The Use of Skimming and Scanning in Reading Comprehension at SMA Gajah Mada 3 Palembang

Ressy Novasyari
The University of Palembang
ecysoeharda@gmail.com

Putri Maisaroh Lastari
The University of Palembang

Abstract *:* In our daily lives, in homes, in school and on the streets, to read is necessary for livelihood and survival. It means that, we learn something by reading or we can say that reading is the central to the learning process to know something. Reading is a key towards civilizations progress. Since the invention of alphabet as a means of written communications, reading ability has becomes essential for character building and national development. Nowadays, many children are lazy to read. They interested in watching TV, listening music, playing games and hanging out with their friends. There are some factors that caused the student reading ability poor. The factors are classified into two internal and external factors. The internal factors come from studentt themselves such as motivation, and knowledge. The external factor come from teacher, school facilities parents and the condition that influences the student in learning English. A teacher can use several techniques for their teaching in reading comprehension. The techniques are skimming and scanning.

Keywords : Skimming, Scanning and Reading Comprehension

Introduction

English has been viewed as the most important language that should be mastered by people from all over the world. This language is used as the most priority language to deliver the messages and bridge the gaps. Almost all aspects of our daily life is related to this language. As Coleman (2010) describes the important roles of English in some fields like education, tourist, information, and culture. Therefore the needs of learning English is growing all over the world. And now the most important job for educators is to prepare any tools or technique to support the demands of the language learners.

Nowadays, many children are lazy to read. They interested in watching TV, listening music, playing games and hanging out with their friends. In our daily lives, in homes, in

school and on the streets, to read is necessary for livelihood and survival. It means that, we learn something by reading or we can say that reading is the central to the learning process to know something. Reading is a key towards civilizations progress. Since the invention of alphabet as a means of written communications, reading ability has becomes essential for character building and national development.

Reading is one of the four language skills that must be mastered by the students in learning a language. It's essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. We can also get information by reading. In real life reading is often part of series of activities, including locating texts and presenting material in oral and in written. Reading is an activity of process of transferring or decoding form the written to oral form. The fundamental goal for any reading activity is understand the language, include comprehending (Kustario, 1988:1).

Grabe & Stoller (2002: 9) state that reading are the ability to drawing meaning from printed page and interpreted this information appropriately. It means comprehending and interpreting the information of the text are important. It implied that students needed to learn a considerable amount of information from a text. Mikulecky (2004, p.240) state that the teaching of English in Indonesia is focused on reading skill.

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.

Literature Review

The Definition of Reading

There are many definitions of reading that are stated by experts Reinking and Scheiner in Kustaryo (1988) define reading is an active cognitive process of interesting with print and monitoring comprehension to establish meaning. Sukirah adds that reading is combination of word recognition and intellect and emotion interrelated with prior knowledge to understand the message communicated. (Kustaryo,1988:2).

Reading is a complex information processing skill in which the reader interacts with the text in order to create meaningful discourse. The reader is an active, problem solving individual who coordinates a number of skill and strategies to gain

comprehension as he/she read as a reading material. The goal of reading program is to develop fluency where independent readers set their own goals and strategies for reading. And the reading activities are suggested by the goals of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and students abilities. (Silberstein, 1984:12). Reading is a process employed by an individual in order to understand what an author says (Brown, 1994, p.271).

The Definition of Reading Comprehension

Hornby, (1974:711) explain that reading is "the act of one who reads; knowledge, especially of books; the ways in which something is interpreted". While comprehension is "the act of understanding, the ability of the mind to understand".

Klinger, Vaughn, and Boardman (2007, p.8) define that reading comprehension is a complex process which involves many components through interactions between readers and their prior knowledge along with the variables of the text, like readers' interest to text or their understanding of text types.

Reading comprehension is to understand a text that is read or the process of constructing meaning from a text. (Decant, 1971:312). Based on explanation above, reading comprehension should be mastered by students in order to understand what is the story about and recall their prior knowledge and teacher should teach their students all aspects in reading in order to achieve the goal of reading.

According to Smith in Ashar (2007:22), there are four categories of comprehension levels:

a.   Literal Comprehension

Literal comprehension refers to the main idea, details and sequence. The literal level of comprehension is fundamental to all reading skill at any levels because a reader must understand what the writers said before draw inference or make an evaluation. In other word, this category requires a lower level thinking skill than the others. According to Quinn & Applegate in Ashar (2007:22), Literal comprehension requires that students recall what they have read from the text. Students use the skill of locating information from the text to answer literal comprehension questions, as well as their own rote memory skills. Literal recall students' opportunities to discuss ideas related to the text. Literal reading strategies include (a) word recognition, (b) vocabulary meaning, (c) finding important information in text, and (d) identification

of setting, characters, problems, key events, and outcomes as presented in the text.

b.   Interpretive Comprehension

Interpretive reading is based on a literal understanding in the text, students must use information from various part of the text and combine them for additional understanding. The students have to put together two piece of information that is from different part of the text.

Interpretive reading comprehension includes thinking skills in which reader identify ideas and meaning that are not stated explicit in the text. So, the reader may make generalization, drawing conclusion, predicting outcomes, determine cause and effect relationship, identify motivation and make comparison. In other words, interpretative reading requires the reader to understand not only what the author means. At this level teachers can ask more challenging question such asking students to the following:

1)   Re-arrange   the   ideas   or   topics   discussed   in   the   text
2)   Explain   the   authors'   purpose   of   writing
3)   Summarize the main idea when this not explicitly stated on the text
4)   Select conclusion which can be deduced from the text they have read.

c.   Critical Reading

Critical reading is reading with an awareness of similarities and differences between what the reader has already seen and what he is seeing in the work is reading critically. Critical such as expression, overstatement, ides, opinions repetition and values of an author.

d.   Creative Reading

Creative reading is reading with awareness of the stimuli of imaginative through present in reading materials. The stimuli may be in the form of problems sensed of new idea or ways of expressions. Creative reading requires the readers to use their imaginations, it requires readers feeling for the text and subject. The answer is not found in the text, they come strictly from the readers while no personal responses are incorrect. They cannot be unfounded, they must relate to the content of the text and reflect a literal understand of the material.

Comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Smith (1982: 15) states that comprehension in reading as a matter of "making sense" of text, of

relating written language to what we know already and to what we want to know. Because of the comprehension of reading, the students can get the information transferred by the writer.

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.

Aebersold & Field (1997:76) have given a more detailed definition of skimming and scanning. Skimming is defined as a quick, superficial reading of a text in order to get the gist of it. Although there is some question about exactly what readers do when they skim, it does appear to be a strategy for getting clues to the main ideas, divisions, points, or steps in an argument.

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.

According to Maxwell (1970: 226) scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses. Scanning is quickly reading to find the specific information Brown (2001:308) state that, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose.

Scanning speed reading technique is aimed at obtaining information and specific facts, so jump over the parts that do not fit the purpose of reading and to the

point that we were looking for. Mikulecky and Jeffries (1998:290). According to Mikulecky and Jeffries (1998:301), states how to scan are follow:

1. The introduction or preface of a text;

2. The first or last paragraphs of chapters;

3. The concluding or summarizing chapter of a text;

4. The book index.

5. State the specific information you are looking for

6.Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

7.Use headings and any other aids that will help you identify which sections might contain the information you are looking for.

8. Selectively read and skip through sections of the passage.

Conclusion

Sarwono (2003:2), scanning is a technique used to find specific information that we need without read the whole of the text. based on some theories above, the researcher can be conclude that scanning technique is effective to improve the students' reading comprehension. Where, by using scanning, the students can understand the meaning/context of the text fastly. In scanning the students didn't need to read all the text. But they only focused on what their need of the text by using zigzag style. Beside of it, the scanning technique is effective because the technique is easy to use for getting the important points of the text.

Nunan (1999:251) points out that "skimming and scanning both involve fairly rapid superficial reading and both are aimed at searching, rather than deep processing of the text or reflection upon the content of the text". Nuttall (1996) argues that scanning and skimming do not remove the need for careful reading, but they enable the reader to select parts of the text, that are worth spending time on. The use of Skimming and Scanning Technique in improving the students' reading comprehension can help the students to read and make the students to enjoyed a lesson.

REFERENCES

Ashar. 2007. *Improving the Students' Reading Comprehension through ReadingSpeaking Based on Cooperative Learning.* A thesis of FBS Universitas Negeri Makassar.

Brown, H. D. 2001. *Teaching by Principles: An Integrative Approach to Language Pedagogy.* New Jersey: Prentice Hall

Coleman, H. 2010. The English language in development. *British Council*, 1-23. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/UK011-English-Language-Development.pdf.

Decant, Emerald V. 1971. *Improving Tue Teaching of Reading (Third Edition).* New Jersey: Prentice Hall Inc.

Eskey, D. 1986. *A New Technique for the Teaching of Reading to AdvancedStudents.* TESOL Quarterly.

Gebhard, Jerry G. 1996. *Teaching English as a Foreign or Second Language. A Teacher Self Development and Methodology Guide.* Michigan: Michigan University Press.

Grabe, W. & Stoller, F. L. 2002. *Teaching and Researching Reading.* Harlow: Pearson Education Limited.

Hornby, A, S. (2000). *Oxford Advanced Learner's Dictionary International Studetn's Edition.* New York: Oxford University Press.

Kustaryo, Dra. Sukirah. 1988. *Reading Technique for College Student.* Jakarta: Proyek Pembangunan Lembaga Pendidikan dan Kebudayaan.

Maxwell M. J. 1970. *Effects of Practice and Learning Strategies on Speed of Scanning for Phrases in Meaningful Materials.* Milwaukee: National ReadingConference.

Miklulecky. Beatrice S, & Jeffries. Linda. 1998. *Reading Power (2nd Ed).* New york: Addison Wesley Longman.

Nunan, D.,1999. Second Language Teaching&Learning. Heinz& Heinz Publishers

Nuttall, C., 1996. Teaching Reading Skills in a Foreign Language. London: Heinemann Educational Books.

Sarwono.J (2013).*English for Academic Purpose.*Yogyakarta.