



THE EFFECTIVENESS OF SKIMMING TECHNIQUE IN TEACHING READING SKILL: AN EXPERIMENTAL STUDY AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 NARMADA ACADEMIC YEAR 2021/2022

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Abstract: English as an international language is widely used as a medium of communication across the world. Language is not only used for daily conversation, but also used in education, science, and so on, both spoken or written. Students must master the four language skills, one of them is reading skill. This research aims to know the effectiveness of skimming technique in teaching reading skill. The design of the research is an experimental study as developed by Arikunto (2006). The formula used in this study is to compute and examine the effectiveness of skimming technique in teaching reading skill. The sample of this study was three and four science program of the eleventh grade students of SMAN 1 Narmada academic year 2021/2022. The data were collected by using a test that was divided into pre-test and post-test, a treatment, an interview, documentation, and analyzed using t-test formula. To determine how close the independent variable is influenced to the dependent variable, the two kinds of test were applied. The result of the study indicated that students got high score after getting different treatments. Furthermore, the findings showed that the alternate hypothesis was accepted because the result of t-test is higher than the t-table. Thus, it is concluded that there is significant difference between students comprehension in reading skill after getting treatments.

Keywords: *Skimming technique, Students' Reading skill, The effectiveness, Teaching Reading*

INTRODUCTION

Skill is a person's ability to do something. Skill can be divided into several types, such as speaking, reading, listening, and also writing. Talking about those skills, of course this is so important, especially for students. As we know, nowadays English has become an international language. English as an international language is widely used as a medium of communication all across the world. It is estimated that English is used as a lingua franca by roughly 90% of the population. People should learn English efficiently through official or informal education in order to be able to communicate.

English has been taught in schools. Each country's schools have mandated their students to study their native tongue. In addition to studying their native language, certain schools in many countries require pupils to study at least one other language as a second or foreign language. English is one of the most widely spoken and studied foreign languages in the world. On the other hand, The importance of English as an international language cannot be overstated. Language is not only used for daily conversation, but also used in education, science, and so on, both spoken or written. Regarding language, there are many languages used by people in the world and each country has its own language. English is used as a foreign language in Indonesia, it is because English is not our native language. It is conceivable that students have experienced numerous difficulties in learning throughout teaching and learning activities.

Reading is one of the four language skills that students in senior high school must acquire in order to study English. In English class, every Indonesian student is required to take a reading lesson. Reading, on the other hand, is one of the English abilities that is used as a final assessment. This exam is for students who are transitioning from elementary to junior high, junior high to senior high, and senior high to university. Reading, on the other hand, is a necessary ability for English as a foreign language students. It is the most critical skill for most students to master to succeed not just in learning English but also in any content lesson where reading in English is required. Learners will make more progress and development in all other areas of learning if their reading skills are improved.

Reading is the capacity to extract information from a printed page and interpret it correctly. It means that without both understanding and interpreting the text's ideas, it is useless. Students are expected to gain knowledge about and comprehend the context described in the text. It indicates that pupils must absorb a large amount of data from a text (Grabe & Stoller, 2002:9). The purpose of studying English is for students to be able to comprehend the passage's theme and meaning. To put it another way, reading is a fluent process in which readers combine information from a text with their prior knowledge to construct meaning (Nunan, 2003:68).

One of the cornerstones of the act of reading is reading comprehension. It is impossible for it to happen without the other two aspects of the process. Vocabulary knowledge and text understanding are the two components that make up the reading comprehension process. To understand the work, the reader must be able to understand the vocabulary employed in it. The entire story won't make sense if the individual words don't. Although students can draw on their prior vocabulary knowledge, they must also often be introduced to new words. When it is most necessary language instruction is most successful. Both parents and teachers must either pre-teach new words that their children will encounter in the book or assist them in understanding the new words they come across. A children needs to be able to understand each word in the text separately as well as put them all together to develop a cohesive understanding of what the book is trying to say. This is the essence of text comprehension. Vocabulary is much simpler and less diversified than text comprehension.

There are several issues that must be addressed when teaching and learning reading abilities. The first issue is a lack of reading comprehension. Background knowledge, cultural knowledge, and text type knowledge all play a role in the issues. The students' past knowledge or understanding of the world is referred to as background knowledge. Students can't grasp a text if they don't know what it's about because they don't know what it's about. A reader integrates new information from a text into his past knowledge using background knowledge. Furthermore, cultural differences have an impact on reading comprehension. Because students do not fully comprehend different cultures, reading might be difficult due to a foreign cultural background, a substantive comprehension of the culture, and vocabulary knowledge. In addition, reading texts is complicated by a lack of awareness of text types. If pupils do not know what form of text they are reading, such as newspaper articles or business letters, they will not be able to understand what the material is about. If students are familiar with the text type, they can understand it (Chawwang, 2008).

A limited vocabulary is the second issue. The issue is that there are difficulties with words. Problems with technical language, synonyms, antonyms, and terms with multiple meanings are among the issues. Students will struggle to understand the book due to a lack of vocabulary. They must be able to recognize a large amount of the language to be successful (Harmer, 2003). Furthermore, the most problem comes from the students' condition in the classroom. Based on the observation who did by the researcher, mostly the students hard to understanding the text/passage that given by the teacher because of several reason. Firstly,

the students not familiar with the text type. Take it the example, if the teacher gave a text that has difficult language or words, it was difficult for students to comprehend the text/passage. Secondly, the students doesn't have proper reading strategies, it was happened because the teacher in that school doesn't taught reading by skimming technique. Thirdly, they are lack of vocabulary mastery, so they don't know what is text about and also don't understand the meaning of some words. Therefore, it can make the students' hard to get the main idea of the text.

Thus, based on the interview that have been conducted by the researcher with the English teacher, the researcher got the information and problems in the english teaching and the learning process in the classroom. The most problems happened in the classroom because it was comes from the students condition. The researcher got the data from the observation in the classroom and from the English teacher. On the other hand, there was a limitation time for the students to read the text/passage, so it make the students lost their time because they are busy with looking for the meaning of some words they not understand it. Addly, the students lost many time just for read again and again and every words in the text. In addition, when the students asked to do exercise in the text, they are difficult to answer the questions, it was because they haven't get what is text about/what is discuss in the text. Consequently, they are spent so many time to answer those questions which was related to the text/passage.

SMAN 1 narmada is one of the schools in West Lombok Regency who have difficulties in their students reading skill. Furthermore, the most problem comes from the students' condition in the classroom. Based on the observation who did by the researcher, mostly the students hard to understanding the text/passage that given by the teacher because of several reason. Firstly, the students not familiar with the text type. Take it the example, if the teacher gave a text that has difficult language or words, it was difficult for students to comprehend the text/passage. Secondly, the students doesn't have proper reading strategies, it was happened because the teacher in that school doesn't taught reading by skimming technique. Thirdly, they are lack of vocabulary mastery, so they don't know what is text about and also don't understand the meaning of some words. Therefore, it can make the students' hard to get the main idea of the text.

On the other hand, the researcher got the data from the observation in the classroom and from the English teacher. There was a limitation time for the students to read the text/passage, so it makes the students lost their time because they are busy with looking for the meaning of some words they do not understand. In addition, the students lost many times just for reading again and again every word in the text. In addition, when the students asked to do exercise in the text, they have difficulty to answer the questions. This is because they haven't understood what is text about/what is discuss in the text. Consequently, they spent so many times to answer those questions which were related to the text/passage.

Therefore, dealing with those problems, the researcher wants to make the students easier to get the idea in the text quickly, so they are able to find the information whether it is implicitly and explicitly state in the text or passage, to comprehend, to analyze and also to review the text that given by the teacher with their prior knowledge and defend their point of view about the text. Skimming is one of an effective technique that can be used which is related to those problems in students reading skill. 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 can be continued.

Furthermore, the researcher is interested to know the students reading skill when they are taught by using skimming technique at the 11th Grade Students in SMAN 1 Narmada. The

researcher chose an experimental research design as the method to investigate and to finish the study.

RESEARCH METHOD

In this study, the researcher used an experimental research design. According to Cohen et al. (2007:272) the basic aspect of experimental research is that investigators purposefully control and change the settings that affect the events in which they are interested in, introduce an intervention, and quantify the difference it makes. According to Creswell (2012:295) experimental research serves a specific purpose: "you employ an experimental when you wish to prove possible cause and effect between your independent and dependent variables. The instruments used in this study are test which was divided into pre-test and post-test, and also treatment.

The populations in this study are the students of the 11th grade at SMAN 1 Narmada. Arikunto (2006) stated that population is the entire of research subject. The total populations were more than 100 students, which were divided into 12 classes, they were science class program and social class program, consisting of 34–36 students. Furthermore, the samples in this study were 62 students, which were 31 students in control class and experimental class.

FINDINGS & DISCUSSION

The research findings cover the description and the answer of the result of data collected. This part also presented the scores of reading text. The pre-test and post-test group and standard deviation of both class, they were experimental and control class. The results of students' pre-test and post test at the 11th grade students in SMAN 1 Narmada were distributed to 62 participants as samples in this study.

In this part, it is described the discussion of students' results of pre-test and post test, which were presented of two tables. Table 1 is the scores of reading text. The pre-test and post-test group and standard deviation for the control class. Meanwhile table 2 is the the scores of reading text. The Pre-Test and Post-Test group and standard deviation for the experimental class.

For collecting the data, test are used. The tests were divided into pre-test and post-test. Those activities were carried out to find out the effects of skimming technique before and after treatment. Thus, the finding could be made in the table to see the students' pre-test and post-test result.

Table results

Table 1. The Scores of Reading Text The Pre-Test and Post-Test Group and Standard Deviation

No.	Control Class (y)	Pre-Test (y1)	Post-Test(y2)	D	d^2
1.	CC1	65	80	15	225
2.	CC2	65	95	30	900
3.	CC3	65	95	30	900
4.	CC4	65	85	20	400
5.	CC5	65	95	30	900
6.	CC6	60	80	20	400
7.	CC7	60	85	25	625
8.	CC8	60	95	35	1225
9.	CC9	60	95	35	1225
10.	CC10	60	90	30	900
11.	CC11	60	80	20	400
12.	CC12	60	85	25	625
13.	CC13	60	90	30	900

No.	Control Class (y)	Pre-Test (y1)	Post-Test(y2)	D	d^2
14.	CC14	55	95	40	1600
15.	CC15	70	95	25	625
16.	CC16	70	95	25	625
17.	CC17	70	90	20	400
18.	CC18	75	90	15	225
19.	CC19	75	90	15	225
20.	CC20	75	95	20	400
21.	CC21	75	85	10	100
22.	CC22	75	75	0	0
23.	CC23	75	90	15	225
24.	CC24	75	90	15	225
25.	CC25	75	95	20	400
26.	CC26	75	80	5	25
27.	CC27	75	90	15	225
28.	CC28	75	90	15	225
29.	CC29	75	90	15	225
30.	CC30	75	95	20	400
31.	CC31	100	75	25	625
Total		2.145	2.755		16.400
Mean Score		69.19	88.87	21.3	

Based on the pre test, it shows that one student got the lowest score (55) and 14 students got the highest score (75). For the post test one students got the lowest (75) and one students got the highest score (100). The average (means) score of the control group in the pre-test is (21.3) and the experimental group is (21.8).

Table 2. The Scores of Reading Text The Pre-Test and Post-Test Group and Standard Deviation

No.	Experimental Class (y)	Pre-Test (y1)	Post-Test(y2)	D	d^2
1.	EC1	90	100	10	100
2.	EC2	60	85	25	625
3.	EC3	65	90	25	625
4.	EC4	65	95	30	900
5.	EC5	60	90	30	900
6.	EC6	65	90	25	625
7.	EC7	65	95	30	900
8.	EC8	60	85	25	625
9.	EC9	65	95	30	900
10.	EC10	50	90	40	1600
11.	EC11	55	75	20	400
12.	EC12	55	75	20	400
13.	EC13	50	95	45	2025
14.	EC14	70	80	10	100
15.	EC15	25	95	70	4900
16.	EC16	75	95	20	400
17.	EC17	70	95	25	625
18.	EC18	75	90	15	225
19.	EC19	75	85	10	100
20.	EC20	70	90	20	400
21.	EC21	80	95	15	225
22.	EC22	80	100	20	400

No.	Experimental Class (y)	Pre-Test (y1)	Post-Test(y2)	D	d ²
23.	EC23	85	95	10	100
24.	EC24	85	90	5	25
25.	EC25	80	85	5	25
26.	EC26	80	95	15	225
27.	EC27	85	95	10	100
28.	EC28	90	100	10	100
29.	EC29	90	100	10	100
30.	EC30	65	95	30	900
31.	EC31	65	85	20	400
Total		2.150	2.825		19.975
Mean Score		69.35	91.13	21.8	

Based on the pre test, it shows that one student got the lowest score (25) and two students got the highest score (90). For the post test two students got the lowest (75) and four students got the highest score (100). The average (means) score of the control group in pre test is (69.19) and the experimental (69.35).

The t-test analysis is aimed to know whether there is the difference between the use of skimming technique, and without skimming technique towards students' reading skill.

a.) Derivation scores analysis of both group in the pre test and post test

$$\begin{aligned}
 Dy &= y_2 - y_1 \\
 &= 2.755 - 2.145 \\
 &= 610 \\
 Dx &= x_2 - x_1 \\
 &= 2.825 - 2.150 \\
 &= 675
 \end{aligned}$$

b.) Mean Deviation Analysis

$$\begin{aligned}
 dx &= \sum \frac{16.400}{31} \\
 &= 529.03 \\
 dy &= \sum \frac{19.975}{31} \\
 &= 644.35
 \end{aligned}$$

c.) T-test analysis

$$\begin{aligned}
 t &= \frac{dx - dy}{\frac{\sqrt{(\sum dx + \sum dy)^2}}{(Nx + Ny) - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)} \\
 &= \frac{675 - 610}{\frac{\sqrt{(\sum 675 + \sum 610)}}{(31 + 31) - 2} \left(\frac{1}{31} + \frac{1}{31} \right)} \\
 &= \frac{65}{\frac{\sqrt{1285} \left(\frac{2}{31} \right)}{60}} \\
 &= \frac{65}{\sqrt{(21.416)(0.06)}} \\
 &= \frac{65}{\sqrt{1.370}} \\
 &= \frac{65}{1.170} \\
 &= 55.6
 \end{aligned}$$

d.) The Score of df (degree of freedom)

$$\begin{aligned}
 df &= Nx + Ny - 2 \\
 &= 31 + 31 - 2 \\
 &= 60
 \end{aligned}$$

Therefore, the t-test value is (55.6) higher than value of the t-table at confidence level of 99% (0.05) is 2.00.

Thus, from the result above, the data were obtained from the students' achievement scores of the test of reading text. They were pre-test and post-test scores from both group, it was experimental and control group. The average score for the experimental group was 69.35 (pre-test) and 91.13 (post test). The average scores for the control group was 69.19 (pre-test) and 88.87 (post-test).

Looking at the students lowest and highest scores, the mean scores of both groups in the pre-test, it can be inferred that there is significant difference between the experimental class and the control class. The mean scores of the experimental group was 21.8 and the control group was 21.3. After getting different treatments, both the classess got the post test. It is used to know the result of the experimental . It was calculated with t-test formula.

Having been treated differently with skimming technique (experimental) and without skimming technique (control) group, the result shows that the t-test is higher than t-table. The post test score of the experimental class 21.8, while the control class is 21.3. After being calculated by t-test formula, the result show that the t-test is 55.6 while the t-table is 2.00. It means there is significant difference between the students ability in reading comprehensions after getting different treatments.

Interview Results

a. The Interview

1. What grades do you teach English in?
2. Have you ever use skimming technique in teaching reading in the classroom? If yes, how far you use it? If not, why?
3. What do you think about the use of skimming technique in teaching reading? Does it a good idea?
4. Do you have plan to use those technique in future? especially for teaching reading in the classroom.

b. The Interview Result

1. The English teacher taught English in two grades, they were in the tenth grade and the eleventh grade. Then for the tenth grade students, the English teacher taught in the seven social class program. Meanwhile for the eleventh grade students, the English teacher taught in the three and four science class program.
2. The English teacher of SMAN 1 Narmada never taught reading by using skimming technique because it was adjust with the material. The material given is still on 'suggestion' material, where that material is not much text that can be use for teaching reading with skimming technique.
3. The English teacher said that skimming technique is a good idea to improve students reading skill.
4. Yes, The English teacher have plan to use those technique in the future. This is because many kind of text found in the mid term or final test question,

CONCLUSION

Based on the findings and discussion presented in Chapter IV, therefore it can be concluded that:

1. Teaching reading skill by using skimming is more effective than teaching reading text without skimming, it is because there is a different mean score in both of the class.
2. The mean score of the experimental is (21.8) and the control class is (21.3). The result of mean score can be calculated with the formula with t-test formula than the reult is compared with the figure that is shown on the t-table. In calculating t-test scores is 55.6

while the figure that is shown on the t-table with 01 (99%) of significant level of $N_x + N_y - 2$ (31+31-62) is 2.00. So from the data shown before, it is concluded that the alternate hypothesis is accepted because the t-test is higher than the t-table. Moreover, the data shows that the skimming technique is effective in teaching reading skill in the eleventh grade students of SMAN 1 Narmada.

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