the researcher choose report text as the material in teaching and learning process. This study aimed at SMAN 2 Tebo.

Theoretically, this study would give valuable knowledge of improving Eleventh Graders Reading Comprehension senior high school by using Skimming and Scanning Technique. Practically, the result of this study was expected to give contribution to overcome the problems dealing with teaching reading skill through Skimming and Scanning Technique. It also expect to develop students' ability in reading skill Skimming and Scanning Technique, improve their achievement in reading and raise their motivation Based on the explanation above, the researcher was interested in improving students reading and in this research the researcher would applied skimming and scanning technique in teaching reading. So, the researcher would do a research entitled "Improving Eleventh Grade Students' Ability in Comprehending Report Text Through Skimming ans Scanning Technique at SMAN 2 Tebo".

2. RESEARCH METHOD

This chapter covers six elements of research plans. They are: (1) research design, (2) place and time of the research, (3) subject of the research, (4) procedure of the research, (5) technique of data collection, and (6) technique of data analysis. This research employs a Classroom Action Research design. Action research is focused more on local practice and local solutions, it is more participatory, and it is conducted by teachers, administrators, counselors, coaches, and other educational professionals trying to solve their very specific problems [9]. The researcher apply classroom action research in XI IPA 1 class to improve students reading skill by using Skimming and Scanning technique. There were four IPA class(IPA 1, IPA 2, IPA 3 and IPA 4). So, the researcher chose XI IPA 1 as the subject because based on the teacher information this class has some problems faced and the background knowledge of this class had the bottom than others. The problems were the student can not comprehend what they read well because of some aspects which was lack of vocabularies that was found as the problem in learning reading comprehension, word meaning also become one of the problem in understanding the text [10]. In comprehending the text, the students often misunderstanding to the word or phrase in the text so they will get misunderstanding about the idea of the text. Word interpretation was also related with the contextual used in reading [11].

In this research, a classroom action research was conducted at the eleventh grade of SMAN 2 Tebo. It is located at Jln. Wirotho Agung, Kec. Rimbo Bujang, Kab. Tebo. The researcher would be conducted from September until October in 2017. The reason to chose this Senior High School because the researcher was studied in this senior high school and she was intimate with the teachers. This condition make the researcher easier to got permission to do research in this school. This school is also one of the favorite school in Rimbo Bujang. The researcher had three cycles and there were three meetings in every cycle.

The subject of the research was the senior high school which was studying in the eleventh grade at SMAN 2 Tebo. There were four class for IPA class (IPA 1, IPA 2, IPA 3 and IPA 4). So, the researcher took IPA 1 class because their background knowledge had the bottom than others. The students also had learn English from grade tenth and they are not disturbed by National Exam. Researcher only took one class for this research which contained of 32 students in a class. In this action research, the researcher used the model. There are four steps in this model. They were planning, acting and observing, and reflecting

The researcher used some instruments to collect the data. They were test and observation sheet. The test was divided into two, they were pre-test and post-test. Pre-test was conducted at the beginning of the lesson, the aims was to know the student ability in reading before the teacher applying the technique. Post-test was conducted at the end of each cycle, the aims of the post-test was to know whether the strategy was success or not after researcher applying the technique. In teaching and learning process the researcher also apply observation sheet. The observation sheet used to know the student process in teaching and learning. During teaching learning process, observation sheet had written.

3.   RESULTS AND DISCUSSION

The data of this research were collected from eleventh grade students of SMA Negeri 2 Tebo. This research were conducted on September 4 *th* 2017- October 14*th* 2017. The data needed for this classroom action research were collected by administering two kinds of instruments; test and observation sheet. In test, there were pre-test and post-test. The pre-test in reading comprehension was administered to the students in order to know their initial ability in reading comprehension. The pre-test was administered to the students under study before the treatments were given. In pre-test and post-test, the subject were given 20 questions to determine their ability in reading comprehension through multiple choice. The question consist of three texts which was five questions about main idea, four questions about synonym, four questions about reference and seven questions about factual information. The post-test was administered for three times (one in cycle I, one in cycle II and one in cycle III). As the result, there were four sets of raw scores got for the present classroom action research that were pre-test scores, post-test I, post-test II and post-test III.

At beginning, the researcher gave a pre-test on September 4 *th* 2017. The pre-test was administered to the students in order to know their initial ability in reading. After the researcher gave the test, most of the students still got score which were lower than minimum passing grade (KKM). Whereas the passing grade was 75. The result showed that the eleventh IPA 1class of SMA Negeri 2 Tebo had low ability in reading comprehension, in which the mean score was only 51.71. The result of pre-test indicated that the students' reading comprehension was still low to average. It based on qualification of reading comprehension score in lesson plan and the result of pre-test, researcher decided to continue to cycle I to give skimming and scanning to improve students reading comprehension in report text to get a better improvement in the process and score. So, the researcher made a group based on the students choice in order students can improve their comprehension in reading and score because the students could share their idea with new member of the group.

This research focused on improving students' reading comprehension by used Skimming and Scanning technique for students in SMAN 2 Tebo. The data was taken in eleventh IPA 1 class which consisted of 32 students. This research was done in three cycle, every cycle consisted of three meetings. Each cycle consists of some procedures which were planning, acting, observing and reflecting (Kemmis and Mc Taggart, 2014). In reading comprehension test, there 20 questions consisted of four materials that were tested to the students. They were finding main idea, getting factual or specific information, identifying synonym or antonym and identifying reference. The lowest score of reading score is about getting factual or specific information and identifying reference. The difficulties here, perhaps, the students' ability in understanding the whole paragraph or the students didn't know yet the strategies or techniques to solve this kind of questions. The readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text The mean score of reading comprehension were increased from the result of pre-test to the result of post-test in each cycle. The students mean score in the pre cycle test was 51.71 it was categorized that students reading comprehension were poor to average comprehension in reading. After the treatment had given, the students mean score in the post-test were increased in each cycle. It could be seen from the mean score of post-test in cycle I was 67.50 categorized as average to good comprehension in reading, cycle II was 76.87 categorized as average to good comprehension in reading and cycle III was 85.78 categorized as good to excellent comprehension in reading. All in all, the students reading comprehension of the eleventh IPA 1 class of SMAN 2 Tebo is in good to excellent comprehension. Based on previous study that researcher had written, all of the result were appropriate with this research. These findings indicated that Skimming and Scanning technique could improve reading comprehension in eleventh IPA 1 class at SMAN 2 Tebo.

4.   CONCLUSION

After conducting the research of reading comprehension to improve the students' reading comprehension through Skimming and Scanning technique, the researcher conclude that: a. The procedure of Skimming and Scanning technique in reading comprehension of students of the eleventh IPA 1 class of SMAN 2 Tebo could be done effectively. The students' could comprehend the text and find the main idea, factual information, synonym or antonym and reference from the text after the implementation of Skimming and

Scanning technique. As a result, students' looked more active in following learning process in the classroom and more enthusiastic to master their reading skill in the implementation in this technique. b. The students' achievement of reading comprehension could be improved by Skimming and Scanning technique in teaching learning process. After three cycles of research, it could be proved by the score of pre-test and post-test. The score of post-test was greater than pre-test. The mean score of pre-test was 51.71 categorized as the poor to average comprehension, the mean score of cycle I was 67.50 categorized as average to good, cycle II was 76.87 categorized as average to good comprehension and cycle III was 85.78 categorized as good to excellent comprehension in reading. It means that there was significant difference mean between pre-test and post-test. This indicates that Skimming and Scanning technique can improve the students' reading comprehension of the eleventh IPA 1 class of SMAN 2 Tebo.

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