THE EFFECT OF APPLYING SCANNING AND SKIMMING STRATEGY ON THE STUDENTS’ READING COMPREHENSION OF GRADE EIGHT AT SMP NEGERI 3 MUARA IN ACADEMIC YEAR 2017/2018

Musrafidin Simanullang 1), Roganda Tua Sinaga 2)
1) Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sisingamangaraja XII Tapanuli
   Email: musrafidin.res.edu@gmail.com
2) Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sisingamangaraja XII Tapanuli
   Email: roganda@gmail.com

Abstract - This study is quantitative designed by experimental research design. The problem of this study is; Does scanning and skimming strategy significantly affect on the students’ reading comprehension of grade eight at SMP N.3 Muara in academic year 2017/2018? and the objective of the is; To find out whether scanning and skimming strategy is significantly effective on the students’ reading comprehension. The population of this research was all the eight grade of SMP Negeri 3 Muara in academic year 2017/2018. There were 86 of them as a total, the researcher took all them as the sample. Since this research is experimental design, the 86 students are divided into two groups, in which 43 as an experimental, and 43 as a control group. From the data and its analysis, in which the mean scores of pre-test and post-test of experimental group are 50.0465, and 70.8372, and the mean scores of control group both pre-test and post-test are 46.0930 and 49.3953. The standard deviation of experimental group of pre-test and post-test are 8.4815, and 8.67379, while the standard deviation of control group of pre-test and post-test are 5.80563, and 8.28118. The mean comparison of the experimental and control group is 70.8372 and 49.3953, and based on the t-test analysis, it can be concluded that there is a significance effect of applying scanning and skimming reading technique on the students’ reading comprehension of grade eight at SMP Negeri 3 Muara in Academic Year 2017/2018. By understanding the technique, the writer is certain that the students are able to face the English reading test even they are not really good in English. In fact, dealing with a test, it is not how well a student master English, but how good the technique is used.

Keywords: Skimming, Scanning, Reading Comprehension

CHAPTER I
INTRODUCTION

1.1 The Background of The Study
Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.

Reading is one of the four language skills that must be mastered by the students in learning a language. It is essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. We also get information that is needed. In real life reading is often part of series of activities, including locating texts and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivated. However, using reading as gist for a writing, speak, and to provide informations.

Reading is one of the most important of the four skills in a second language, particularly in English as a second language or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves that reading is the main reason why
student learn the language. Without reading proficiency, second language readers cannot perform the knowledge and perform speaking English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading. (Carrell, 1996:1).

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 skills and strategies to gain comprehension as he/she reads as a reading material. The goal of reading program is to develop fluency wherein independent readers set their own goals and strategies for reading. And the reading activities are suggested by the goal of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and student’s abilities. (Silberstein, 1984:12)

English, an international language is taught in junior high school as a compulsory subject. In learning English, reading is taught as one of the four language skills that must be mastered by the students of junior high school. Reading is an important skill because of it; the 2006 Educational Unit Level Curriculum for junior high school emphasizes reading in learning English. The instructional objectives of teaching reading based on the 2006 Educational Unit Level Curriculum are as follows: the first is to get general information about the text, second is to identify the main idea explicitly, thirds is to identify the main idea implicitly, fourth is get detail information about the text and the last is to infer words, phrases and sentences meaning based on the context.

It is expected that after studying English for three years, the students will have reading ability and achieve 1000 words as stated in this curriculum. Actually, the ability of the students in reading is very poor.

There are some factors that cause the student reading ability poor. The factors are classified into two internal and external factors. The internal factors come from student 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.

In this case, the knowledge of students have important role in reading achievement. The problem comes from the students is caused by their lack of knowledge that is related to the text. For example, when a teacher discusses about sport, many students actually do not know various kinds of sport like basketball, baseball, yacht, etc. They cannot understand the meaning of the text because they do not know what they are discussing about. This happened because students just nodded and felt ashamed to ask to the teacher when they found difficult words and not understandable materials. Although, the location of the school its very strategies in a road but it has minimum facilities for learning process.

The problem comes from the teacher, is referred to the lack of the teacher skill and method in teaching reading. Actually, not all the teacher uses strategies to teach reading. Most teachers in giving the material, especially English (Reading) only ask students to read without giving directions and strategies to the students. A teacher should be having strategies and method that suitable with the condition. To solve the problem in teaching reading, the research will gives scanning and skimming method.

In this research, the researcher plans to uses scanning and skimming strategy to improve students reading achievement. It deals with the 2006 Educational Unit Level Curriculum which state that the teaching of reading is oriented to the world that providing the real lives. The aid that is meant here is the use of scanning and skimming method.
Based on the background above, the researcher emphasizes the research in the uses of scanning and skimming strategy by conducting experimental research. It helps the students understand and comprehend the text easily. So, the research focuses on “THE EFFECT OF APPLYING SCANNING AND SKIMMING STRATEGY ON THE STUDENTS’ READING COMPREHENSION OF GRADE EIGHT ATSMP NEGERI 3 MUARA IN ACADEMIC YEAR 2017/2018.

1.2 The Problem of The Study
To make this research more focus, the researcher formulates the research question as follows: Does scanning and skimming strategy significantly affect on the students’ reading comprehension of grade eight at SMP N.3 Muara in academic year 2017/2018?

1.3 The Objectives of the Study
In relation to the research problem, the objective of the study is:
To find out whether scanning and skimming strategy is significantly effective on the students’ reading comprehension.

1.4 The Scope of the Study
There are a lot of strategies in reading, in this study, the researcher focuses on the application of scanning and skimming strategy on comprehending narrative text.

1.5 The Significance of the Study
This study is expected to provide some advantages for the students, teachers and the school in teaching learning reading comprehension. These advantages are:

1. For the teacher
This technique can be an alternative in teaching English especially reading comprehension. This technique also helps the teacher in explaining the material.

2. For the students
These techniques help the student in comprehending the text and make the student’s interest in learning English.

3. For the school
The result of the research is to assist the school to decide a policy in teaching learning process especially teaching reading comprehension.

CHAPTER II
REVIEW OF LITERATURE

2.1 Reading Comprehension
In broad terms, comprehension is the ability of readers to get meaning from text. How does this happen? By asking adult good readers to think aloud as they read, researchers have determined that these readers actively coordinate a number of conscious processes before, during, and after reading (Pressley & Afflerbach, 1995). Good readers are aware of how their reading is going and why. They know, for example, when a text is difficult to read because it contains many new ideas and when it is difficult to read because it is poorly written. They are adept at using their prior knowledge as they read to make predictions about what might happen next and to understand ideas as they encounter them (Paris, Wasik, & Turner, 1991).

Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing. Strategies are used in combination to solve problems, to think about text and to check understanding. Consequently, teaching comprehension strategies should focus on thinking (Harvey & Goudvis, 2000), problem solving and monitoring understanding. “Being strategic is not a skill that can be taught by drill; it is a method of approaching reading and reading instruction. Much more is required than knowing a strategy; becoming strategic calls for coordinating individual strategies.

This coordinating involves altering, adjusting, modifying, testing, and shifting tactics as is fitting, until a reading comprehension problem is solved.” (Trabasso and Bouchard, 2002, p. 186)

Reading strategically is higher order thinking. It involves transforming information and ideas.
For example, summarizing requires evaluating and synthesizing information; making predictions involves combining facts and ideas and making inferences to formulate a type of hypothesis; making connections necessitates making generalizing; and clarifying require identifying problems and developing solution.

Good readers are often selective, focusing their attention on the parts of the text that are most appropriate to their goals. Effective readers go beyond the literal meaning of text, interpreting what they read by filtering ideas in the text through their prior knowledge. Such interpretations often include an evaluation of the quality of the ideas in the text. Often, such associations are carried out intentionally by thinking about how the ideas in the text seem vaguely familiar and then recalling where similar ideas were presented or encountered. Readers also make predictions and form hypotheses about what will happen next, or what ideas the text will advance. In addition, readers continuously evaluate these predictions and hypotheses and revise them as the reading warrants.

As they read, good readers vary their reading speed, sometimes skimming and sometimes rereading a section of text that is especially relevant to the reading goals. As they encounter new ideas during reading, they update their prior knowledge. Good readers make conscious inferences, such as determining the author’s intentions for writing the text, clarifying the meaning of unknown words, and filling in information if they perceive gaps in an argument. They create mental images. If, for example, they are reading fiction, they create mental pictures of settings and characters. Good readers are strategic.

2.2 Scanning and Skimming
Skimming is a technique used to look for the gist of what the author is saying without a lot of detail. This is used if one only wants a preview or an overview of the material. It is used after the reader has already carefully studied and he needs to review the major ideas and concepts.

Scanning is not a reading process in the true sense of the word. It is a searching that requires a reader to float over the material until he find what he needs then stops and reads as much as necessary in order to answer his question (Ophelia H. Hancock in Sukirah 1988:9).

When you’re reading you don’t have to read everything with the same amount of care and attention. Sometimes you need to be able to read a text very quickly.

For example, to look up the word ‘valuable’ in the dictionary you wouldn’t start at the letter A and read every word. The most efficient way is to turn to the letter V and then find the words beginning with va-.This is called scanning through the dictionary. Scanning is one type of fast reading. Skimming is another type of fast reading. You might use skimming to look through a text quickly to get the gist (the general idea). So, if you want to know what’s going on in the news, you might skim through a newspaper or a news website. You wouldn’t have much detail but you would find out the main points.

Skimming and scanning are both quick reading techniques but they have different purposes. You might use scanning to:
- look up a word in a dictionary or index
- find an address or a phone number in a directory
- check what time your programme is on television
- look up details or prices in a catalogue
- pick out the website you want from options on a Google search

You might use skimming to:
- see what’s in the news in a paper or on a website
- browse through a book to see if you want to read it
- look through the television guide to see what’s on one evening
- flick through a catalogue to see what’s on offer
look through the options given on a Google search to see what sites it suggests.

2.2 The Ways to Reading
There are some familiar reading techniques that one another have the specific aim to improve reading ability (F. Grellet, 1981). They are as stated below:

1. Sensitizing
   It will develop the students’ strategies to cope with unfamiliar words and complex or apparently absurd sentences. It should ensure that they do not stumble on every difficult or get discouraged from the outset. Here students should employ some skills.

2. Inference
   Inference means making use of syntactic, logical and culture clues to discover meaning of unknown elements. When dealing with a new text, it is better not to explain the difficult words to the learner beforehand. The students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in the dictionary.

3. Understanding relation with the sentence
   In ability to infer the meaning of unknown elements often causes discouragement and apprehension in students when they are faced with a new text. A similar problem arises when students are unable to get an immediate grasp of sentences structures. It is therefore important to train the students as early as possible to look first for the care of the sentence. In order to do that the learners can be asked to divide passage into sense groups and underline, box or organized in some other way the important elements of each sentence in a passage.

4. Linking sentences and ideas:
   Another area in which it is essential to prepare the students in reckoning the various devices use to create textual cohesion and more particularly the use of references and linking words.

5. Improving Reading Speed
   Students who read slowly will easily get discouraged. They will also tent to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed is to give students passage to read and ask them to time themselves. A conversion table taking the length of the text and the reading time into account will tell them what their reading speed is and this will make it easier for them to try and read a little faster every time. When practicing faster reading systematically, the students can be encouraged to keep a record of their result showing their progress. This should encourage them to read more.

6. Scanning and skimming
   Students will never read efficiently unless they can adopt their reading speed and technique to their aim when reading. By reading all texts in the same way, they will waste time and fail to remember points of importance to them, because they would absorb too much nonessential information. The students are suggested to develop their skill in these ways:
   a. Predicting
      This is not really a technique but skill which is basic to all reading technique practiced in this part and to process of reading generally. It is faulting of predicting or guessing what is to come next. The skill is at the care of technique such as anticipation or skimming, the more systematic training by giving the students unfinished passage to complete or by going through a text little by little, stopping after each sentence in order predict what likely to come next.
   b. Previewing
      Unlike predicting, previewing is very specific reading technique, this skill encourage where the required information is to be. It is useful when skimming and scanning and skimming is as study skill. The students encouraged to think in a short article to get an idea.
   c. Skimming and Scanning
      Both skimming and scanning are specific reading techniques necessary for quick and efficient reading. When skimming, we go through the reading material quickly in order to get the gist of it to know how it is organized or to get an idea of the some or the intention of the writer. When doing scanning and skimming, we
only locate specific information and often we do not even follow the linearity of the passage to do so. We simple let our eyes wander over the text until we find what we are looking for, whether it is a name, a date or less specific piece of information. Skimming is therefore a more thorough activity which requires an overall view of the text and implies a definite reading. Competence scanning and skimming on the other hand is more limited since it only means retrieving what information is relevant to our purpose.

2.3 Strategy of Teaching Reading
(J. Anderson 1988; 37) said that some of the guidelines for teaching reading;
1. Whether or not a teacher’s view of reading is broad enough and in harmony with the best thought in the area of reading can determine to a considerable extent the effectiveness of his program.
2. Reading is a developmental process.
3. An orderly plan of organization of the reading program.
4. What constitutes desirability in method of instruction varies from learner to another.
5. The teacher should help each child develop or maintain self-respect and self esteem.
6. The teacher aim should be to help each child develop in reading ability to extent of his capabilities.
7. Participant by the learner in the establishment of goals is an important educational activity.
8. Careful diagnosis of the needs of each learner is essential to an effectives reading program.
9. Frequent evaluations by students and teachers of the extent to which goals are being achieved can serve as a guideline for the teacher.
10. No one can force an individual to learn to read, al the teacher can do this to provide the opportunity to learn.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for:

a. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
b. Building knowledge of language which will facilitate reading ability.
c. Building schematic knowledge.
d. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning and skimming).
e. Developing an awareness of the structure of written texts in English taking a critical stance to the contents of the texts.

CHAPTER III
RESEARCH METHODOLOGY

3.1 The Research Design
This study was conducted by experimental research by using quantitative data approach. As Janzen (2003) says experimental research shows the effectiveness of teaching certain reading comprehension strategies to different groups. As a result of this, the researcher used experimental research design to find out the effectiveness of scanning and skimming strategy. Experimental research uses quantitative data. Gunderson (2000), describes quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. As a result of this, the data which was collected from the tests are numerical data and these data was analyzed and tabulated for clear explanation.

In this research design, there are two kinds of classes used. There are the experimental class which was taught by scanning and skimming, and the controlled class by conventional technique.
3.2. Population and Sampling

3.2.1 Population
This study was conducted at SMP Negeri 3 Muara of the eight grade in academic year 2017/2018. The total number of the eight grade students are eighty six students comprised of four classes.

3.2.2 Sample
In relation to the explanation above, according to Barreiro (2001:22) states that if the number of the population is more than a hundred, the researcher can take 5% - 50% as the sample.

In this research, the researcher took all of the population as the sample. There are 86 students as the sample, for this research is an experimental research, the 86 students was divided into two groups, in which first group consisted of 43 students and second group of 43 students. One group is experimental, and the other group is control group. The 86 students (sample) was chosen randomly by using lottery technique from the population to be divided into two classes of sample.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A</td>
<td>20</td>
</tr>
<tr>
<td>8B</td>
<td>21</td>
</tr>
<tr>
<td>8C</td>
<td>22</td>
</tr>
<tr>
<td>8D</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

3.3. The Instruments of Data Collection
In this study, the researcher used tests to get the data, there were two kinds of tests namely pre-test and Post-test. The pre-test was administered to both groups before the treatment, and the post test was given after the treatment. In addition to this, to observe the significant difference of control group and experiment group the researcher used t-test.

3.3.2. Test
Test is an instrument that uses to measure the performance of the learners in teaching reading activities. In reading comprehension it plays great role for measuring the learners understanding. Pre test and Post test was administered to both groups to get the relevant data.

3.3.2.1. Pre-test
Pre-test for both groups was given before the treatment.

3.3.2.2 Post-test
Post-test was given for both of the group and it is evaluated after marking and registering their result. Each test was arranged into 20 items of multiple choices taken from some students’ English books. The tests were given both to the experimental and controlled classes’ students.

3.4 The Data Analysis Technique
The gathered data was used to find out the differences of students’ achievement in experimental class and controlled class. In line with this, the writer used statistic calculation through t-test formula in manual calculation. It was used to examine the significance difference of students’ reading comprehension achievement between experimental class and controlled class.

- Seeking gained score from students ‘reading test and describing it in the tables. The gained scores of experiment class are variable I that symbolized by X and the gained scores of control class are variable II that symbolized by Y
- Determining mean of variable of experiment class with formula
  \[ MX = \frac{\sum X}{N} \]
- Determining mean of variable of control class with formula
  \[ MY = \frac{\sum Y}{N} \]
- Determining deviation score of variable X with formula
  \[ x = X - MX \]
  Sum of \( x \) or \( \sum x \) must equal to null. From the square of \( x \), the researcher found out \( \sum x^2 \)
- Determining deviation score of variable Y with formula
  \[ y = Y - MY \]
Sum of y or $\sum y$ must equal to null. From the square of y, the researcher found out $\sum y^2$

- Analyzing the result by using statistic calculation of T-Test

**CHAPTER IV**
**DATA AND DATA ANALYSIS**

4.1 The Data and Data Analysis

The data of this research were students’ scores in the pre-test and post-test from the two groups. The presentation of the data is shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>NAME</th>
<th>Pre-Test (T1)</th>
<th>Post-Test (T2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DENI SIHOMBING</td>
<td>66</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>MARNASIP SIANTURI</td>
<td>56</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>KOMEDI TOGATOROP</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>REFFANI OMPUSUNGGU</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>SONIA OMPUSUNGGU</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>ELKANA TOGATOROP</td>
<td>56</td>
<td>73</td>
</tr>
<tr>
<td>7</td>
<td>ELISABETH TOGATOROP</td>
<td>56</td>
<td>83</td>
</tr>
<tr>
<td>8</td>
<td>OKTAVIA SIANTURI</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>NATALIA OMPUSUNGGU</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>SINTA RAJAGUKGU</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>DAHLIA RAJAGUKGU</td>
<td>43</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>STOPWAN SIANTURI</td>
<td>43</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>HERMIN SIANTURI</td>
<td>46</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>ENJELI OMPUSUNGGU</td>
<td>46</td>
<td>73</td>
</tr>
<tr>
<td>15</td>
<td>KRISNAWATI SILABAN</td>
<td>73</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>MARGARETH SIHOMBING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>ANDRIS RAJAGUKGU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>DODI SYAHPUTRA</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>RIPALDO SIMAREMARE</td>
<td>56</td>
<td>83</td>
</tr>
<tr>
<td>20</td>
<td>HOTDARIS TAMPUBOLO</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>AMRONI SIBURIAN</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>ANTON SIANTURI</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>BUNNA RAJAGUKGU</td>
<td>66</td>
<td>73</td>
</tr>
<tr>
<td>24</td>
<td>ENELISA OMPUSUNGGU</td>
<td>46</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>GRECCYA Y.N SIANTURI</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>26</td>
<td>INDAH J.Y SIAHAAN</td>
<td>43</td>
<td>66</td>
</tr>
<tr>
<td>27</td>
<td>JESIKA R.LINGGA</td>
<td>46</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>JOIS SIRINGORINGO</td>
<td>50</td>
<td>73</td>
</tr>
<tr>
<td>29</td>
<td>JONES SIHOMBING</td>
<td>50</td>
<td>73</td>
</tr>
<tr>
<td>30</td>
<td>MELVI R.SINAGA</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>31</td>
<td>OSHIN NAINGGOLON</td>
<td>56</td>
<td>83</td>
</tr>
<tr>
<td>32</td>
<td>RAHAYU K.SIANTURI</td>
<td>43</td>
<td>73</td>
</tr>
<tr>
<td>33</td>
<td>RANI OMPUSUNGGU</td>
<td>33</td>
<td>56</td>
</tr>
<tr>
<td>34</td>
<td>REGINA P.A SIANTURI</td>
<td>43</td>
<td>56</td>
</tr>
<tr>
<td>35</td>
<td>ROHIT R.SIBURIAN</td>
<td>33</td>
<td>56</td>
</tr>
<tr>
<td>36</td>
<td>SHEPTO P.SIANTURI</td>
<td>46</td>
<td>70</td>
</tr>
<tr>
<td>37</td>
<td>RONAL G.M TOGATOROP</td>
<td>46</td>
<td>70</td>
</tr>
<tr>
<td>38</td>
<td>SUPRIONO SIRINGORINGO</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>39</td>
<td>SISEN SIREGAR</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td>40</td>
<td>TRILESTARI</td>
<td>46</td>
<td>66</td>
</tr>
</tbody>
</table>
Based on the table above, it can be seen that the highest scores of pre-test and post-test are 73 and 90, while lowest scores are 33 and 66. The mean score of pre-test is 50.0465, and the mean score of post-test is 70.8372. The comparison between them is 207.907. Then, it can be concluded that there is a significance effect of applying scanning and skimming reading technique on the students’ reading comprehension of grade eight at SMP Negeri 3 Muara in Academic Year 2017/2018.
From the table above, it can be seen that the highest scores of pre-test and post-test are 66 and 73, while the lowest scores are 33 and 33. The mean score of the pre-test is 46.0930, and the mean score of post-test is 49.3953. It can be stated that there is no significant improvement or effect due to the application of conventional method.

### 4.1.1 Determining Deviation Score

The standard deviation of variable X (Experimental Group) using formula $x = X - MX$

<table>
<thead>
<tr>
<th>EXPERIMENTAL</th>
<th>(T1)</th>
<th>(T2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean (X)</td>
<td>50.0465</td>
<td>70.8372</td>
</tr>
<tr>
<td>Da</td>
<td>8.48515</td>
<td>8.67379</td>
</tr>
</tbody>
</table>

The standard deviation of variable Y (Control Group) using formula $y = Y - MY$

<table>
<thead>
<tr>
<th>CONTROL</th>
<th>(T1)</th>
<th>(T2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean (Y)</td>
<td>46.0930</td>
<td>49.3953</td>
</tr>
<tr>
<td>Db</td>
<td>5.80563</td>
<td>8.28118</td>
</tr>
</tbody>
</table>

From the calculation above, T-Test was 14,13. It was found that there was significant effect of using scanning and skimming technique on students’ reading comprehension.

### 4.2 Mean Comparison

<table>
<thead>
<tr>
<th>GROUP</th>
<th>(T1)</th>
<th>(T2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>50.0465</td>
<td>70.8372</td>
</tr>
<tr>
<td>CONTROL</td>
<td>46.0930</td>
<td>49.3953</td>
</tr>
</tbody>
</table>

From the data above, the writer found the range of mean comparison $T1 - T1 Y$ was 3.9535. While the range of mean comparison $T2 - T2 Y$ was 21.4419. Based on the calculation, the mean of experimental group was higher than control group and the range of $T2$ was higher.

### 4.3 The Calculation of T-Test

To find out the calculation of t-test, the writer found:

- $Ma=20.7$
- $da^2=1327.47$
- $Na=43$
- $Mb=3.3$
- $db^2=1411.88$
- $Na=43$

From the calculation above, T-Test was 14,13. It was found that there was significant effect of using scanning and skimming technique on students’ reading comprehension.

### CHAPTER V

**CONCLUSION**

5.1 Conclusion

From the data and its analysis, in which the mean scores of pre-test and post-test of experimental group are 50.0465, and 70.8372, and the mean scores of control group both pre-test and post-test are 46.0930 and 49.3953. The standard deviation of experimental group of pre-test and post-test are 8.48515, and 8.67379, while the standard deviation of control group of pre-test and post-test are 5.80563, and 8.28118. The mean comparison of the experimental and control group is 70.8372 and 49.3953, and based on the t-test analysis, it can be concluded that
there is a significance effect of applying scanning and skimming reading technique on the students’ reading comprehension of grade eight at SMP Negeri 3 Muara in Academic Year 2017/2018.

REFERENCES


