The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 SURABAYA

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Abstract

Some students find that reading is not an easy activity. It is because reading covers several integrated components, such as vocabulary, grammar, pronunciation, decoding and comprehension. Nevertheless, students can overcome their difficulties when they receive the apropriate training from their teacher. The best service that teachers could provide is to teach them reading strategies that might help them become independent readers. Skimming and scanning strategies are offered to help the student read in more focused and efficient way. Educators have already admitted the effectiveness of using skimming and scanning strategies in enhancing the student's reading comprehension. However, in some cases, the teacher cannot apply those strategies properly. As a result, these strategies are either ignored or not taught effectively. Therefore, the aims of this study are to describe how the teacher implements skimming and scanning strategies and to describe how the students' response toward the implementation of skimming and scanning strategies in learning narrative text.

As stated, reading covers several integrated components. Reading text needs some strategies to overcome the students difficulties. Skimming is strategy in which the reader is looking for the text to get the idea of a text. While Scanning is astrategy for quickly finding specific information in a text without reading the entire article.

This study uses qualitative research as the research type. The subjects of this study are the English teacher and students of X Class in SMAN 21 Surabaya. Observation checklist, fieldnotes, and questionnaire are used to gain data.

The results of the implementation of skimming and scanning strategies shows that the teacher was not fully successful in implementing skimming and scanning strategies in teaching reading narrative text. The reason because there were still some steps that were not applied by the teacher. While based on the questionnaire that have been answered by the students, it can be seen that the students' response toward skimming and scanning strategies was good.

Implementing skimming and scanning needs a long period of time and practices. The teacher needs to explore more about those strategies to complete the knowledge in implementing skimming and scanning strategies. It is also hoped that the students apply these strategies continously to maximize the use of skimming and scanning strategies. For the next researcher, this study is expected to be a meaningfulful reference in conducting another research related to skimming and scanning strategies.

Kata Kunci: skimming strategy, scanning strategy, teaching reading, narrative text, tenth graders.

INTRODUCTION (TIMES NEW ROMAN 10, BOLD, SPASI 1, SPACING BEFORE 12 PT, AFTER 2 PT)

As one of the four language skills in English, reading should be mastered by the students. According to Murcia (1991), reading is the most important language skill for academic succes. Reading has become the realization of knowledge and education. Reading comprehension is very important in our complex daily life. We always apply this skill everyday in order to get information. Alderson (1984:1) states that "In many parts of the world a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development. That is why, in language teaching, reading is considered as the most important activity in all areas, not only as a source of information and pleasurable activity, but also as a means of extending one's knowledge of language.

However, reading is a source of difficulty for second language (L2) learners. Reading has many complex variables of interactions that make it difficult for students to understand. The reasons are because reading covers several integrated components, such as vocabulary, grammar, pronunciation, decoding, and comprehension. Besides, Gibson and Levin (1975) claim that reading is extracting information from text. Reading is not simply decoding written symbols of sound. Nevertheless, learners can overcome their difficulties when they receive the appropriate training (Carrell, 1985). At school, teachers can only provide some guidance, but they cannot provide students with all the information that they need. The best service that teachers could provide their students is to teach them reading strategies that might help them become independent readers so that they are able to access all types of materials on their own (Dreyer, 1998). Realizing the need of reading the material efficiently and effectively, there are strategies introduced to help the student read in a more focused and efficient way. Those strategies are skimming and scanning strategies.

According to Brown (2001:308), scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. It searches for keywords or ideas in a written text information such as name, date, place, or some particular content without reading the entire article. Readers may also scan a text looking for picture clues that may help them to identify any unknown words.

Another useful way of building up anticipation, so that the readers can ask themselves the right kind of questions, is by skimming through the text. According to Harmer (2001), skimming is a technique in looking for a text to get a quick idea of the gist of a text. Skimming and scanning are the same as accelerated reading. In accelerated reading, the readers still try to read everything, but at a high rate. In skimming and scanning, they deliberately look for certain parts, and skip over a great deal of the material.

Educators have already admitted the effectiveness of using skimmming scanning strategies. Based on the experiment conducted by El Constantinus and Wirawan (1995) on *The Effectivenes of Reading Comprehension Training Using the Refference of TOEFL Discourses on the English Reading Comprehension of the Second Year's Students of Public Senior High School in Manado*, modern reading strategies using TOEFL discourse (the strategies included are skimming and scanning) are effective in enhancing the student's reading comprehension.

However, a study on reading and its strategies conducted by Amanda (2007) found that students apply several strategies such as making prediction of the words that they do not know, searching for words in the dictionary, and many others to help overcome the obstacle in their reading task. This shows the existence of conventional reading strategies implementation and the lack of reading strategies from the students in overcoming their reading task. Particular reading strategies such as skimming and scanning strategy are needed not only to overcome student difficulties, but also to improve their reading abilities.

By encouraging the students to glance their eyes and take a short look at a text and searching for specific piece of information, it will help them get the general understanding and detail information of the text itself (Harmer, 2001).

Therefore, skimming and scanning strategy are required to help students comprehending a text, getting detailed information and other reading tasks. Skimming and scanning strategy are also intended to help students in achieving the senior high school curriculum task in Indonesia, that is to understand the meaning of short functional text and simple essays in the form of report, narrative and analytical exposition in the context of everyday situation and also to access knowledge (KTSP, 2005).

In conclusion, the best way, and perhaps the only way, for today's student to cope with the effects of the information explosion is to become a competent and confident skimmer or scanner. Despite this obvious "need," it is difficult to get students to scan because of the negative attitudinal biases of both students and teachers (Maxwell, 1972-73). As a result, these skills are either ignored or not taught effectively. Furthermore, Maxwell explains that failure to teach skimming and scanning strategies is postulated as the reason many reading programs fail to produce flexible readers.

Based on the information above, the present study is intended to investigate the implementation of skimming and scanning strategy in teaching reading narrative text to the Tenth Grade students of SMAN 21 Surabaya.

This study is conducted to answer the questions: how does the teacher implement skimming strategy in teaching reading narrative text to the tenth grade students of SMAN 21 Surabaya, how does the teacher implement scanning strategy in teaching reading narrative text to the tenth grade students of SMAN 21 Surabaya, and how is the tenth grade students' response toward the implementation of skimming and scanning strategies in learning narrative text.

In line with the research questions, the objectives of this study are formulated to describe how the teacher implements skimming strategy in teaching reading

narrative text to the Tenth Grade of SMAN 21Surabaya, how the teacher implement scanning strategy in teaching reading narrative text to the Tenth Grade of SMAN 21 Surabaya, and the tenth grade students' response toward the implementation of skimming and scanning strategies in learning narrative text.

Skimming Strategy.

According to Arundel in Reading and Study Skill Lab (1999), skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content. Furthermore, there are steps in applying skimming strategy, those are:

1. Read the title.
2. Read the introduction of lead paragraph.
3. Read the first paragraph completely.
4. Read the first sentence of each remaining paragraph.
5. Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typhoraphical cues.
6. Read the final paragraph completely.

Skimming is usually used in three different part of situation. The first is pre-reading, reviewing, and reading. In pre reading, skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later. In reviewing, skimming is useful for reviewing text already read. The last situation is for reading, skimming is most often used for quickly reading material that, for any number of reasons does not need more detailed attention.

When someone skims, he alternate reads and glances, and the goal is to obtain an impression of the whole.

Scanning as Reading Strategy.

According to Cross (1992), scanning is simply means searching with a purpose. David Cross also give the analogical between the use of scanning on daily life. When someone has a medical problem, the doctor scans or searches the part of the body which is giving a problem. This search is done very carefully and meticulously. And after the scanning is done, what does the doctor do with the findings? He uses the data to diagnose the medical problem and to start the treatment. Scanning a reading text has the same procedure and purpose. The reader does not read a text or a passage in a vacuum. He has a purpose and the scanning process helps him to realize the purpose of reading. So, scanning can be defined as reading the text quickly to find specific information.

Someone uses scanning as a reading sub-skill when he wants to find out answers to specific questions. Scanning means running your eyes over a text to find something that stands out, like a name or a date. The reader usually scans a text for information related to specific words, names, numbers, figures, locations, etc. When scanning, the reader only tries to locate specific information and often does not even read the whole passage to do so. He simply lets his eyes wander over the text until he finds what he is looking for, whether it be a name, a date or a less specific piece of information.

The description about scanning is stated by Ana Arundel Community Colege Reading and Study Skill Lab (1999), scanning is very useful for finding a specific names, date, statistic, or fact without reading the entire article. Scanning is useful in locating statements, definitions, formulas, etc. which you must remember completely and precisely. While Bell (2001) describes scanning system as a technique someone often uses when looking up a word in the telephone book or dictionary. It is usually used for searching key words or ideas. In most cases, the reader knows what he is looking for, so he is concentrating on finding a particular answer. Scanning is also used when the reader first finds a resource to determine whether it will answer his questions. When scanning, the reader has to look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

According to Arundel in Reading and Study Skill Lab (1999), there are several steps to maximize the use of scanning system on reading comprehension:

1. Keep in mind at all the time what is you are searching for.
2. Anticipate in what form the information is likely to appear numbers, proper nouns, etc.
3. Analize the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But If the material is long or difficult, it may be neccessary to determine which part of the article to scan.
4. Let your eyes run rapidly over several lines of print at a time.
5. Read the entire sentence when you find the sentence that has the information you seek.

In conclusion, when you are scanning, you do not read the entire text. you read only those parts of the text which will answer your questions or which serve your purpose of reading. For example, when someone wants to label a diagram, he reads only that paragraph which gives a description of the object. The other parts are irrelevant to him.

They are alike in that the reader does not read all of the material.. In scanning, the reader usually has a question to, or something specific to look for. It might be a telephone number, a particular quotation in a book, or supporting facts to use in a discussion. When someone scans, the goal is only to find the information he wants. When he found it, he is finished reading. In skimming, the purpose is quite different. The reader may be interested in the "gist" of an article, or he may want to sample a book in the library before deciding to take it out.

The Use of Skimming and Scanning in Narrative Reading Text.

According to Brown (2001:308), scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. It searches for keywords or ideas in a written text information such as name, date, place, or some particular content without reading the entire article. In line with the use of scanning strategy, narrative text also contains several information, such as name of the character, place and even date related to the story.

While according to Lamb and Johnson in EduScapes (1999), skimming is used to quickly identify the main ideas of a text. In the other hand, looking for the main idea usually appears as an activity that related to the narrative text. Students usually get tired even before they can find the main idea. Using careful reading obviously cannot help them to overcome their difficulty. In this case, skimming strategy play an important role to help the student looking for the main idea because it 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.

Furthermore, skimming and scanning strategy are also intended to help students in achieving the senior high school curriculum task in Indonesia, which is to understand the meaning of short functional text and simple essay in the form of report*, **narrative** and analytical exposition in the context of everyday situation and also to acces knowledge (KTSP, 2005).
Based on the information above, it may be concluded that skimming and scanning strategies could be used by the students to comprehend narrative text'

RESEARCH METHODOLOGY.

As stated in the research questions, this study is focused on the implementation of skimming and scanning strategies in teaching reading to the tenth grade students of SMAN 21 Surabaya. This research relies mostly on the teacher's performance in implementing the strategies which reflects her approach in skimming and scanning strategies in the classroom. Thus, a descriptive qualitative design was chosen, for the researcher described how the teacher implemented skimming and scanning strategies in teaching reading narrative text in her classroom

According to the research questions, the researcher conducted a descriptive qualitative study. The purpose is discovering answers for the questions through the application of systematic procedure

In this research, the researcher was not involved in the teaching and learning process. The teaching reading narrative text was done by the teacher and was ran naturally as in reality. The researcher also gave a questionnaire to the students after the teacher finish the teaching and learning process. The purpose is to get the students' response toward the implementation of skimming and scanning strategies.

While the subjects of this study were the English teacher and the Tenth Grade students of SMAN 21 Surabaya. The research was conducted in the X-3 class which consisted of 40 students. There are 18 male and 22 female. The researcher chose the subjects because according to the English teacher, the class was contained of smart and dilligent students who expectedly can support the researcher to conduct the research related to the implementation of skimming and scanning strategies in teaching reading narrative text.

Based on the research questions in chapter one, the researcher formulates three kinds of data and the source of the data for this study. The sources of the data for the first and the second research questions are the teacher and her activities in the class during the implementation of skimming and scanning strategies in teaching reading narrative text. Meanwhile, the data are the result of the observation checklist and field note that have been filled by the researcher after the observation done.

The source of the data for the last research question is coming from the questionaires that had been filled by the students. Meanwhile, the data are in the form of comments that related to the implementation of skimming and scanning strategies in learning reading narrative text. These comments were described by the researcher descriptively

RESULT AND DISSCUSSION.

Based on the class observation, the researcher concluded that the teacher was not fully successful in implementing skimming and scanning strategies.. The teacher could implement those strategies but there are still some steps excluded. In line with Arundel in Study and Skill Lab (1999) there are several step in applying skimming strategy:

1. Read the title.
2. Read the introduction of lead paragraph.
3. Read the first paragraph completely.
4. Read the first sentence of each remaining paragraph.
5. Dip into the text to looking for clue words, enumeration, qualifying adjective, typhoraphical cues, etc.
6. Read the final paragraph completely.

Based on the observation that had been done by the researcher, the teacher has done some of the basic steps in implementing skimming strategy. Here are the steps in implementing skimming strategy that had been done by the teacher during class observation:

1. Read the title to get the general description about the text
2. Looking for the main idea of each paragraph

The teacher implemented the first and the fourth steps, compared to the theory proposed by Arundel (1999) in implementing skimming strategy, but unfortunately she did not include the second, third, fifth, and the sixth step. During the classroom observation, the teacher guided the students to read the title and look for the main idea of each paragraph in order to make a summary about the narrative text entitled Mpu Gandring Cursed, but she did not guide the students to look for clue words and read the final paragraph completely.

The researcher admitted that the teacher did not directly teach the students about how to implement

skimming strategy. Instead of teaching, the teacher tried to activate students' prior knowledge about skimming strategy first and then gave them chances to apply it by themselves. The teacher only gave a guidance to implement skimming strategy through the text.

In addition to skimming, the teacher was not also fully successful in implementing scanning strategy. According to Arundel in Study Skill Lab (1999), there are the steps in implementing scanning strategy:

1. Keep in mind at all the time what we are searching for.
2. Anticipate what form the information is likely to appear, such as number, proper nouns, etc.
3. Analyze the organization of the content before starting to scan. If the material is fairly brief, we may able to scan the entire article in single search. But if the material is long or difficult, it may be neccesary to determine which part of the article to scan.
4. Let our eyes run rapidly over several lines of print at a time.
5. Read the entire sentence when we find the sentence that has the information we seek.

In the first material entitled "Mpu Gandring Cursed", there were several questions that could be solved by using scanning strategy. For example, "What happened in 1222?" The teacher then guided the students to look for the keyword for the question. The keyword was 1222. Then she guided her students to looking for the number 1222 in the text. After that, she had her students read the sentence that has the keyword they seek.The steps introduced by the teacher in implementing scanning strategy are similar to the steps implemented by Arundel in Study Skill and Lab (1999).

Another point observed by the researcher was about learning activity that had been done by the teacher. The teacher did not implement some points stated in the lesson plan. These points are about the generic stucture and the language features related to the narrative text. The researcher does not know the reason why the teacher did not implement these point because she did not investigate more about this problem.

In the other hand, From the observation that had been done in two meetings, it could be said that the students' response toward skimming and scanning strategies was good. although there were still students who could not make a difference between the ,implementation of skimming and scanning strategy. Based on the questionnaire that has been done by the students, there were twenty percent students who were still confused about the use of skimming and scanning strategies. But generally, most of the students admitted that the teacher has an important role to teach those strategies.

Based on the questionnaire answered by some of the students, the reason why they were still did not understand about skimming and scanning was only because the terminology. The students do know how to answer the question using skimming and scanning strategies, but they did not know that the steps they used

were called skimming, and another steps were called scanning. The same statement came from the English teacher, she said that those students were familiar about skimming and scanning strategy. They do know how to look for the answers using the steps included in skimming and scanning. They just did not know its name, its terminology.

CLOSING

Conclusion

From the observation result, it can be concluded that the teacher was not fully successful in implementing skimming and scanning strategies through teaching reading narrative text. The reason is because there were still some steps that were not applied by the teacher, compared to the steps proposed by Arundel (1999) in Reading study and Skill.

While based on the questionnaires that have been answered by the students, it can be seen that most of the students had no difficulty in implementing skimming and sscanning strategies. But there are still some student who confuse in making diference between skimming and scanning strategies.

Suggestion

Based on the research finding, discussion, and the conclusion of the research, there is a neccesity to elaborate some suggestions regarding to the implementation of skimming and scanning strategies.

Based on the class observation, the teacher was not fully succesful in implementing skimming and scanning strategies, because there were several steps that were not implemented by the teacher. So, it is suggested that the teacher should explore more about these strategies, in order to complete her knowledge in implementing skimming and scanning strategies.

As previously stated, in order to maximize the use of skimming and scanning startegies, it needs a long period of time and practices. So, it is suggested for the students to apply these strategies continously in their daily basis of learning.

Consequently, the next researchers may cope and investigate the implementation of skimming and scanning strategies more deeply to find a better use and meaningful way in implementing skimming and scanning strategies in reading activity.

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