

The Effect of Applying Skimming Technique on Grade XI Students' Reading Comprehension

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ABSTRACT

This study was conducted as an attempt to discover the effect of applying skimming technique on Grade XI students' reading comprehension. It was an experimental research. The subject was students of Grade XI, Private Senior High School (*Sekolah Menengah Atas Swasta: SMA*) Methodist-7, which consisted of 60 students. The research was divided into two groups: experimental and control groups. The instrument used to collect the data was reading comprehension test. To obtain the reliability of the test, the writer applied Kuder Richardson 21 formula. The result of the reliability was 0.89. The data were analyzed by using t-test formula. The analyze showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance 0.05 with the degree of freedom (*df*) 60 , t-observed value 3.71 > t-table value 2.00. Based on the reliability of the test, it was found that the test was reliable. The findings indicated that using Skimming Technique significantly affected the students' reading comprehension. So, English teachers are suggested to use Skimming Technique in order to improve students' reading comprehension.

Keywords: *Skimming Technique, Reading Comprehension, Experimental Research.*

INTRODUCTION

The Background of the Study

English as an international language is widely used around the world as a means of communication. It is assumed that around 90% of the people use English as a lingua franca. To be able to communicate, people should learn English through formal or informal education effectively.

English is one of the important subjects that are included in the curriculum. It has been taught from the primary up to university level of education. The Department of National Education has made English as a compulsory subject and positioned it as the first foreign language to be taught in school based on the curriculum. It has been evaluated from time to time, so as to prepare students to meet the challenges in the work-force. English is included as one of the subjects examined in the National Examination. In order to be able to communicate in English, students are expected to master the four language skills, namely; listening, speaking, writing, and reading. One of the language skills that will be focused in this study is the reading skill.

In the Educational Unit Level Curriculum, (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) for high school students, it is stated that one of the main objectives of teaching English is to encourage the students be able to comprehend text in reading comprehension test. In line with it, reading comprehension has been included in *National Examination (Ujian Nasional: UN)*. At least, there are six reading comprehension texts that have been tested within it.

Reading is the window of the world. It is a foundation skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g. picture, video, and print) and all contexts is a key indicator to success in school and life. As a long life learning skill, reading goes beyond decoding and comprehension to interpretation and development of new. Grabe & Stoller (2002: 9) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text.

Actually, most of the students found some difficulties in learning reading comprehension. They think that comprehending the text is a difficult task to do. This assumption is wrong because reading comprehension is an activity that has a lot of fun. Based on the researcher's experiences during the time spent in the Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) at the State Senior High School (*Sekolah Menengah Atas: SMAN*) 2 Tebing Tinggi, many students had difficulties in reading comprehension. They had problems in comprehending the text and getting the main idea of the text. In order to solve that problem, a good strategy, method, or technique should be used.

Skimming is one of an effective technique that is useful to enhance the reading comprehension. Kustaryo (1988: 5) states that it is a technique to look for the "gist" of what the author is saying without a lot of detail. Besides, a certain amount of practice is necessary in order to skim and fulfill the purposes. To skim by reading key words, the students should be convinced that some words can be skipped words and reading can be continued. With concentration and practice, students can select key words or phrases, in order to absorb the materials rapidly. If these skills are mastered and practised, students will find that skimming, when used accordingly will help them in their study.

In connection with the explanation and in order to gain the reading comprehension and look for the "gist" of what the author presents without a lot of details, the researcher is very interested in conducting a study on students' reading comprehension by applying skimming technique.

The Research Question

Based on the background of the study, the research question is formulated as follows:

"Is students' reading comprehension taught by applying Skimming Technique higher than that taught without Skimming Technique?"

The Objectives of the Study

In connection with the problems of the study, the objective is to discover whether there is a significant affect of applying skimming technique on the students' reading comprehension.

The Scope of the Study

In this study, the researcher focused on the application of skimming technique in teaching reading comprehension to Grade XI Senior High School.

The Significance of the Study

As this thesis is concerned with the effect of skimming technique on Grade XI students' reading comprehension, the findings of this research are expected to be useful and relevant theoretically and practically.

1. Theoretically, the results of this study are expected to be able to enrich and enhance the theory of teaching reading by using skimming technique. The result of this study can be used as a reference for those who want to conduct the same research.
2. Practically, the results of this study are expected to be useful for English teachers to overcome the students' problem in reading comprehension. By using skimming technique, it is hoped the students can be encouraged in reading. It is also one of an alternative technique in improving the ability of students' reading comprehension, particularly teaching reading by using skimming technique. The results of this study are also expected to be able to motivate the students to be interested in reading. It is hoped that using skimming technique can help them to develop their knowledge in reading comprehension.

Conceptual Framework

Reading Comprehension

Reading comprehension is important in the process of understanding and remembering of the text. It is an active thinking process which greatly depends not only on comprehension, but also on students' experiences in reading. A successful comprehension occurs if it involves the reader to discover the meaning needed to achieve the particular purposes in the text. It is a process of putting the reader in contact to the ideas. In this case, getting the meaning of the sentence is to find out a number of ideas from a reading text.

In the reading process, comprehension is needed to get the goal of reading. According to Grabe & Stoller (2002: 17), reading ability needs the ability to understand or to gain information from a text. It means reading is not only to get the information, but also to comprehend the text. Furthermore, Heilman & Blair (1981: 242) state that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. In conclusion, reading comprehension is an interaction between thought and language to get the meaning or comprehend a text.

Levels of Reading Comprehension

There are some levels of reading comprehension that can be used to discover the meaning of a text. According to Burns, Roe, & Ross (1984: 177) reading comprehension is divided into four levels namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

Literal Comprehension

Literal comprehension is the most obvious comprehension involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension is directly stated in a selection.

Interpretative Comprehension

Interpretative comprehension includes reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. At this level, the readers go beyond what is said and read. The readers must be able to read critically and analyze what has been read. Interpretative comprehension includes the thinking process such as drawing conclusions, making generalization, and predicting outcomes.

Critical Comprehension

Critical comprehension is evaluating written material which is comparing the ideas that have been discovered with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It must be an active reader in questioning, searching for facts, and suspending judgment until all of the materials are considered. The reader must evaluate the person who wrote the material, the author's purpose, point of view, competence, styles and tone.

Creative Comprehension

Creative comprehension goes beyond the materials presented by the author. It requires the readers to think as they read and also use their imagination. It is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. When a reader reads creatively, he creates a new idea, solution to problem, and a new way of looking at something from the ideas of the text.

In this research, the researcher only focuses on literal and interpretative comprehension in dividing the reading test.

Techniques in Reading Comprehension

A technique is as a super ordinate term to the various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. The techniques that the teachers do can make a text more understandable. Furthermore, the teacher has to determine how much the students can absorb the meaning of texts that they are reading. A teacher can use several techniques for their teaching in reading comprehension. It is used to solve the problem of the students in comprehending the text. Brown (2003: 209-213) states that there are three techniques that can be applied in reading comprehension. They are scanning, skipping, and skimming.

Scanning Technique

Scanning is a technique used by a reader to get relevant information in a text. When scanning, the reader does not start from the beginning and read to the end. Instead, what the reader does is jump around in the text, trying to find the information that is needed. Scanning involves moving eyes cross down the text seeking the specific phrases or words.

When scanning, the reader has to observe the author's use of organizers such as numbers, letters, steps, or the words, first, second or next. Besides that, they can look for the words that are bold faced, italics, or in different font size, style, or color. Sometimes the author will put key ideas in the margin.

Skipping Technique

Skipping is a technique used to look for specific information in a text. When beginning to read, the reader should skip some sentences in order to get the specific information. Furthermore, skipping technique can help the reader to get the information faster without reading all the text. In skipping, a reader should not read the whole sentences. The reader only focuses on the information that is needed. It saves time in order to get the information without reading all sentences.

Skimming Technique

Skimming as one of effective techniques is useful to enhance the reading comprehension. According to Brown (2003: 213), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Moreover, Kustaryo (1988: 5) states that skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, and its usefulness to the reader.

Thus, in skimming a text, a reader needs to learn how to select the keywords. The students must be convinced that keywords are needed as a prediction to answer the question. It is important because in skimming, a reader have not to read all sentences. Skimming consists of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist. To get them, it must be read from the introductory information, the headings, and subheadings, and the summary. Skimming gives readers the advantage for being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about. Besides, a certain amount of practice is necessary in order to skim and fulfill their purposes.

Based on the explanations above, in scanning, the students read the text in order to get relevant information without reading the whole text, whereas in skipping, the students read the text to get the specific information. They skip some sentences in getting the specific information; while in skimming, the students read the text to determine the main idea. They need to read the whole text in order to be able to get the main idea of the text. Skimming is a very good technique in comprehending it because it

gives the reader to predict the purposes of the text as well as identify the gist of the text. This is the reason why the researcher decided to choose skimming as a technique to improve the reading comprehension of the students.

Conceptual Framework

In reading comprehension, the students require an understanding and comprehending what has been read. It is an active thinking process that depends not only on comprehension, but also on students' experience. If it can be achieved, the students will comprehend the particular purposes in the text.

This skimming technique is hoped to minimize the difficulties faced when the students are provided kinds of text. By skimming technique, the students will be able to get the main idea of the text easily. The students must be convinced that they can skip words and still continue reading. They can learn to select key words or phrases, in order to absorb the material rapidly with concentration and practice. If they master this skill and practice skimming techniques explained above, students will get some information easily.

Hypothesis

The research hypothesis is formulated as follows:

Ha = There is a significant effect of skimming technique on students' reading comprehension.

METHODOLOGY

Research Design

This study was conducted by using an experimental research, which has two variables and two groups. The two variables were skimming technique as independent variable and reading comprehension as dependent variable. Then, there were two groups, namely one group as the experimental group taught by using skimming technique and another one as the control group taught by the conventional method (without using skimming technique). The design of the research is shown in Table 3.1.

Table 3.1 Research Design

Group	Pre – test	Treatment	Post – test
Experimental	√	Skimming Technique	√
Control	√	Without Skimming Technique	√

The experimental group was given the treatment. In this group, the teacher taught by using skimming technique. The treatment was expected to give good effect to reading comprehension skill. Meanwhile, in the control group the teacher taught by using conventional technique. The teacher taught not how to get to know the general meaning of the passage, the structure of the passage, and an idea of the intention of the writer. Before the treatment was conducted, a pre-test was administrated to the two groups to ensure the homogeneity. After the treatment, a post-test was administrated.

Population

The population of this research was Grade XI students of the Private Senior High School (*Sekolah Menengah Atas: SMA*) METHODIST-7 MEDAN. This school is located at Jalan Madong Lubis No. 7 Medan. There are two classes of Grade XI with the total number of 95 students. In this research, the researcher chose Grade XI students because at this level they studied reading comprehension

Sample

The two classes with 95 students were selected randomly. Each of two classes consisted of 45 students and 30 students out of each class randomly selected by lottery technique. One of the two classes with 30 students was chosen to be the experimental group and the other class as the control group.

Instruments for Collecting the Data

In collecting the data, the researcher gave multiple – choice test which taken from the English Reading Comprehension test from the Internet and made his questions for the test. It was administered as the instrument to obtain the data. It was a multiple – choice test. The text consists of 3 texts with the total number 20 questions. The procedures in administrating the test were divided into pre-test, treatment, post-test, and scoring the test.

Pre-Test

The pre-test was conducted to find out the homogeneity of the sample. It was used to determine whether the two groups were relatively equal in reading. The homogeneity could be seen from the average score of each group. Before the experiment, a pre-test was administered to the sample of both groups with the same items. It was expected that the different of average scores between them were not too far. In other words, the two groups were in the same level of knowledge.

Treatment

The treatment was conducted after the administration of the pre-test. The experimental group was taught by using skimming technique to improve reading comprehension. The process of experiment was conducted in three meetings.

Post-Test

Having taught the students about reading comprehension with and without using Skimming Technique, the researcher gave the students a post-test in order to see the results whether the technique was effective or not. The test of post-test was similar to the test that is lead in pre-test.

Scoring The Test

In scoring the reading achievement of the students, the researcher scored it based on the literal and interpretive comprehension. In scoring the test, this research uses score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = score of the test

R = number of correct answer

N = number of questions

Reliability of the Test

The reliability of the text refers to the consistency of the results. The test was reliable when it can show stable outcome. The more reliable the test is, the more confidence the scores obtain from the administration of the test.

To achieve the reliability to the consistency of the measurement, Kuder Richardson formula (KR 21) is applied as the following.

$$R = \frac{K}{K - 1} \left[1 - \frac{M(K - M)}{KS^2} \right]$$

Where:

K = Number of the test item

M = Mean of the score

S² = The square of the standard deviation of the test score

According to Best (2002: 308) the coefficient of (r) can be interpreted using these criteria as follows:

0.00 – 0.20	: Negligible
0.21 – 0.40	: Low
0.41 – 0.60	: Moderate
0.61 – 0.80	: Substantial
0.81 – 1.00	: High to very high

Technique for Analyzing the Data

To find out the difference means of scores of the test between the experimental and control group, the researcher used t-test formula.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

Where:

- t = total score
- Ma = the mean of experimental group
- Mb = the mean of control group
- da = standard derivation of experimental group
- db = standard derivation of control group
- na = the total sample of experimental group
- nb = the total sample of control group

Statistical Hypothesis

Statistical hypothesis was applied in order to know the results of the observation about the sample quantitatively and also to know the relationship between one or more variables. It was constructed as follows:

$$\begin{aligned} H_0: Ma &= Mb \\ H_a: Ma &> Mb \end{aligned}$$

Where:

- H₀: null hypothesis
- H_a: alternative hypothesis
- Ma: the means of the students' taught by applying skimming technique
- Mb: the means of the students' taught by applying conventional technique

DATA ANALYSIS AND RESEARCH FINDINGS

The data of this study were the results of the pre-test and post-test scores. The following are the result of the pre-test and post-test of the two groups, experimental group and control group.

Reliability of the test

Before the data were collected, the reliability of the test was established were related to examine the hypothesis in order to answer the research problem. In order to find out the reliability test, the researcher used KR-21 (Kuder Richardson method formula 21). The calculation shows that the coefficient reliability of the test was 0,89 (see Appendix C). As Best (2002: 308) states that the reliability coefficients for classroom test typically range between 0,81 – 1,00 the reliability of the test is high. It means that the test is reliable.

Analyzing the Data by T-Test

To find out whether the implementation of skimming technique had a significant effect on the students' reading comprehension, the results of the test was calculated by using T-test formula.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

After adapting the data in T-test formula, it was obtained that t-observed was 3,71. In finding out the difference, the distribution table of t-table was used as a basic of counting t-observed value in certain degrees of freedom (df). In this study, the degree of freedom was 58. It obtained from $(na + nb) - 2$; $(30 + 30) - 2 = 58$.

From the *df* of 58 at the level of significance was 0,05 it was found that t-observed value $3,71 >$ t-table value 2,00. Based on the calculation, there is the significant effect in the applying skimming technique on students' reading comprehension.

Testing Hypothesis

Based on the data, the results showed that the Experimental Group score is higher than the Control Group score. It was proved from the result of the t-test, in which the score of t-observed was higher than t-table (t-observed $3,71 >$ t-table 2,00),

consequently, h_a is accepted and h_0 is rejected. It means that skimming technique significantly effect the students' reading comprehension.

Table 4.3 The Results of the T-Test Calculation

t-obs > t-table	(p = 0,05) with df 58
3,71 > 2,00	(p = 0,05) with df 58

In this research, the scores of the samples were calculated by using t-test at the level of significance 0,05. Based on the calculation, the two means of score of control group and experimental group are different. The mean score of the Experimental Group was higher than Control Group mean and the calculation of the t-test shows that the t-observed (3,71) was higher than t-table value (2,00). It means that there was an effect of skimming technique effect on students reading comprehension.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data, it was found was that the scores of the students were taught by applying Skimming Technique is higher than those who were taught without applying Skimming Technique. The students who were taught by applying Skimming Technique had better reading comprehension scores and helped the students to get the main idea easily. It means that there was an improvement on the students' reading comprehension by applying Skimming Technique.

Based on the results of the data analysis which were presented in Chapter IV, the conclusions can be drawn as follows: the findings shows that t-observed was higher than t-table at the p level 0,05; $3,71 > 2,00$; $p = 0,05$. It means the null hypothesis (H_0) was rejected and H_a was accepted because there was significant effect of applying skimming technique on students' reading comprehension.

Suggestions

Based on the conclusions drawn, the results of the findings contribute some valuable suggestions for those who interested in teaching reading.

1. The English teachers have to improve their technique in teaching reading, in this case applying skimming technique, so that the students can comprehend on what had they read.
2. Students are advised to have more practises in reading and applying reading technique.
3. Skimming technique can contribute a valuable experience in reading comprehension research and give information and knowledge to the readers of how to get the main point of the text.
4. Skimming technique gives an information and knowledge to those who are interested in getting the gist of the text.

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