

**A STUDY OF TEACHING READING COMPREHENSION OF
HORTATORY EXPOSITION TEXT USING SKIMMING AND
SCANNING TO THE ELEVENTH GRADE STUDENTS OF SMAN 7
KEDIRI IN ACADEMIC YEAR 2014/2015**

SKRIPSI

Submitted to Fulfill a Requirement to Obtained Bachelor Degree (S.Pd)
on English Education Department University of Nusantara PGRI Kediri



By :

NOVIA ANJARWATI

11.1.01.08.0143

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2015

APPROVAL PAGE

Skripsi

By:

NOVIA ANJARWATI
11.1.01.08.0143

Entitled:

**A STUDY OF TEACHING READING COMPREHENSION OF
HORTATORY EXPOSITION TEXT USING SKIMMING AND
SCANNING TO THE ELEVENTH GRADE STUDENTS OF
SMAN 7 KEDIRI IN ACADEMIC YEAR 2014/2015**

Approved by the advisors to be proposed to the English Department Examination
Committee of Nusantara PGRI University Kediri

Kediri, August 23rd, 2015

The Advisors,

Advisor I,



Sulistyani, M.Pd
NIDN. 0701056803

Advisor II,



Drs. Abd. Rahman, M.Pd
NIDN.

APPROVAL SHEET

Skripsi

By:

NOVIA ANJARWATI

11.1.01.08.0143

Entitled:

**A STUDY OF TEACHING READING COMPREHENSION OF
HORTATORY EXPOSITION TEXT USING SKIMMING AND
SCANNING TO THE ELEVENTH GRADE STUDENTS OF SMAN 7
KEDIRI IN ACADEMIC YEAR 2014/2015**

Approved and Accepted by all its qualification by the Examination Committee of
University of Nusantara PGRI Kediri

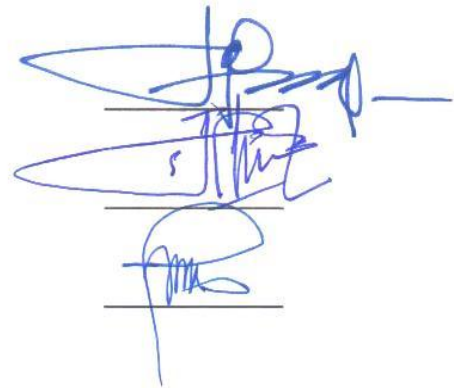
Kediri, August 23rd, 2015

Board of Examiners,

Chairman : Drs. Setya Adi Sancaya, M.Pd

First Examiner : Sulistyani, M.Pd

Second Examiner : Drs. Abd. Rahman, M.Pd



The Dean of Teacher Training and Education
Faculty of Nusantara PGRI University Kediri,



Dr. Hj. Sri Panca Setyawati, M.Pd

NIDN. 0716046202

A Study of Teaching Reading Comprehension of Hortatory Exposition Text Using Skimming and Scanning to the Eleventh Grade Students of SMAN 7 Kediri in Academic Year 2014/2015

Novia Anjarwati

11.1.01.08.0143

Faculty of Teacher Training and Education – English Department

noviaanjarwati06@gmail.com

Sulistiyani, M.Pd and Drs. Abd. Rahman, M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

Abstract

Based on the Indonesia National Curriculum of 2006, the objective of teaching reading in learning English as foreign language in senior high school is to develop the students' ability to read and to get the message comprehensively from particular reading texts (BSNP, 2006). To make this activity run well the teacher should use suitable technique like skimming and scanning. The objective of this research is to know the implementation of teaching reading comprehension using skimming and scanning, the students' responses and advantages and disadvantages of teaching reading comprehension using these techniques at eleventh grade senior high school in SMAN 7 Kediri. This study, employing a qualitative research design is a case study using four data collection techniques; observation, questionnaire, interview and documentation. All the data were analyzed by using three steps: data reduction, data display and conclusion drawing or verification. This technique proved the students answered the text faster. The students also feel enthusiastic when using this technique. However the implementation of skimming and scanning also has some disadvantages for the students they are: the students sometimes must read twice to find the detailed information because the students must read quickly. These findings recommend that the teacher must combine skimming and scanning with other techniques that are more effective for teaching reading subject to make students easier to comprehend reading texts.

Keywords: Reading Comprehension, Skimming and Scanning

INTRODUCTION

In teaching English, there are four language skills that should be mastered by the students: listening, speaking, reading and writing. From those skills, reading is one of important skills that should be mastered by the students. The significance of reading also indicated simplicity in the Indonesia National Curriculum 2006 that states the objective of teaching reading, as one of the four major skills, in learning English as foreign language in senior high school is to develop the students' ability to

read and to get the message comprehensively from particular reading texts (BSNP, 2006). If their reading ability is poor, they get difficulty to study and understanding the material, and also their knowledge will not developed. Adopting Anderson's theory, Nunan (2003: 68) reading is fluent process of readers to linking up with information from a text and their own background knowledge to build meaning. So, from reading we can combine information that we found and we can be well informed.

In reading activity, the students also must pay attention with their comprehension to the text because the goal of reading is comprehension. According to Brown (2001: 236) reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. The statement means that reading comprehension is one of important skills because the success of the reading depends on the greater part of comprehending of texts. Reading activity can also be divided into three processes they are (1) Bottom-up process; the students must focuses on morpheme recognition followed by word recognition, grammatical structures, sentences, and meaning is the order in achieving comprehension, (2) Top-down process; the students should focus on meaning generating activities rather than on mastery of word recognition, (3) Interactive models; it combines elements of both bottom-up and top down-models and also include aspects of both intensive and extensive reading (Nunan, 2003: 70 adapted from Samuels and Kamil 1984: 185).

In teaching reading comprehension the teacher also has important role that is monitor the students and guide the students to make successful in teaching reading comprehension because reading comprehension is not only an activity that

show the ability of the students to spell the word but also to understand the message of the text. The students also must monitor their comprehension to make comprehension process running well. Adopting Anderson's theory, Nunan (2003: 75) states that in order to teach for comprehension reader must monitor their comprehension processes and be able to discuss with the teacher and or fellow readers what strategies they use to comprehend a reading text.

Reading also has some strategies to make the readers easier in understanding what they read. In teaching learning process the teacher should use an appropriate strategy to make students easier understand texts when they read and solve their problem in reading. Herezog and Porter in Arishinta (2013: 15) stated that teachers can use of number of strategies to help the students understand what they read, and the teachers will find that understanding the reading process will aid them in helping the students unlock the mystery of the text. Although not all of the strategies can assist them to solve their problem the teacher can help them understand the difficult words from the text. Brown (2001: 306) mentions ten strategies in reading comprehension: identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding, efficient silent

reading technique, skimming, scanning, semantic mapping or clustering, guessing meaning, analyze vocabulary, distinguish literal and implied meaning and capitalize on discourse markers. In this research the researcher uses skimming and scanning in students reading strategy.

Skimming and scanning are techniques that are similar in process but different in purpose. Adopting Brown's theory (2004: 213), Fajar (2013: 25) stated that skimming is a process of rapid reading to determine the gist or main idea from the text. In skimming activity usually the readers find general information like topic and purpose of the text, and point of view from the writer. There are some steps in skimming activity to make reading activity easier, they are: reading the title, reading the introduction, reading all the subheadings and thinking about how they are related to one another and to the title, reading the first sentence in each paragraph, looking for clues, reading the last paragraph and it should be finished as quickly as possible. While scanning is a quick reading that focuses on locating specific information (Fajar 2013: 23 adopting Beatrice 2005: 39). In scanning the readers only find the specific information from the text like finding the specific name, date, statistic without reading whole of the text. Scanning activity also has some steps, they are:

flipping through the pages to see how the information is organized, turning the section most likely to contain the specific details, keeping a visual image of the key word in mind and running your eyes over the material in a search for that keyword visual image. By using skimming and scanning the students don't read whole of the text and can short their time in answering the questions.

Actually there are many text types that are taught in senior high schools, but according to Syllabus of KTSP curriculum in SMAN 7 Kediri, reading hortatory exposition text is one of materials in eleventh grade students in second semester. Hortatory exposition text is a kind of argumentation text that represents writer argumentation to persuade the readers to do something in certain information. In this text the writer put some opinion to strengthen the main idea and give recommendation as a closing paragraph. Hortatory exposition text also has three components in generic structures; thesis, arguments, and recommendation.

Many previous research reports have given a comprehensive portrait on strategy in reading comprehension. From their research it is found that some problems for example, the students are lazy to read a book especially when they are given long text. They feel bored and never bring the dictionary in English

lesson. Based on the problems, the teacher usually used the reading strategy to help the students to access information more effectively and enable them to become faster readers. In this case, this research focused on examined the teacher and the students in implementation of teaching reading comprehension using skimming and scanning in senior high school.

Based on the consideration above, researcher conducted a research about a study of teaching reading comprehension of hortatory exposition text using skimming and scanning to the eleventh grade students of SMAN 7 Kediri. The researcher wants to find: (1) How is the implementation of teaching reading comprehension using skimming and scanning (2) How are the students' responses when they are taught reading comprehension using skimming and scanning (3) What are the advantages and disadvantages of teaching reading comprehension using skimming and scanning to the eleventh grade students of SMAN 7 Kediri.

METHOD

The research design in this study was a qualitative research and uses case study technique. The data analyzed in the form of description and identification or analysis the text. XI Science 1 of SMAN 7 Kediri is chosen as the subject of the

research that consists of 32 students which were 12 male and 20 female.

To get the data source the researcher used purposive sampling technique. The participants of this research are English teacher and students. The researcher also used observation, questionnaire, interview, and documentation to get the data form. The data from the English teacher was taken from interview and observation, meanwhile the data from the students was taken from questionnaire and interview.

The researcher used model analysis technique that is interactive technique. The researcher analyzed the data until done so the data become credible. Using Miles and Huberman (1984) theory, there are some steps of data analysis; data reduction, data display, and conclusion drawing/verification.

FINDING

From the observation revealed that the teacher taught reading subject about hortatory exposition text appropriate with standard rules of teaching activity. The first activity called pre-activity, in this activity she opened the class interestingly and check the attendance of the students then explained about the objective of the lesson today. The second activity is main-activity, she only gave reviewed about the material hortatory exposition text because that material had been taught before. She

also explained about skimming and scanning that used in the text reading clearly. After that she delivered the text to the students and asked them to done in 10 minutes. After finishing the reading text they discussed the questions. The students implemented skimming and scanning easier, it can be showed that they can finish their task quickly with right answer. They didn't get difficulty to differentiate between two techniques. In the last activity that is called post-activity, the teacher and students made conclusion together about the material.

Then, the questionnaire consisting of nine questions of "yes-no" answer showed 75% students' interest in reading Hortatory Exposition text in English subject, 75% students' difficulty in comprehending the content of Hortatory Exposition text, 100% students recognition of skimming and scanning, 87% students easy to implement skimming and scanning, 94% students easy of understanding the content of the text by skimming and scanning, 100% students feel easy with teacher explanation about skimming and scanning, 87% students said that the teacher is frequent use Skimming and Scanning in reading subject, 94% students feel that skimming and scanning can shorten their time in answering the questions in an English text, 28% students

feel difficulties when using skimming and scanning.

The researcher also gave 10 questions when interviewed the English teacher that related with 7 categories questions; difficulty in reading skill, technique in reading skill, the reason using skimming and scanning, the students responses, implementation technique by the teacher, the constraint using skimming and scanning and advantages and disadvantages using skimming and scanning. From the teacher explanation, the researcher found that the students get difficulty in finding detail information from the text and also find synonym and antonym in reading subject. Based on the explanation above, teacher used skimming and scanning to shorten their time in doing the text and also to make them easier to find the general information like finding detail information from the text.

In documentation the researcher took the syllabus, lesson plan from the teacher, and took some pictures related with teaching learning process. In the syllabus, there are only one standard competence and four learning materials in reading material about Hortatory Exposition text. The objectives of reading section in lesson plan are the students can read aloud written text hortatory exposition with correct pronunciation and good intonation, and also identify main topic

and factual information, main ideas, supporting ideas and details.

DISCUSSION

The implementation of teaching reading comprehension using skimming and scanning is conducted by through some steps. First, students are divided into groups. Second, she reviewed hortatory exposition text because this material had been taught before. Then, she explained about skimming and scanning technique. After that, the materials were distributed for the students to work using skimming and scanning. In the middle of activity some students asked some questions to the teacher and she explained the materials clearly again. After 10 minutes, teacher and the students discuss the materials, and the students were active in answering the questions. It means that the students can easily implemented skimming and scanning in the text. At the end of activity, the teacher checked the students' understanding about about the reading text. Meanwhile according to Kartika (2012: 3), steps in skimming activity are reading the title, reading the introduction, reading the first sentence in each paragraph, looking for clues as to content and important and reading the last paragraph. While the steps of scanning are flipping through the pages to see how the information is organized, turning the section most likely to contain the specific details, keeping a visual image

of the key word in mind and running the eyes over the material in a search for that keyword visual image. When the teacher implemented this technique in teaching reading, she didn't explain about the steps of this technique. She only explained about the global information about this technique even though the students can finished with their reading the text easily because they have known this technique before from another subject lesson.

However, the student's responses was positive. They were also enthusiastic during teaching and learning process in the class. It was proved their active participation in the class activities; they always pay attention and ask the questions if they didn't understand about the explanation. In the discussion activity with the teacher, they also looked active in answering the questions from the text. They could answer the questions correctly. It is also supported by Mealey and Nist in Fajar (2013: 16) that questioning techniques are used as strategies during reading activities. Questioning technique involves prompting the retrieval or prior knowledge, focusing attention on checking literal meaning, inferring and applying comprehension or information, and predicting possible test items. They also feel quick when doing the task using skimming and scanning.

There were some advantages and in teaching and learning reading comprehension of hortatory exposition text using skimming and scanning that could be found by researcher. When the students using skimming and scanning in reading comprehension they got the global information from the text and the students could understand the text easily and quickly without using much time. And also, when the questions in reading text were relevance with global information like main idea, questions like *what*, *how* and *when* that relevance with factual information, skimming and scanning technique can answer those questions. It supported Brown's theory (2001: 306) that when using skimming the readers get some advantages of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting idea. The disadvantages the students is must read quickly. On the other hand to find detail information they have to repeat at least twice.

CONCLUSION AND SUGGESTION

1) Conclusion

Based on the findings and discussion of this research, it can be concluded that skimming and scanning are suitable techniques that implemented in reading subject. When implement this

technique the teacher must explain the steps of the skimming and scanning in the beginning so the students not confuse about it even though the students ever know this technique from another subject lesson, and they can implement this technique very well. The student's responses about implementation skimming and scanning also was positive and enthusiastic. They always active and pay attention when the teacher give the explanation. The teacher always give the students time to ask question when they didn't understand about the technique or the material.

In implementation skimming and scanning also has some advantages and disadvantages for the students. The advantages in implementation skimming and scanning are: the students got the global information from the text with skimming technique and the students' can understand the text easily and quickly without using much time. And the disadvantages skimming and scanning are: when the students using skimming and scanning technique they must read quickly. Sometimes there is which sentence is overcome, so if there is question that must finding detailed information, they have to repeat again until twice or more.

From that statement in above, the researcher conclude that skimming and scanning are suitable technique when

implemented in reading skill. This technique can make easier and quicker the students in comprehending the text. Although, it has some advantages and disadvantages for the students in the implement it.

2) Suggestion

First, it suggested for the English teacher. She must introduce skimming and scanning in reading subject because this technique very helpful the students in comprehending the text without read whole of the text and also can limit their time in doing the task. The teacher also can use the other technique to teach reading skill to make the students not boring because the teacher ways in teach reading skill usually using monotonous technique.

Second, it suggested for the students. If the students have some difficulty in reading skill, they don't give up to try and try read again. Although they didn't understand about the content of the text, they can use skimming and scanning to find the best answer in the text. If their vocabulary is limited, they must try to memorize and read about many other books to increase their vocabulary

REFERENCES

- Afitri, F.W. 2013. *The Effect of Skimming and Scanning to the Eight Grade Students' Reading Comprehension of SMPN 1 Karang Trenggalek in Academic Year 2013/2014*. Skripsi. Kediri: English Education Department. UNP Kediri.
- Brown, H. D. 2001. *Teaching by Principles*. San Fransisco: Longman.
- DEPDIKNAS. 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: BSNP.
- Fitrawati. 2009. Improving Senior High School Students' Reading Comprehension Through Reading Strategies Derived from Genre Based Approach. *Journal Bahasa dan Seni*, 10 (2): 89-99.
- Harmer, J. 2001. *The Practice of English Language Teaching*. San Fransisco: Longman
- Harmer, J. 2007. *How to Teach English*. England: Pearson Educational
- Kartika. Tanpa tahun. *Teaching Reading Ability Using Skimming Technique at the Second Grade Students of SMP Muhammadiyah 2 Bandung*. (Online). Tersedia; <http://publikasi.stkipsiliwangi.ac.id/files/2012/12/08220069-kartika.pdf>, diunduh 17 Juni 2015.
- Nunan, D. (Ed.). 2003. *Practical English Language Teaching First Edition*. New York: McGraw-Hill Education (Asia).
- Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.