



THE EFFECTIVENESS OF CURSORY READING TECHNIQUE TO INCREASE THE SECOND GRADE STUDENTS' READING COMPREHENSION

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Receive: 01/09/2020

Accepted: 20/10/2020

Published: 1/11/2020

Abstrak

This research consisted of two objectives research, first objective research that was to find out whether or not the use of the cursory reading technique is effective to increase the reading comprehension of students, and second objective research that was to find out whether or not the interested of students in learning reading comprehension by using cursory reading technique. This research applied a quasiexperimental design, and cluster random sampling technique. The population of this research that was the second grade students of SMA Muhammadiyah Kalosi Enrekang regency. The sample of this research consisted of 72 students which divided two groups (experimental and control group). Research instruments were used to collect the data of reading comprehension in this research those are reading test and questionnaire. The result of the students' reading comprehension in this research explained that the experimental group increased significantly. Moreover, based on the students' response on questionnaire showed that the mean score of interest was 75.00 and it was categorized as interested.

Keywords: *Cursory Reading Technique, Reading Comprehension, Students' Interest*

Introductions

Reading is a process whereby one looks at and understands what has been read. Moreover, reading is someone of working processes that transfers particular arrangement from the eye into the brain to produce the information (William, 2020). Harmer (2019) argues that reading as an exercise is dominated by the eyes and the brain.

Maintaining students as a generation of quality, quality and excellence is the main goal of a new

Indonesian civilization. Human civilization is often referred to as homo-education and homo-education and in knowledge of good quality and dignity of character. The main objective is to shape a generation from the start, and it is, Islamic students with morality. The example of a generation that needs to be explored from the outset is Divine love, anti-corruption, anti-nepotism, drug-free, revolutionary to the generation of Indonesia. On-screen reading is becoming more common in educational environments, and children are now

required to understand the texts they read on screens. Study, however, indicates that reading on computer impairs comprehension compared to reading on paper

Related problem in the preliminary observation on February 2020, writer conducted at teaching-learning process in SMA Muhammadiyah Kalosi Enrekang regency, the writer found that there were some problems arise in students' reading comprehension. It can be seen from the result of previous test which was given by the English teacher and the writer, the observation, the interview with the English teacher and some students, and from the results of KKM of students' reading comprehension. The students encountered some difficulties in comprehending English texts. In the interview with some students, they said that they gain difficulties in the implicit and explicit information of the text, and also it can be shown by the fair reading comprehension of second grade students of SMA Muhammadiyah Kalosi, Enrekang regency enrolled in 2019/2020. It is still less than the standard of Minimum Completeness Criterion or *Kriteria Ketuntasan Minimal* (KKM) of English subject of SMA Muhammadiyah Kalosi Enrekang regency that is 70. In other words, the English score that the students gain is 65 at average. Thus, it still needs to be enhanced in order to reach 70 or higher than it.

To solve the problem, writer had been applied the appropriate and interesting technique. The appropriate and interesting technique that is cursory reading technique. Cursory reading technique is a kind of learning reading which can be in form of individual and/or group work. Cursory reading technique is served as a general term in reading quickly which involves skimming process and scanning process (Johnson, 2018). Therefore, the writer was interested in conducting a research under the title "*The Effectiveness of Cursory Reading Technique*

to Increase the Second Grade Students' Reading Comprehension".

LITERATURE REVIEW

Cursory Reading Technique

Al Ghazo(2019)conducts a study to investigate and see the effect of cursory reading technique and silent reading technique for students in Germany. The results showed that the results of students in learning reading comprehension by using cursory reading technique is increased significantly compared to the results of students' reading comprehension by using silent reading technique in post-test for the experimental group. Cursory reading technique can be done in two forms, namely individuals and grouping work and this technique is one of kind in cooperative learning process that can help the students to study literature (Chen, 2020). This statement is supported by Sigal (2018) who indicates that cursory reading technique is one type of cooperative learning that can motivate students to study literature. In last explanations, Fung (2020) states that cursory reading technique is one way to encourage the students' social skills, and increase the effectiveness and understanding of students in English learning process, especially in the reading process.

Reading Comprehension

Reading comprehension is a process of thinking and interpretation that is needed for the purpose of reading (Hamra, 2020). The basic knowledge and intellectual skills are important factors in reading comprehension. The other important factors in reading comprehension namely: background experience (vocabulary, knowledge, concepts or ideas) and language competence (morphology, syntax, and grammar) (Dechant, 2019). Other explanations, Burn (2019) concludes that the main factors of the teaching of reading

comprehension those are external factor and internal factor. Both of these factors in order to support teaching and learning, especially reading comprehension conducted successfully. Internal and

external factors in reading comprehension include: motivation, concentration, and the guidance of teachers.

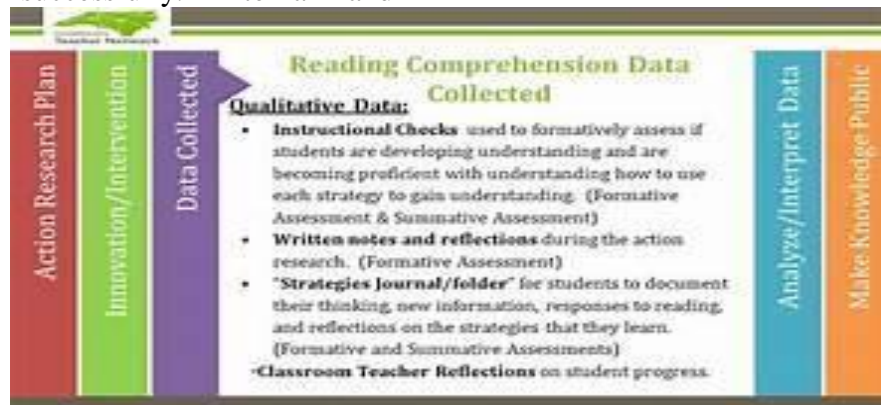


Figure 1. Reading Comprehension Data Collected

Interest

Jacobs (2020) reveals that interest is an essential factor in the success of the learning reading comprehension process. Yunairah (2018) classifies that interest consists of four types namely: expressed interest, inventoried interest, tested interest, and manifest interest. Therefore, Zingaro (2018) also reveals that there are some indicators that showing someone is interested in something namely: feeling of pleasure, students' attraction, students' attention, and students' involvement. One way to measure the students' interest that is to use the scale. There are five types of scale; one of which

is a likert-scale. Gay (2020) states that the likert-scale is a scale that requires a person to respond to a series of statements that indicate whether he strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD).

RESEARCH METHOD

Design and Samples

In this research, the writer used a quasi-experimental design that consisted of two groups (experimental and the control group), and this research also used cluster random sampling technique.

EG	O1	O2	X1
CG	O1	O1	X2

Figure 2. Research Design

The writer selected the class XI IPA₃ as samples in the experimental group and class XI IPA₁ as samples in the control group. The total sample that selected by the writer for two groups was 72 students. In this research, treatment which was used

in the experimental group was cursory reading technique, and treatment which was used in the control group was silent reading technique.

Instruments and Procedures

This research used two types of data collection instruments (reading test and questionnaire). Reading test was given in the pre-test and post-test. Pre-test was done before treatment and it was given to know the students' knowledge and for assess their competence in reading comprehension. Meanwhile, post-test was done at the end or after treatment activity performed, the post-test was done to determine increased results of the students in reading comprehension after provided the treatment. The second

group (experimental group and control group) were given the same topic or the same material namely narrative text. The test consists of 30 items.

Data Analysis

The data of this research analyzed through quantitative analysis. The writer used SPSS 20.0 to calculate the average results and standard deviations of student achievement in reading comprehension. The data from the questionnaire was analyzed by using likert-scale.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

1. Students' Reading Comprehension

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 the students' score classification of between pre-test and post-test for both group. In pre-test for experimental group, there were 4 students (11%) who got fairly good, 23 students (64%) who got fair score, and 9 students (25%) who got poor score. While in post-test, there was an improvement. It proven by there were 6 students (17%) who got

good score, 28 students (78%) who got fairly good score, and only 2 students (6%) who got fair score. In control group, there was also an improvement. In pre-test, there were 6 students (17%) who got fair good score, 24 students (67%) who got fairly good score, and 6 students

(17%) who got good score. While in post-test, 15 students (42%) who got fairly good score, 19 students (53%) who got good

score, and 2 students (6%) who got very good score.

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 5.2 divided for experimental group, the mean score of pre-test was 68.44 with standard deviation was 5.040 while the mean score in post-test increased to be 81.69 with standard deviation was 3.875. It indicated that the students' reading comprehension increased significantly after giving treatment by applying cursory reading technique in learning process. In the other hand, the mean score of control group in pre-test was 70.33 with standard deviation was 5.324. Control group also made a progress but it was not as

significant as experimental group. The mean score of control group in post-test was 76.64 with standard deviation was 5.238. From this table, writer concluded the students' rate percentage in post-test was greater than the rate percentage in pre-test. There was an improvement of students' reading comprehension after giving treatment. This analysis deal with the detail explanation of the statistics on the correlation and the significant difference between pre-test and post-test.

Table 3. Students' Score in Pre-Test between Experimental Group and Control Group

	Groups	N	Mean	Std. Deviation
Students' score	Experimental Group	36	68.44	5.040
	Control Group	36	70.33	5.324

Table 3 explained mean score for experimental group in pre-test was 68.44 with standard deviation 5.040 while mean score for control group was 70.33 with standard deviation 5.324. So, it concluded in pre-test the mean score of experimental

group was higher than the mean score of control group.

Table 4 Inferential Analysis in Pre-Test

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	.049	.826	-1,546	70	,127	-1,889	1,222	-4,326	,548
Students' score			-1,546	69,790	,127	-1,889	1,222	-4,326	,548

Table 4 showed criteria testing of hypothesis which this data divided about t -value was -1.546 with degree of freedom 70 and P value 0.127. From the degree of freedom, we know the t -table of this research was 1.667. From this data, the writer caught t -value (-1.546) < t -table (1.667) and P value (0.127) > 0.05. After the writer caught and arranged the data at table 4, writer concluded H_0 of this research accepted if t -value < t -table and P value > α (0.05) and H_1 of this research

accepted if t -value > t -table and P value < α (0.05). Table 4 also divided homogeneity of the sample in pre-test. It seen F was 0.049 with significant value 0.826. According to Levene's test of homogeneity, if the significance value was higher than 0.05, the sample condition in pre-test is homogenous. Data at table 4 significant value 0.826 was higher than 0.05. It concluded sample was homogenous.

Table 5. Students' Score in Post-Test between Experimental Group and Control Group

	Class	N	Mean	Std. Deviation
Students' score	Experimental Group	36	81.69	3.875
	Control Group	36	76.64	5.238

Table 5 explained mean score for experimental group in post-test were 81.69 with standard deviation 3.875 while the mean score for control group were 76.64

with standard deviation 5.238. It concluded that in post-test the mean score of experimental group was higher than the mean score of control group.

Table 6. Inferential Analysis in Post-Test

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	5,079	,027	4,655	70	,000	5,056	1,086	2,890	7,221	
			4,655	64,482	,000	5,056	1,086	2,886	7,225	

Table 6 divided *t-value* was 4.655 with degree of freedom 70 and *P value* 0.000. From data at table degree of freedom, we know *t-table* of this research was 1.667. This *t-table* explained H_1 of this research was accepted in post-test because *t-value*

(4.655) > *t-table* (1.667) and *P value* (0.000) < α (0.05). In other explanations, there was a significant different of the students score between experimental group and control group after giving the treatment.

2. Students' Interest

Table 7. Score classifications of questionnaires in student's interest

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

Table 7 showed classification of students' interest in using cursory reading technique while dealing with reading tests. The data explained there are 1 (2.8%) out of 36 students "very interested". Most students as shown in the data above were 32 (88.9%) classified into "interested". The rest 3 (8.3%) students were classified into "moderate", which means these 5 students did not have

serious interest toward the use of cursory reading technique but they still used it. There was not student classified into uninterested and very uninterested level of interest using cursory reading technique. This means that all students were generally interested in cursory reading technique while dealing with reading tests.

comprehension of students in post-test for experimental and control group is smaller than α ($0.000 < 0.05$). This suggests that H_1 is accepted and H_0 is rejected. The data assume that there is a significant difference between the average yield on the students' reading comprehension experimental group and control group. In addition, the students are interested in learning reading comprehension by using cursory reading technique. This is evidenced by looking the mean score of students' interest that is 75.00 is indicated "interested".

Suggestions

Based on the conclusion above, the writer gives some suggestions as follow: 1). It is suggested for the English teacher of SMA Muhammadiyah Kalosi Enrekang regency to apply or to use the cursory reading technique as one alternative way in their teaching and learning process especially in teaching and learning reading process. The teaching and learning reading process should enhance students' interest and reading comprehension. 2). The English teacher of SMA Muhammadiyah Kalosi Enrekang regency should create the fun atmosphere when they used cursory reading technique or studied at classroom, so with fun atmosphere the students enjoy learning reading activity. 3). It is suggested for the students of SMA Muhammadiyah Kalosi Enrekang regency that they should be active in their reading activity so they can be easy to increase their reading skill.

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