THE CORELATION BETWEEN KNOWLEDGE OF SCANNING, SKIMMING, AND LOCAL FOLKLORE WITH COMPREHENDING NARATIVE TEXT

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Abstract: The purpose of this research is to find out the correlation of scanning, skimming, and local folklore with comprehending narrative text to the eleventh grade students of SMAN 1 Sambas in academic year 2013/2014. This research was conducted as a correlation study by using four variables. The sample of this research were class XI class science II. The data were collected by using multiple choices consisting of fifteen items and questioner consisting of 6 questions, and were analyzed by using moment product Pearson formula. The finding shows that the correlation between the knowledge of skimming and scanning and local folklore material selection with comprehending narrative text is 0.18 or categorized as very low or negligible effect.

Keywords: Skimming, Scanning, Local Folklore, Comprehending Narrative Text


Kata kunci : Skimming, Scanning, Local Folklore, Pemahaman teks Narative

Reading is one of four language skills in English and it is important to be mastered. It is a skill to succeed in learning because reading is the major way in learning. In relation to teaching learning of English at schools, reading is one of the essential skills for English students. As stated by Mikulecky and Jeffries (1995:1), reading is one
important way which can improve the students’ general language skills in English. Reading can improve the vocabulary, the writing and the speaking skills, and find out the new ideas, facts and experiences. Many students have difficulties in reading, for example when the students read a text from the beginning to the end, not all of them are able to find the correct information based on the text they have read. In reading class, most of the reading activities are focused in reading for comprehension. As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

In senior high school, the students have to learn different text types such as narrative, descriptive, exposition, analytical exposition, etc. Narrative text is given in senior High School at 10th and 11th Grade. In teaching narrative text, the teachers have an important role to optimize the students’ ability. The teachers have to create a learning activity that makes the students optimize their ability in understanding a text. In the learning process, the students are expected to be active. Sardiman (2007:3) mentions that students are the main subject in the learning process, not the supporting elements.

Narrative text is a text which contains about story (fiction/ non fiction/ tales/ folktales/ fables/ myths/ epic) and its plot consists of climax of the story (complication) then followed by the resolution. This text have their own plot that make story in this kind of text. Most of narrative text is to entertain people who read it. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narratives are stories Calfee and Drum (1986) reported that “stories generally tell ‘what happened.’ Who did what to whom and why”.

According to Nuttal (1996:2) reading means a result of interaction between the writer’s mind and the reader’s mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer’s meaning sense. To understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out and describe the reader’s strategies and reactions with regard to the reading task, and to see how the reader copes with the reading task and solves the problems (Tarigan 2008:69).

In line with it, Pang (2003:6) said reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one’s spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Grellet (1999:20) said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got). Based on that explanation, pleasure means that the reader reads any literary to make readers feeling happy, otherwise, reading for
information means the reader look for information that has been expected previously. People mostly read written texts for enjoyment and for relaxation during their free time. On the other side, students of Senior High school in particular, read not for killing the time or for relaxation, but they read for knowledge. They read serious textbooks, which are commonly called academic textbooks.

In addition, the purpose of reading according to Grabe and Stoller (2001: 190), it has been classified into four purposes, they are: 1) Reading to search for simple information and reading to skim. It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point. 2) Reading to learn from text. It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader’s knowledge. This activity could bring stronger inference because it is to help remember information. 3) Reading to integrate information, write, and critique text. This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

Reading for general comprehension. It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text. Paris and Hamilton (2005:7) stated that reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener, the context/situation of the interaction. Thus, comprehension means the series of action concurrently putting and building sense by using interaction and participation with the written text. It is in line with Smith and Robinson (1980:56) who stated that reading comprehension means the understanding, evaluating, and utilizing and ideas gained through an interaction between reader and author.

There are many different reading strategies, but they are all based on the same basic assumptions. First, before reading, the reader should think about the purpose for which he is going to digest the text. Second, the reader should look at the title, headings, pictures, or any other visual cues accompanying the text. Third, the reader is advised to read the introduction and conclusion, or to read the first line in every paragraph, and only then the whole text. Fourth, the entire reading should be scanned to look for the most important parts to focus on during detailed reading. Fifth, the reader should take notes as he reads. Sixth, when the reader has problems with understanding a passage, he should stop and reread it once more. Seventh, long texts ought to be divided, as the longer the reader works with the text, the less he can focus on it entirely. Finally, the reader ought to retell difficult material in his own words, and possibly answer the questions concerning the contents of the text.

The term folklore is generally used to refer to the traditional beliefs, myths, tales, and practices of a people which have been disseminated in an informal manner usually via word of mouth, although in modern times the Internet has become a pivotal source for folklore (Natasha, 1999:20).
Actually, folklore is a word very much like culture; it represents a tremendous spectrum of human expression that can be studied in a number of ways and for a number of reasons. Its primary characteristic is that its ingredients seem to come directly from dynamic interactions among human beings in communal-traditional performance contexts rather than through the rigid lines and fossilized structures of technical instruction or bureaucratized education, or through the relatively stable channels of the classical traditions, (Barbara, 2000:56).

The explanation above describes the role of comprehension when reading a text that could express and create many ideas. In other words, it explains how essential the comprehension to decode the text. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. Successful comprehension involves the reader who can discovery the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions.

Based on the description above, the writer is encouraged to reveal what correlation that exists between scanning, skimming and local folklore in comprehending narrative text. As a pre-observation, the researcher has observed to the XI IPA 2 about their problem in reading narrative text, and around 68.75% of the students still get confused in reading narrative text. These students can not find the information such as the character, the theme, plot, and also get difficulties in finding the complication of narrative text.

In order to conduct this research, the writer used multiple correlation research because in this research have three variables, there are scanning, skimming, and also local folklore as independent variable and comprehending narrative text as depending variable. The writer used Pearson multiple correlation formula to calculate the data and find the correlational coefficient between these three variables and also used SPSS to make sure the validity of the calculation.

In conclusion, this research was conducted to prove that there is a positive correlation between scanning, skimming and local folklore in comprehending narrative text, which means that technique of reading and local folklore as reading material could increase students reading comprehension in narrative text. The subject of this research is the eleventh grade students of Senior High School 1 Sambas in Academic Year 2012/2013.

METHOD

In order to find the answer to the research problem, the appropriate method should be used. Method of research is used to achieve the research’s goal. To answer the research problem, the researcher conducted a multiple correlational study. This study is designed to find the degree and direction of correlation between more than two variables, whether the increase of one variable is followed by the increase of another
variable, or the decrease of one variable followed by the decrease of the other variable. The function of correlational research is to predict the relation among two or more variables through its degree and direction of the correlation. According to Marcyzky, et al (2005: 3), a correlational study, also broadly called as “relational studies or as prediction studies’. Cohen, et al (2000: 199) said that correlation is applied to determine whether or not two or more variables are related and the strength of the correlation. The function of correlational research is to predict the relation among two or more variables through its degree and direction of the correlation.

Population is groups of individuals with one or more characteristics such as human, events, animal, things etc., in common which are of interest to the researcher. The population may be all the individuals of particular type or more restricted part of the group (Nawawi, 2005:141). Cohen, Manion, and Morrison (2000:92) defined “population as all members of any well – defined class of people, events or objects”.

Cohen, Manion, and Morrison (2000) stated that sample is the small group that is observed. The sample is taken by using cluster random sampling technique which the sample is taken based on its cluster. Each class has an equal chance of being selected because the distribution of students is homogeneous in each class, so that the writer does not have to worry about the extreme variations in students’ performance. Besides that, they were selected by considering the allowed time given by the school and the easiness for the writer in taking the data.

Besides, in this research, researcher used the The questionnaire and test to as tool of data collecting. Questioner can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing” (Marcyzky, et al 2005: 117). In this study, researcher used a closed questioner with Likert scale. Likert scale is a type of scale used to measure the research variables (specific social phenomena), such as attitudes, opinion and social perception of a person or group of people. This scale consists of numbers of statements to ask for respondent’s interest to local folklore. According to Padmowihardjo (1999:154), the interest is the nature of conscience that arise by itself and has a driving force. Great interest of a person would generate thrust. Great interest of a person will arouse desire. In addition Slameto (2003:58) mention that students who are interested in learning have the following characteristics: 1) Having a fixed tendency to remember to pay attention and learn something continuously. 2) There is a sense of love and happy on something of interest. 3) Obtain a pride and satisfaction in something of interest. There is a sense of attachment to things of interest activities. 4) More like a thing that became his interest than others. 5) Manifested through participation in events and activities.

The reaction be expressed on the level of strongly agree to strongly disagree. Each response is given a numeric value. Positive response is given highest value. Negative responses are rated the lowest.

Table I: Scoring Profile
<table>
<thead>
<tr>
<th>Categories</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Doubt</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

From the students’ answer above, researcher will measure the percentage of students’ interest by using this formula:

\[
X\% = \frac{n \times 100}{N}
\]

Explanation:
- \(X\%\) = The percentage that will be found out.
- \(n\) = The score that students get.
- \(N\) = The total of scores. (Purwanto 2008: 102)

From that measurement will be categorized as follows:

- a. 86%-100% categorized Really good
- b. 76%-85% categorized Good
- c. 60%-75% categorized Good enough
- d. 55%-59% categorized Not good
- e. \(\leq 55\%\) categorized Really not good (Purwanto 2008:103)

According to Nawawi (2007: 126), test is a group of written questions which is given to the respondents as the subjects of the research and will be asked to give written answers. In this research, there are three tests which are given to the subject of this research. The test is to measure how well students’ understanding about the techniques of scanning and skimming that have been discussed.

The data was analyzed using statistical testing technique. Test statistics are used to process the quantitative information (quantitative data) that have been obtained so that the information or the data has meaning. In this study analyzes the techniques used to perform the data processing is the correlation analysis. To measure the degree of relationship (correlation) between two variables in this study used statistical Pearson Product Moment Correlation or Pearson Product Moment Correlation as follows:

\[
r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2 - \bar{x}^2)(\sum y^2 - \bar{y}^2)}}
\]

The Pearson product-moment correlation (r) is a measure of association between two continuous variables. Correlation coefficient is also a numerical index of the degree of relationship between two variables that ranges in value from -1.00 (i.e. a perfect negative relationship) through 0.00 (i.e. total absence of a relationship) to +1.00 (i.e. positive relationship).
a perfect positive relationship). A correlation coefficient indicates both the direction (i.e. positive or negative) and the strength (i.e. the size or magnitude) of the relationship.

Next, to find the third correlation will use multiple correlation formula. Multiple correlation will be use to find out how strong the correlation between two variable or more.

\[ R_{y(1,2,3)} = b_1 \frac{\sum X_1 Y}{\sum Y^2} + b_2 \frac{\sum X_2 Y}{\sum Y^2} + b_3 \frac{\sum X_3 Y}{\sum Y^2} \]

If a relationship is linear, a correlation coefficient is useful as it describes and measures the degree and strength of a relationship between two variables. Correlational coefficients can range from -1.00 to +1.00 with positive numbers used to identify a positive relationship and negative numbers being used to identify a negative relationship. No linear association is indicated with a correlation coefficient of 0.00. Thus, the closer a correlation coefficient is to 0.00, the weaker is the relationship between variables (Creswell, 2008). 1) Positive correlation If x and y have a strong positive linear correlation, r is close to +1. An r value of exactly +1 indicates a perfect positive fit. Positive values indicate a relationship between x and y variables such that as values for x increase, values for y also increase. 2) Negative correlation If x and y have a strong negative linear correlation, r is close to -1. An r value of exactly -1 indicates a perfect negative fit. Negative values indicate a relationship between x and y such that as values for x increase, values for y decrease. 3) No correlation: if x and y have no linear correlation, r is close to 0.

**Discussion**

As a student, reading independently is very important to fulfill the demand of study. It is a basic skill for students including foreign language learners because reading activities generate learning power that helps students know themselves and everything around them which can help them in gathering knowledge. Student who wants to succeed in study must have a special strategy in using time for studying maximally.

This study is set out to investigate the correlation between between Scanning, Skimming, and Local folklore in comprehending narrative text. Data from a questionnaire were collected to investigate their interest to local folklore in West Kalimantan. Scanning and skimming test is to measure how far their understanding about those technique, and then they will tested to know their ability in comprehending narrative text by using scanning and skimming technique, and local folklore as reading material. These four sets of data were collected to answer the research problem of study, stated in the previous chapter, the data from questioner and test were subjected to statistical analysis.

The finding of this research shows that there is very low correlation or almost negligible between Scanning, Skimming, and Local folklore in comprehending narrative text. There is very low correlation between skimming, scanning ability and local folklore material selected and student’s ability in comprehending narrative text.
which only give 18.2% correlation. In this case, the calculation showed that R-obtain was lower than R-table (0.182<0.374). The writer applied the significance of 0.05. It means that the skimming and scanning reading ability and local folklore material selection and students comprehending narrative text ability indicated not significant result and also indicated that the Alternative Hypothesis was rejected. But for sub correlation between local folklore with comprehending narrative text there is significance result with 0.421. That’s mean there is positive correlation between local folklore material selection in students reading comprehension in narrative text. The detail correlation between these three independent variables and one dependent variable can be discussed as follows: 1) First correlation between skimming technique with comprehending narrative text is to help students to find the general idea. The correlation between these two variables was used when students have to found the general ideas like the main idea of the paragraph, the conclusion of the text, and the message of the text. The correlation between skimming technique with comprehending narrative text was very low. The result is 0.025 or in the other word is negligible correlation between these two variables. Its mean the skimming technique not give significant effect to students ability in comprehending narrative text. Skimming technique only give low contribution when student have to find the general ideas of the text, in the other words, skimming not give significant effect even if the students mastery this technique very good. 2) Second correlation between scanning with comprehending narrative text is to help students to find the specific information of the text. To find the specific information like the name of the characters, where they lives, and others, students used scanning technique. Scanning used to find the specific information in the text without read whole of the text. It help students to find this kind of information faster than usually. To answer few questions which have specific information in this research, students used scanning technique to help them found the answer faster. The correlation between scanning technique with comprehending narrative text was also very low. The result is 0.150, it means there is very low correlation between scanning and comprehending narrative text. 3) The third correlation between local folklore material selection and comprehending narrative text. The students interesting of the reading material selection give effect to the result after they read the material. In this research, the result between local folklore material selection and comprehending narrative text is 0.421. Its mean there are moderate correlation between local folklore material selection with students ability in comprehending narrative text. In this research, local folklore as reading material selection gave the higher correlation than other variables. Local folklore in this research is a reading material which the goal is to attracts students to read more carefully. Student interest to read local folklore made them read the text very carefully. The sense of interesting to the reading material gave them positive result.

CONCLUSIONS AND SUGGESTIONS

Conclusions
The research purpose of this study is to investigate the correlation between Scanning, Skimming, and Local folklore in comprehending narrative text, which happen on Eleventh grade students of Senior High School No 1 Sambas. After having the entire process of the research, the writer would like to point out some conclusions as follows: 1) The significance result between local folklore with comprehending text proved that if students feel interested with the teaching material, they will fell motivated to follow the learning process and will get better result, the sense of interest with something we read will give effect to the test result. 2) Students who have great interest will easy to understand the material and will got better result, but for student who not really interested will get difficulty in understanding the subject and got disappointed result. 3) The research worked in Sambas regency because in this region still hold the older culture and the society still keep it as the heritage of this region. This research will give different result when they tested in the big city where the modern technology have big effect to the society.

Suggestions
Based on the facts found, the researcher would like to give some suggestions: 1) Local folklore is suggested as the reading material to comprehending narrative text. 2) For the teacher, they should know their students interest before starting teaching learning process. Student’s interest will give effect to their result in the end of the class. 3) Technique in reading just support students to read, but the most important is students have to interest with the reading material. As long as students interest with their reading material, they will easy to follow the process and will get best result.

References


