



# Reading Comprehension Learning Model in English Text Using Scanning and Skimming Methods in Physical Education, Health and Recreation Study Program Stok Bina Guna

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## ABSTRACT

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The author tried to create a learning model reading comprehension in English text by using scanning methods and skimming. The purpose of this study was to determine whether there was an effect of the reading comprehension learning model in English texts using scanning and skimming methods in the STOK Bina Guna PJKR Study Program. The benefits of this research are to determine the effect of the learning model and improve students' ability in reading comprehension, especially with English texts, so that students can apply both methods when trying to get information from English texts quickly. This research is classroom action research. This research was conducted in a cyclical assessment process through two cycles consisting of four stages, namely planning, action, observation, and reflection. Observations was made by observers in this study concluded that student behavior during reading comprehension learning with scanning and skimming techniques in cycle II could be said to be good. However, there are some students who still behave badly during the lesson. From the results of observations, there were 34 students who behaved well during the lesson, while 3 students who did not behaved well. Of the three students, as many as 2 students often turn off the camera during the test. Meanwhile, there are no more students who have bad habits in reading. Based on the results of these observations, student behavior during reading comprehension learning was good and there was an improvement.

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## 1. Introduction

Reading comprehension is not just reading English texts but reading to get a deep and thorough understanding. Therefore, learning and mastering Reading Comprehension requires maximum effort. Reading comprehension is often found in English exams, both school exams and college entrance exams. Reading comprehension is also often part of the English language test from several companies that include English Reading Comprehension as one of the entry tests, especially global-scale companies. It shows how important it is for us to learn and master Reading Comprehension. But not a few find it challenging to learn and master it, hampered by various obstacles. It can be taken as a limited vocabulary, difficulty concentrating in reading English texts, not understanding good grammar, etc.

One method that the author tries to use to make it easier for students to understand the reading text in this English text is to use the Scanning and Skimming method. Face reading (scanning) or also called scanning reading, is speedy reading. When a person reads a scan, he will go beyond many words. According to Farida Rahim (2005:25), a reading scan is essential to improve reading ability. Skimming is reading quickly to find out the available content or part of a passage. (Farida Rahim, 2005). Screen reading is needed to find the author's point of view about something, find paragraph organization patterns, and find general ideas quickly (Farida Rahim, 2005:31). Another understanding of skimming reading is skimming or speed



reading to get information from what we read. In skimming, the reading process is carried out by jumping up and down by looking at the main ideas in the reading material while understanding the big theme.

Based on the background that has been described previously, the problems that can be formulated are:

Is there an increase in students' understanding of reading comprehension in English text by using scanning and skimming methods in the STOK Bina Guna Physical Education, Health and Recreation Study Program? How do the reading comprehension model influence English texts using the scanning and skimming method in the STOK Bina Guna Physical Education, Health and Recreation Study Program?

The limitation of the problem in this study is the influence of the reading comprehension learning model in English text using scanning and skimming methods in the STOK Bina Guna Physical Education, Health and Recreation Study Program.

The purpose of this study was to determine whether there was an effect of the reading comprehension learning model in English texts using scanning and skimming methods in the STOK Bina Guna Physical Education, Health and Recreation Study Program. The benefits of this research are to determine the effect of the learning model and improve students' ability in reading comprehension, especially with English texts, so that students can apply both methods when trying to get information from English texts quickly.

The output of this research is scientific publications in the form of National Journals Accredited SINTA 1-6. This research contributes to the improvement of students' ability in reading comprehension, which means that students will understand a text more quickly and easily. This scanning and skimming method can also be applied to other text readings, not only in English.

## 2. Method

This research is classroom action research (CAR). In this classroom, action research examines the problems that arise in the implementation of teaching and learning. This research was conducted in a cyclical assessment process through two cycles consisting of four stages, namely planning, action, observation, and reflection.

The following is the implementation design of classroom action research:

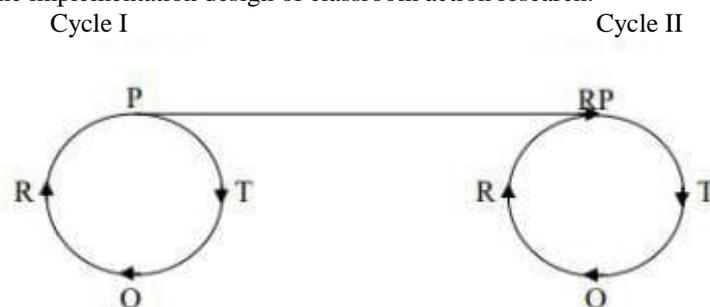


Fig 1. The Cycle of Classroom Action Research

Note:

P: Planning

RP: Revision of Planning

C: Classroom Action Research

O: Observation

R: Reflection

## 3. Result and Analysis

### 3.1 Student Reading Speed Test Results Cycle I

From the research conducted on students of the STOK Bina Guna Physical Education, Health and Recreation Study Program on the reading comprehension learning model before using the scanning and skimming method, the following results were obtained:

**Table 1.**  
Student Reading Speed Test Results Cycle I

No	Speed Reading	Frequency	Score Weight	Percentage (%)	Average Score
1	>250 kpm	0	0	0	
2	216 - 250 kpm	6	1358	16,22	X = $\frac{7308}{37}$
3	180 - 215 kpm	30	5798	81,08	
4	<180 kpm	1	152	2,70	= 198 kpm
Amount		37	7308	100	

From the data in the table above, it can be seen that the total number of students is 37 people, and the average reading speed of students is 198 kpm. From 37 students, 6 students or 16.22% got a speed score of 216-250 kpm, 30 students or 81.08% got a speed score of 180-215 kpm, 1 student or 2.70% got a speed score 250 kpm.

**3.2 Cycle I. Reading Comprehension Test Results**

The following are the results of the comprehension test carried out:

**Table 2.**  
Cycle I. Reading Comprehension Test Results

No	Speed Reading	Frequency	Score Weight	Percentage (%)	Average Score
1	90=100	0	0	0	
2	80-89	8	640	21,60	X = $\frac{2695}{37}$
3	70-79	25	1795	67,57	
4	<70	4	260	10,81	= 72,84
Amount		37	2695	100	

From the data shows the average result of students' understanding of the contents of the reading is 72.84. Out of 37 students, 8 students or 21.62% got a score of 80-89, 25 students or 67.57% got a score of 70-79, 4 students or 10.81% got a score of <70, and there are no students who get a score of 90-100. Improving students' understanding for learning reading comprehension in English texts by scanning and skimming methods in the STOK Bina Guna Physical Education, Health and Recreation study program.

**3.3 Cycle II Research Results**

The test results in the second cycle are the results of the students' rapid reading comprehension tests using scanning and skimming techniques after correcting the learning actions in the first cycle. The results of the second cycle test are the results of the effective reading speed test for students of STOK Bina Guna Physical Education, Health and Recreation Study Program study program. Below are the test results for the reading comprehension:

**Table 3.**  
Effective Reading Speed Test Results of Students in Cycle II

No	Category	Effective Reading Speed	Frequency	Score Weight	Percentage (%)	Average Score
1	Very Good	>175 kpm	7	1298	18,92	
2	Good	150-175 kpm	17	2652	45,95	X = $\frac{5660}{37}$
3	Quite Good	126-149 kpm	12	1589	32,43	
4	Less	<126 kpm	1	121	2,70	= 153 kpm
Amount			37	5660	100	(Good)

The table above shows that the results of the effective reading speed test in the second cycle of Physical Education, Health and Recreation Study Program STOK Bina Guna students are included in the good category, with an average speed score of 153 kpm. The average shows an increase in students' reading comprehension skills with scanning and skimming techniques in cycle II. In this second cycle, 7 students or 18.92% were included in the very good category with a speed score range of >175 kpm. The good category with a speed score range of 150-175 kpm was achieved by 17 students or 45.95%. The sufficient category with a speed score range of 126-149 kpm was achieved by 12 students or 32.43%. The less category with a speed score range of <126 kpm was achieved by 1 student or 2.70%. Based on these results, it can be said that the speed reading ability of students of the STOK Bina Guna PJR study program can be said to be good.



### 3.4 Physical Education, Health and Recreation Student Reading Speed Test Results STOK Bina Guna

The following are the results of the Physical Education, Health and Recreation STOK Bina Guna students' reading speed test:

**Table 4.**  
Physical Education, Health and Recreations' Student Reading Speed Test Results  
STOK Bina Guna

No	Speed Reading	Frequency	Score Weight	Percentage (%)	Average Score
1	>250 kpm	0	0	0	X = $\frac{7543}{37}$ = 204 kpm
2	216 - 250 kpm	9	2018	24,32	
3	180 - 215 kpm	28	5525	75,68	
4	<180 kpm	0	0	0	
Amount		37	7543	100	

From the data in the table above, it can be seen that the total number of students is 37 people, and the average reading speed of students is 204 kpm. Of the 37 students, 9 students or 24.32% got a speed score of 216-250 kpm, 28 students or 75.68% got a speed score of 180-215 kpm, and no student got a speed score >250 kpm.

### 3.5 Physical Education, Health and Recreation Student Understanding Test Results STOK Bina Guna

The results of the Physical Education, Health and Recreation STOK Bina Guna student understanding test are shown in the following table:

**Table 5.**  
Physical Education, Health and Recreations' Student Understanding Test Results  
STOK Bina Guna

No	Speed Reading	Frequency	Score Weight	Percentage (%)	Average Score
1	90=100	0	0	0	X = $\frac{2765}{37}$ = 74,72
2	80-89	8	660	21,62	
3	70-79	28	2040	75,68	
4	<70	1	65	2,70	
Amount		37	2765	100	

An increase also occurred in the results of the student understanding test, here is evidence of the increase in understanding:

**Table 6.**  
Result of students' Understanding

No	Value Range	Precycle		Cycle I		Cycle II	
		Frequency	Score	Frequency	Score	Frequency	Score
1	90-100	0	0	0	0	0	0
2	80-89	2	160	8	640	8	660
3	70-79	23	1645	25	1795	28	2040
4	<70	12	750	4	260	1	65
Amount		37	2555	37	2695	37	2765
Average		69,05		72,84		74,72	
Enhancement (%)		Precycle-Cycle I		Cycle I-Cycle II		Precycle-Cycle II	
		5,49		2,58		8,21	

The influence of reading comprehension learning model in English text by using scanning and skimming method in STOK Bina Guna Physical Education, Health and Recreation Study Program.

### 3.6 Observation Results and Lecturer Journal

Observations was made by observers in this study concluded that student behavior during reading comprehension learning with scanning and skimming techniques in cycle II could be said to be good. However, there are some students who still behave badly during the lesson. From the results of observations, there were 34 students who behaved well during the lesson, while 3 students who did not behaved well. Of the three students, as many as 2 students often turn off the camera during the test. Meanwhile, there are no

more students who have bad habits in reading. Based on the results of these observations, student behavior during reading comprehension learning was good and there was an improvement.

### 3.7 Result of Interview

Interviews in cycle II were conducted with 3 students, namely students who scored high, medium, and low. This interview was carried out outside the taught credits, namely during recess after the results of the speed reading learning test were known using scanning and skimming techniques. The first question asked was about student responses about learning to read quickly using scanning and skimming techniques.

The opinion of students who got 73 high scores stated that they were happy and interested in learning to read quickly with skimming and scanning techniques because it could increase their reading speed. Students who get moderate grades also feel happy about learning because they feel it is helped by the techniques applied in speed reading learning. Students who get low scores think that learning to read quickly using scanning and skimming techniques is quite fun even though they are not used to reading fast. The second question is about students' difficulties in learning to read quickly with scanning and skimming techniques.

## 4. Conclusion

Students who get high scores and are not experiencing significant difficulties in speed reading learning activities. Learning to read quickly with scanning and skimming techniques actually helps to increase reading speed and makes it easier for students to understand the contents of the reading. Students who get low scores still have a little difficulty, especially in understanding the contents of the reading. Students are less able to understand the meaning of the reading if the sentences are too long and there are difficult words. The third question is about students' motivation after learning to read quickly using scanning and skimming techniques.

The three students who were interviewed stated that they were very motivated after participating in the lesson. According to them, the techniques applied in learning have never been used in previous lessons. The last question is about student suggestions for further speed reading learning. Students who get high scores give suggestions so that the next 74 speed reading lessons continue to apply scanning and skimming techniques.

Suggestions was given by students who get moderate grades are that learning to read quickly with scanning and skimming techniques be taught in other classes so that students' reading speed can increase. For students who get low scores, give suggestions so that this learning can be developed to be more interesting and more varied.

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