

## **IMPROVING STUDENTS'S READING COMPREHENSION ON DESCRIPTIVE TEXT BY USING SKIMMING TECHNIQUE**

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**Abstract:** This research is on intended to answer the problem about to know how well the use of skimming technique improves students' reading comprehension on descriptive text to the first semester of the tenth grade of SMA Negeri 2 Teluk Keramat in the academic year 2013/2014. In this research, Skimming technique is reading technique in which focused on improve the students reading comprehension on finding out the main idea, detail information, vocabulary and inference on descriptive text. This technique guided the students to comprehend the information of descriptive text about animals. This study used classroom action research method. The tools of data collection used reading test, observation checklist, and field note. On the first and second cycle the writer used picture, text and table as helping technique. From the result of measurement test, the data show that the students' mean score on first cycle was 60.11. Then the second cycle the students' mean score was 80.92. From the result of data analysis showed that students' reading comprehension on descriptive text by using skimming technique improved.

**Keyword:** Reading comprehension, descriptive text, and skimming technique.

**Abstrak:** Penelitian ini bertujuan untuk menjawab masalah yaitu tentang untuk mengetahui bagaimana baiknya penggunaan skimming tehnik dalam meningkatkan pemahaman membaca pada teks deskriptif untuk semester pertama pada kelas sepuluh di SMA Negeri 2 Teluk Keramat tahun ajaran 2013/2014. Dalam penelitian ini skimming tehnik adalah tehnik membaca yang mana berfokus dalam meningkatkan pemahaman membaca siswa dalam menemukan ide pokok, informasi terperinci, tata bahasa dan menemukan kesimpulan pada teks deskriptif. Dengan teknik ini siswa dilatih untuk memahami isi bacaan deskripsi tentang hewan. Studi ini menggunakan metode penelitian tindakan kelas. Alat pengumpulan data menggunakan tes membaca, observasi centang dan halaman catatan. Dalam siklus pertama dan kedua penulis menggunakan gambar, teks dan table sebagai membantu tehnik tersebut. Dari hasil tes penilaian, data menunjukkan bahwa nilai rata-rata siswa dalam siklus pertama adalah 60.11. Lalu siklus kedua rata-rata siswa adalah 80.92. dari hasil analisis data menunjukkan pemahaman membaca siswa pada teks desriptif menggunakan tehnik skimming meningkat.

**Kata kunci :** Pemahaman membaca, teks deskriptif, dan tehnik skimming

Reading is basic communicative skill that has some sub-activities before and after reading to comprehend the content of the It was considering activity to connect the instruction, process, text and purposes with the act the reading practice. Reading practice was critical to be effective in reading comprehension teaching learning and vocabularies from elementary school till junior and high school even in university.

Teaching includes all activities of providing education to other. According to Brown (2007:7-8) that “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing the knowledge, causing to know/understand”. It means that the teacher gives instruction to the students to learn something which affect them in such away that learning is facilitated and the student can acquire knowledge. The teacher also as a guide when the students’ needs to clear up their statements and their ideas during teaching learning process. Teaching includes all skill in the school one of them is reading.

Mostly, reading is a key skill for most students in a foreign language from the pre-elementary until university and it should therefore take its place alongside the development of the other three skills of language; they are listening, speaking and writing. The greatest use at the end of language study is reading since most materials are printed, so it can be a basis for individual learning about their surroundings. Further, the ability to read will stay longer than the other skills, and it is the skill that will be must convenient to use. Reading remains a valid goal in the second language classroom in teaching learning activity

Teaching reading to EFL learners is a different way and it is difficult for learners. Because they have some words or sentences that are difficult and different from their own language, then many elements that must exist in teaching reading to the students of English as a foreign language are reinforcement, language development, learning style and most importantly, reading as skill in its own right. It is based on the support in teaching reading strategy in the classroom.

Teaching reading comprehension is often discussed in terms of being a process involving the integration of decoding ability, vocabulary knowledge, and prior knowledge of the topic consider, and relevant strategies to make sense of a text and understand it (Tale and Yokota quoted by Westwood (2001). It is generally agreed by educators that even in the earliest stages, comprehension `must be the central focus of teaching students to read and not something to be emphasized only after children have learn how to decode and identify words.

Reading covers four concepts; they are alphabetic/decoding, fluency, vocabulary and comprehension. To understand the text in teaching learning, comprehension is one of specific components in teaching reading. Comprehension is the goal of reading. Snow (2002:11) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that it uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. According to Snow (2002:33) stated that comprehension entails three elements: 1) The reader who is doing the

comprehending, 2) The text that is to be comprehended; and 3) The activity in which comprehension is a part. Each of these three elements in reading has important to distinguish between what the students brings to reading and what the students takes from reading. It is also affected by some factors, such us the readers' knowledge of language structures, knowledge of text structures and genres, their motivation and their level engagement.

The goal of reading comprehension in senior high school is to make the students be able to understand and get information from the text given by the teacher, it is based on the syllabus for SMA Negeri 2 Teluk Keramat. The text given to student SMA Negeri 2 Teluk Keramat is descriptive text. It purposes are to describe and reveal a particular person, place or thing. The generic structures of descriptive text are identification and description. In comprehending this kind of text, the students are expected to be able to reach the literal comprehension, inferential comprehension and to understand the text structure. In literal comprehension, students get the specific information or the answer of the question in the text that they read. Whereas, inferential comprehension lets students find out the main idea or define vocabulary in context. In other words, inferential comprehension allows students to make inference by themselves according to the text. Besides, the students also have to identify the text organization.

In this research, the writer takes four main aspects of reading comprehension. They are main idea, supporting detail, vocabulary and inference because it is based on the writer observation and found the problem to the tenth grade students of SMA Negeri 2 Teluk Keramat. The students cannot even understand about the information in a simple descriptive text because they still have limited vocabulary.

Because of that, the appropriate technique and material well is important to improve students' comprehension. To comprehend the text easily the teacher uses the material from the book according to the level of students. The researcher applies skimming technique because teaching is not only about select the appropriate teaching technique, but also selects the materials that are relevant to the curriculum. It has proved that the students showed their active, improve their prior knowledge.

According to Mickulecky and Linda Jeffries (2004: 38) skimming is high-speed reading that can save time get through lots of material quickly. For add, Whorter (2005:503) said that skimming reading selectively to get general main idea what an article. In skimming, readers do not look for specific information but only for general information. The aim of skimming technique is to quickly identify the main ideas in the text. This technique is about reading that uses the faster speed than reading commonly. This technique is useful when the readers are seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

In this research, Skimming technique is teaching strategy which helps the teacher to teach materials to be presented to the students and other people in real learning. The teacher will suit well before teach this technique by prepare some material and each other that support in teaching learning process. Skimming is used

when the students seeking more of a general impression of what the text is about. It means that skimming do not read word for word but just skim over the text and read enough to get the message.

For applying skimming technique on descriptive text, the writer use the topic of descriptive text about animals because it is familiar for students and more easily to find it in their environment and in daily activity. The purpose using skimming technique on descriptive text is identified organizing the various aspects of the description and to improve their level in reading comprehension.

The successfully of skimming technique is when the students know where the information is likely to be within the overall scheme of the piece they are reading while they are speed reading look for the core information. If the students have clarified the purpose for skimming and they know what they are looking for, the students will be able to identify trigger word that hold the relevant information. And also, the successfully skimming technique is when the students can analyze the text from the read the text to find the main idea, supporting detail, vocabulary, and inference and what they found in the text wrote it in the box. It strategy can help the students in getting a deep understanding to comprehend the text and have to think critically the text given and to figure out the writer's unstated meaning because it can motivate the students to increase their reading comprehension.

The first instruction to be learned in descriptive text by using skimming technique is the students read the title and picture based on each text. From this activity, students explore information about the picture and title. Second, read the introduction of the text. Third, read all sub headings until last sentences. From the activity, students think more related to the title to another as the content and some important things such as vocabulary, message, and tenses. Fourth, read the first sentence and also read the last sentence in each paragraph. Fifth, the students go back again through the text and the students will find some important clues as to find the characteristics of descriptive text and the last is read the last paragraph. So, they will find the answer from the questions in the text and share their answer and ideas actively. Before the students do the steps of skimming technique, first, the teacher explains about the definition, structure, language features and the example of descriptive text. Then, after the students get the point and understand about teacher explanation, the students analyze the descriptive text as material from the handout of teacher given and do the procedure of skimming technique by the teacher instruction. The teacher gives 15 minute for speed reading. Next the students answer the question based on the text. To see the students comprehend the text, the teacher gives them assessment in multiple choice forms in each cycle.

## METHOD

A method of this research was class room action research study. Classroom action research is a solution of the problem and process to help the teacher doing the technique and support the teaching learning. In which the teacher acts as the researcher and tries to make a better learning process. In this research, the writer search what is the real problem, to analyze the cause and decided what action should be taken to solve such kind of problems. Kemmis and Mc Teggart in Burn (2010:8) mention classroom action research that consists of four steps. These steps are the plan, the action, the observation, and the reflection. Then, action research typically involves four broad phases in a cycle of research (Kemmis and Mc. Teggart (1988) In Burn (2010:7)). It means that every steps has relation each other to involve the phases and change better improvement by systematically process. The process use the act and data collecting. The following is the figure of the four steps in each cycle.

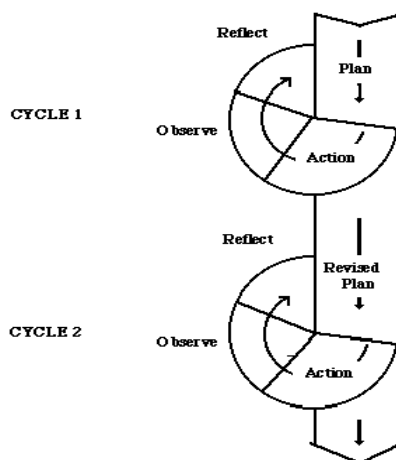


Figure 1. Classroom Action Research cycle  
(Kemmis and McTaggart 1988 quoted by Burns (2010: 9))

The influence of the action research can be seen by analyzing the result of students understanding of the text. In this research, the researcher used 2 cycles and every cycle use the procedures of classroom action research.

In this research, the writer took subject from the problem found, the subject was tenth grade of SMA Negeri 2 Teluk Keramat specifically from class C, consists of 26 students. The researcher chose that students as a participant because the researcher found some problem in teaching and learning of reading process.

Measurement technique was used by the writer to measure the students' reading comprehension by using skimming reading technique. The tools of data collection used reading test, field note and observation checklist. The reading test consists of 20 items with four alternatives. This test was given at after the treatment.

The writer used table of specification to measure students' score with the aspects of reading comprehension as the representation of the test material. To measure the students' mean score in test, the writer was totaling the score of all students then divided it by the number of students. The formula is described as follows:

$$M = \frac{\sum x}{N} \times 100$$

Notes:

M = Mean Score

$\sum FX$  = The sum of individual score

N = The number of students

To determine students' individual score, the writer provides standard of minimum score used in the school, as follows:

Table 1. KKM for English Subject of SMAN 2 Teluk Keramat

Total individual score	Category
0-69	NOT PASSED
70-100	PASSED

## FINDINGS AND DISCUSSION

### Findings

In conducting this research, the researcher applied classroom action research. This method of research was intended to solve the problems found in reading activity in the class. The tenth grade students of SMA Negeri 2 Teluk Keramat has difficulties in understanding the descriptive text because they cannot find the vocabulary, supporting details, main idea and inferences while reading to the descriptive text. There were only some students who could comprehend the content of the text. The implementation of skimming technique in this research was to improve students' comprehension in reading descriptive text.

This research was conducted in two cycles. During implementing the technique, the English teacher of the school; Emakulata as a the collaborator and the writer as the teacher cooperated to record what actually happened in classroom through observation checklist and field notes. The collaborator in the process was very important to avoid subjectivity of the teacher. After the writer gave the materials, the writer implemented skimming technique and students did the reading task, the writer computed the students' score and students' mean score.

Referring to the research questions, the following data are:

a) First cycle

The result of students' mean score did not reach the minimum standard of students' achievement, it was 70. The student's mean score in the first meeting was 60.11. Consist of finding main idea was 52.74%, in recognizing detail information was 56.15%, finding new vocabulary was 67.94%, and inference was 73.07%. It was based on the indicator of success, and this result was unsatisfactory. While correcting the students work, both the teacher and researcher found that the students still got difficulties to comprehend the finding supporting details, main idea and vocabulary that contained action verbs and description. From the explanation result above, the researcher found some weakness in this first cycle and it would be used to progress of the next cycle.

b) Second cycle

The result of students' mean score reached the minimum standard of students' achievement that was 70. The student's mean score in the second meeting was 80.92. Based on the indicator of success, this result was satisfactory. While correcting the students work, both the teacher and researcher found that the students got easily to comprehend the main idea, detail description, and draw inference. However, the students' achievement in main idea aspect, supporting detail and draw inference aspect were improved in the second meeting. The average of students' achievement in main idea aspect was 88.46%. The average of students' achievement in supporting details aspect was 73.84%, the average of students' achievement in vocabulary was 88.45% and the average students' achievement in inference was 83.33%. Most of the students work actively in discussion. The teacher mixed the students with good language ability and the students with low language ability in discussion because they were not spoke English well.

Based on the researcher and collaborator's conclusion, the expecting result had achieved. The students' achievement could pass the minimum standard of students' achievement (KKM). Thus, it can be said that this class was success in learning reading descriptive text. More importantly, the shortcomings happened in the first cycle and the second cycle and the teaching-learning process was better than the first cycles. By this result, the researcher decided to finish the research. The table to describe improvement can be seen as follows:

Table 2. The Percentages of Means Score

Cycle	Percentage (%)
Cycle 1	6.11
Cycle2	80.92

Table 3. The Percentages the Aspect of Reading Comprehension

<b>The aspects of reading comprehension</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Main idea	52.74	88.46
Supporting detail	56.15	73.84
Vocabulary	67.94	88.45
Inference	73.07	83.33

It can be seen from the result first cycle to the second cycle that the use of skimming technique for the students' reading comprehension on descriptive text to the first semester to the tenth grade of SMA Negeri 2 Teluk Keramat improved.

## **Discussion**

This classroom action research was conducted in two cycles of planning, acting, observing, and reflecting stage. Collaborator kept monitoring and evaluating what had been done in the entire process in cycle one to improve the result in cycle two. In the process of the cycles for classroom action research, the teacher revealed the following evidence of the students' significant progress in learning the material of descriptive text. In each meeting, the writer applied the technique towards the students in whilst activity.

In the first cycle, the students were excited to start the learning process through some activities. But, the students' reading comprehension on descriptive text showed not better quality. The teaching learning process was not running well. The students still didn't follow the instruction of the teacher rule of skimming technique. It was because skimming technique concern about speed read. They worked individually and to understand the text but some students difficult to understand the text. When the teacher asked them about their difficulty, The students said that they shied when the teacher asked them to speak up n read the text because they had not good spelling, had limited vocabulary, and lack in grammatical pattern, also not understood on how to use simple present tense, correct action verb and connective. It made the teacher work hard to make the teaching learning processed run well.

In the second cycle, teacher saw the progress that students made as students did not only follow the technique procedure enthusiastically but also paid attention to their accuracy, appropriateness and their fluency. Students showed the good progress of the result. It gave the writer a significant sign that the students' speed reading on descriptive text has increased. Students showed their significant vocabulary, spelling, grammatical pattern and language feature. They were working individually and



actively in discussion process. It was because both teacher and researcher worked together to overcome the weakness in the first cycle.

After two action stages, the researcher computed the students' individual score and the mean score. The research findings showed that the mean score in the first meeting was 60.11 and the second meeting was 80.92. This was qualified as good to excellent. This was supported by the students' individual score.

Furthermore, what was written in the field notes supported the numeric data. The field notes recorded the students' behavior during the teaching learning process. Students were able to respond the teachers' greeting than to get involved in brainstorming activity they listen carefully to the teachers' explanation and actively participate in reading the descriptive text. The students felt free in asking questions to the teacher and peers while working on their readings. They read descriptive text and shared their feelings and difficulties during teaching learning process.

In conclusion, the research findings of the classroom action research were satisfactory. The students' vocabulary, details, main idea and inferences improved was well by implementing skimming technique.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on research findings and discussions, it could be concluded that. There were improvement of Students' reading comprehension on descriptive text by using skimming technique to the first semester of the tenth grade of SMA Negeri 2 Teluk Keramat. The improvement of students could be seen from the first to the two cycles. The first cycle for first meeting, the indicators of success were still not fulfilled. Therefore, based on the observation, it was necessary to conduct the second cycle. In the second cycle for second meeting, the result was better than the first cycle, the indicators of success were fulfilled and the cycle was stopped. The result of the measurement test show that in the first cycle mean score was 60.11. From 26 students, there were 2 students had passed and 24 had not passed of the reading test. This result in first cycle needed improvement to the second cycle. After acting to the second cycle, the mean score of the last meeting was 80.92. There were no students got under 70 and 100 students got upper 70. So, this result was satisfying.

### **Suggestions**

Research findings of this writing may suggest something to improve the teaching learning activity especially in teaching reading on descriptive text. The suggestion of this writing are defined as follows: 1) The researcher recommended that the teacher should skimming technique in improving students reading comprehension on descriptive text because can help the students increase and memorize vocabulary well and they will be active in discussion material of the class. And also the students not only know the word but also in a picture, it suggested that teacher should use skimming in their teaching and learning reading of descriptive text, 2) The teacher

should be selective in choosing the reading material that are appropriate with their academic level, interest and needs, 3) The teacher should prepare interested media in teaching reading descriptive text by using colorful pictures. Moreover, the pictures must be understandable and familiar for the students, 4) The students have to learn more about English, particularly vocabulary by reading English text and learning by themselves by making a note of words, 5) Teacher may ask the students' opinion about the activity to give the teacher an input for better activities in the classroom, 6) Reading as one of complicated skills in learning needs to be practiced as often as possible. In order to support the students to have more reading practice, the teacher should give task to the students to read and analyze a text for once a week.

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