
DEVELOPING OF CURSORY READING TECHNIQUE

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1.Introduction

Reading is one of the essential skills in the English language. Reading has an important role in human life that can help humans understand and get in sequence from the manuscript they read. Reading is a process that prioritizes the human eye and brain (William, 1984). This is reinforced by the opinion of Harmer (1985) who argues that reading functions as a sport which is dominated by the human eye and brain. One of the important aspects for humans as God's creatures is to be equipped with an instinct to become nature educators in the form of encouragement to protect, nurture and educate students as well as possible (Zhou, et. all).

Keeping students as a generation that is superior, qualified, and achievers brilliantly is the main goal in realizing an advanced Indonesian civilization. Human nature is often referred to as homo education, and homo educandum (creatures that can educate) in realizing the quality and integrity of good character. The main target is to form a generation from the start, namely santri with noble character. An example of a generation that needs to be formed from the start is divine love, anti-corruption, anti-nepotism, drug-free, innovative towards the Indonesian generation. Reading on screens is becoming increasingly prevalent in educational settings, and children are now expected to understand the text they read on screens. However, research shows that reading on screens impairs comprehension compared to reading on paper (Torppa, et. all).

Based on the problems in preliminary observations on September 28, 2015 in the teaching and learning process at SMA Muhammadiyah Kalosi, Enrekang Regency, the writer found that there were several problems or difficulties that occurred during the learning process of reading comprehension taking place. From the previous test results given by the English teacher and author, the author's observations, the results of the interviews, and the results of the KKM in students' reading comprehension.

To overcome these difficulties the writer needs to apply the appropriate and desirable technique and the technique is cursory reading. The cursory reading technique is one type of teaching and learning technique that can be done either individually or in groups. Therefore, the authors are interested in making or conducting research entitled "Developing of Cursory Reading Techniques".

2.Related Literature Review

2.1Previous Related Studies

Al Ghazo (2015) conducted a study to determine the effect of cursory reading techniques and silent reading techniques for students in Germany. The results showed that skimming techniques had a greater influence on students compared to silent reading techniques. This is evidenced by the mean score of students in the post-test experimental group (0.58) higher than the average score of students in the control group post-test (0.50). Zhang (2010) states that the use of cursory reading techniques has a positive effect on teaching and learning activities carried out by teachers towards students compared to traditional language teaching. This technique provides students with academic and social skills. Chen (2003) concluded that cursory reading techniques have two forms, namely individual works and grouping works. The cursory reading technique is one of the cooperative learning techniques that can help students in studying literature. This statement is supported by Sigal (2007) who shows that cooperative learning, especially cursory reading techniques, can motivate students to study literature.

Fung, et al (2003) stated that the cursory reading technique is one of the ways or techniques to encourage students' social skills and increase the effectiveness and understanding of students in the

learning process of English, especially in reading skills learning. His study examined the usefulness of implementing intensive multi constituent reading intervention (Voyager Passport) with 306 fourth graders with severe reading difficulties. (Wanzek, et al).

2.2Cursory Reading Technique

Kathlen (1988) defines that cursory reading technique is a technique which is done quickly with only a little attention to detail reading skills are involved in reading speed, skimming and scanning, and speed reading.

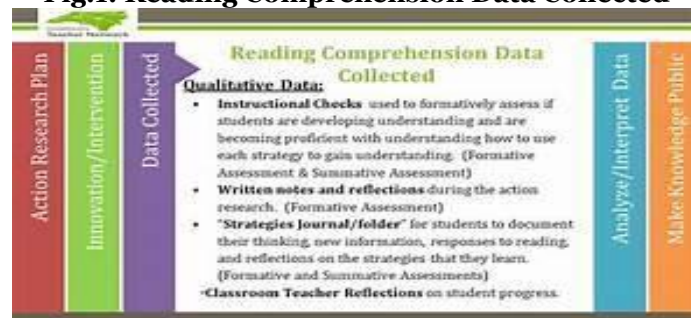
In cursory reading technique, students form groups in accordance with the directives of teachers in their interests that are the interest to plan and carry out investigations, and synthesize the findings in a group presentation for the class. Cursory reading technique involves three important stages in the service reading learning process, and the three stages namely: pre-service cursory reading technique activities, during-service cursory reading technique activities, and post-service cursory reading technique activities (Kathlen, 1988).

2.3Reading Comprehension

Reading comprehension is the decode the connotation of reading with the representation conveys. Philosophy and explanation required in reading because it can help us to understand the meaning of literature (Hamra, 2010). Dechant (1982) says that reading comprehension is a procedure that involve the basic knowledge and intellectual skills as an important factor.

There are two goals in teaching reading for Senior High School level. Burn (1984) classifies the purpose of teaching reading into a general purpose and special purpose. Both of these purposes are expected to support teaching reading in order to run successfully.

Fig.1: Reading Comprehension Data Collected



2.4Interest

Interest is one of the significant factors in the achievement of teaching and learning, especially reading comprehension. Jacobs, G.M (2000) reveals that learning takes place properly when the students are interested. Hansen in Yunairah (2003) classifies into four types of interest; namely expressed interest, inventoried interest, tested interest, and manifest interest. Hansen in Yunairah (2003) concludes that there are several indicators that show someone is interested in something; namely feeling of pleasure, students' attraction, students' attention, and students' involvement.

Interest and learning reading comprehension activities are related to each other. One way to measure the interest of the students that is by using the scale. There are five types of scale; one of them is a Likert-scale. Gay (2006) disclose that the Likert-scale is a scale that requires a person to respond to a series of statements that indicate whether a person strongly agree, consent, undecided, be dissimilar or strongly disagree.

3.Methods

3.1Design and Samples

This research will apply quasi-experimental design that implemented two groups: the experimental group and the control group. In addition, this study used random cluster sampling technique. The writer took two classes of sixteen classes as samples. Class XI IPA3 is taken as sample in the experimental group and class XI IPA1 taken as sample in the control group. The total number sample was 72 students. The experimental group used treatment with good skimming techniques, and the control group was treated with the silent reading technique, so that students were asked to read the narrative text according to the topic given by the educator so that both groups were given a pre-test and post-test.

3.2 Instruments and Procedures

This research will use two types of data collection instruments namely reading test and questionnaires. The test consists of 30 items. Test material is a narrative text. This study used the method of tracking attention shifts from the reading task by examining the similarity between the 5 minute eye-closed-rest-status EEG and 5 minute EEG reading; and (2) investigating, during reading, how the ratio between shifting attention and focused reading relates to reader's comprehension. The Spectral Similarity Analysis (SSA) examines the spectral similarity between the EEG recorded during the reading and at rest moment by moment. Researchers then recursively applied the algorithm to the resting state data itself to obtain individual baselines of the stability of brain activation recorded during rest.

3.3 Data Analysis

The data in this research will analyze by using quantitative analysis. To get the students' score, the writer calculated the average scores and standard deviations of students' reading comprehension by using SPSS 20.0. Data from the questionnaire was analyzed by using Likert scale. These ways are done to see the interest of the students in the use of cursory reading technique in increasing the students reading comprehension.

4. Results and Discussions

4.1 Results

1. The Students' Reading Comprehension in Pre-Test and Post-Test of Experimental Group and Control Group

Table.1: The Rate Percentage of Pre-Test and Post-Test between Experimental Group and Control Group

Classification	Score	Experimental Group				Control Group			
		Pre-test		Post-test		Pre-test		Post-test	
		F	P (%)	F	P (%)	F	P (%)	F	P (%)
Excellent	96-100	0	0	0	0	0	0	0	0
Very Good	86-95	0	0	0	0	0	0	2	6
Good	76-85	0	0	6	17	6	17	19	53
Fairly Good	66-75	4	11	28	78	24	67	15	42
Fair	56-65	23	64	2	6	6	17	0	0
Poor	36-55	9	25	0	0	0	0	0	0
Very Poor	0-36	0	0	0	0	0	0	0	0
Total		36	100	36	100	36	100	36	100

Table.1 explained about difference frequency in pre-test and post-test of experimental group and control group. In pre-test of experimental group, there were 4 or 11% of students got "fairly good", 23 or 64% of students got "fair", and 9 or 25% students got "poor", while in post-test of experimental group, there was an increase of student' results. It was evident that there were 6 or 17% students got "good", 28 or 78% students got "fairly good", and only 2 or 6% students got "fair". Meanwhile, in pre-test of control group, there were 6 or 17% students got "good", 24 or 67% students got "fairly good", and 6 or 17% students got "fair", while in post-test of control group, there was also an increase in student results but the increase was not significant. It was evident that there were 15 or 42% students got "fairly good", 19 or 53% students got "good", and 2 or 6% students got "very good".

Table.2. Mean Score and Standard Deviation between Experimental Group and Control Group

No	Groups	Mean Score		Standard Deviation	
		Pre-test	Post-test	Pre-test	Post-test
1	Experimental	68.44	81.69	5.040	3.875
2	Control	70.33	76.64	5.324	5.238

Table.2 explained about the mean score and standard deviation between experimental and control group. In pre-test of experimental group, the mean score of the students was 68.44 with standard deviation was 5.040, while the mean score of the students in post-test of experimental group increased to be 81.69 with standard deviation was 3.875. It indicated that the students' reading comprehension increased significantly after giving treatment by using cursory reading technique. Meanwhile, the mean score of the students in pre-test of control group was 70.33 with standard deviation was 5.324; while the mean score of the students in post-test of control group was 76.64 with standard deviation was 5.238. Control group also made a progress but it was not as significant same in experimental group.

2. Test of Significance (T-test)

Table.3: The Probability Value of T-Test of Students' Reading Comprehension in Pre-Test of Experimental Group and Control Group

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' score	Equal variances assumed	,049	,826	-1,546	70	,127	-1,889	1,222	-4,326	,548
	Equal variances not assumed			-1,546	69,790	,127	-1,889	1,222	-4,326	,548

Table 3 explained about the probability value of *t-test* of students' reading comprehension in pre-test of experimental and control group. From the data and from criteria testing of hypothesis, the writer concluded H_0 is accepted and H_1 is rejected in pre-test because *t-value* was smaller than *t-table* and *p-value* was higher than α (*t-value* (-1.546) < *t-table* (1.667) and *p-value* (0.127) > α (0.05)). The data of table 3 also explained about the homogeneity of the sample in pre-test. It was seen that *F* was 0.049 with significant value was 0.826.

Table.4: The Probability Value of T-Test of Students' Reading Comprehension in Post-Test of Experimental Group and Control Group

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' score	Equal variances assumed	5,079	,027	4,655	70	,000	5,056	1,086	2,890	7,221
	Equal variances not assumed			4,655	64,482	,000	5,056	1,086	2,886	7,225

Based on the data analysis in this table, the writer concluded that H_1 was accepted in post-test because the *t-value* was higher than *t-table* and *p-value* was smaller than α (*t-value* (4.655) > *t-table* (1.667) and *p-value* (0.000) < α (0.05)).

3. Students' Interest

Table.5: The Percentage of Students' Interest

No	Interval	Categories	Frequency	Percentage (%)
1	85-100	Very	1	2.8
2	68-84	interested	32	88.9
3	52-68	Interested	3	8.3
4	36-51	Moderate	0	0
5	20-35	Uninterested	0	0
		Very Uninterested		
Total			36	100

Table 5 explained that students had learning interest in reading comprehension by using cursory reading technique. This was justified because the mean score of questionnaires from the students were 75.00 which this mean score was classified as "interested". Table 5 also showed that the mean score obtained from questionnaire item 1-20. From these data, the writer concluded that most of the students had a positive response by using cursory reading technique in learning reading comprehension. In other words, the students were interested in reading the narrative text by using cursory reading technique.

5. Discussions

The findings for the experimental group, the mean score of students in the pre-test and post-test for the experimental group increased from 68.44 to 81.69. This shows that the students' reading comprehension improved significantly after being treated using cursory reading techniques. Furthermore, after analyzing the value of students' interest in learning reading comprehension using

cursory reading techniques, it is assumed that the use of skimming techniques is more applicable, effective and useful to improve students' reading comprehension and student interest. This is evidenced by the mean score of student interest at 75.00 which belongs to the "interested" category.

There are several factors that prove that cursory reading techniques can improve reading comprehension of second grade students at SMA Muhammadiyah Kalosi, Enrekang Regency.. First, cursory reading technique can be done individually and in groups. Second, cursory reading technique had a positive effect on students because they did not have many other skills for grasp the content of reading, and also, they were able to know the pedagogical and social context of the text content that they had read. Third, cursory reading technique could increase of students understanding read something. It was proven that during the treatment, the students were able to process with better reading skills than before. They did not need to read and translate all the words in the text. And the last, cursory reading technique could stimulate students' interest in reading activities. Reading activity aimed at helping students learn about what they wanted to know.

6. Conclusions and Suggestions

6.1 Conclusions

The conclusion results in using cursory reading techniques can help educators in improving reading comprehension of second grade students of SMA Muhammadiyah Kalosi, Enrekang Regency. This is evidenced by looking at the mean score of students in the pre-test and post-test for the experimental group, from 68.44 to 81.69. In addition, the t-test of students' reading comprehension in the post-test of the experimental and control groups was smaller than α ($0.000 < 0.05$). This shows that H_1 is accepted and H_0 is rejected. In addition, students are interested in learning to read comprehension with cursory reading techniques. This is evidenced by looking at the mean score of student interest, which is 75.00 which is indicated "interested".

6.2 Suggestions

The conclusion from the author is to provide some suggestions as follows: 1). It is suggested to the English teachers of SMA Muhammadiyah Kalosi, Enrekang Regency to apply or use cursory reading techniques as an alternative in the teaching and learning process, especially in the teaching and learning process of reading. 2). English teachers of SMA Muhammadiyah Kalosi, Enrekang Regency, should create a pleasant atmosphere when using skimming techniques or studying in class, so that with a pleasant atmosphere students enjoy reading learning activities. It is suggested to students of SMA Muhammadiyah Kalosi, Enrekang Regency to be active in reading activities so that it is easy to improve their reading skills.

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