

The Effect of Skimming Method Towards Students' Reading Comprehension

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A B S T R A C T

This experimental research was carried out in the second semester of the English Education Study Program, Faculty of Teacher Training and Education, Universitas Pahlawan Tuanku Tambusai. This study aims to determine the effect of the Skimming Method on students' reading comprehension. The research methodology uses a pre-experimental design. The sample of this research is the second semester formed in one group using the Pretest and Post-test. Consists of 32 students. This study used a total sampling technique which involved all English Language and Education students in the second semester. The instrument used in this study was a reading comprehension test. Data were analyzed using the SPSS 16 program. Based on data analysis, the study showed that the average post-test score of experimental class students was 87.59 and the average pre-test score was 38.62. So the difference is 48.97. Data analysis showed a significance (2-tailed) $0.000 < 0.05$, which means that H_a is accepted. It can be concluded that there is an influence on the use of the Skimming Method on students' reading comprehension.

Key Words: *Skimming Method, Reading Comprehension*

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INTRODUCTION

Reading is an activity that will help you understand the content of reading. According to (Marleni & Pd, 2017). One of the various ways that people go about their daily routine of "making sense of the world" is by reading. However, people read literature for a variety of reasons, especially English-language texts. Many of them aspire to be able to read books for enjoyment, as part of their work, or for academic purposes. For their studies, students are required to read a text. In the text, they can get helpful information. A text was also read by the teachers. Information needs to be updated, especially in the educational sector. Skimming is reading a text rapidly to get the main points. When you read the newspaper, you most likely scan the material rather than reading it word for word. Three to four times faster than casual reading, skimming is done. When they have a lot of reading to do in a short amount of time, people frequently skim. When determining whether an article might be relevant to your research, use skimming. When skimming, a variety of tactics can be employed. (Marliasari, 2017).

Reading comprehension is a receptive skill where learners obtain and sort out the meanings of written texts composed by one or more authors. According to (Mogea, 2023). It is an ability to understand and grasp the meanings of words, sentences, and texts.

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Readers who demonstrate good reading comprehension skills can identify the main ideas that recognize supporting details, draw inferences, and derive conclusions from written texts. This ability is crucial for both academic and lifelong learning. According to (Yusuf et al., 2017) They also provided the procedure of the skimming method in the following three steps: 1) Read first sentence of paragraph. 2) Read last sentence of paragraph. 3) Read key words in between they further added two skimming patterns in the process. (Chrisbianto & Aeni, 2022) states that readers must master five indicator reading comprehension ability in order to completely understand a text. Among them are the following:

1) Vocabulary

Hedge observed that comprehension of word meanings or vocabulary is still another crucial aspect of reading comprehension that language learners will struggle with. When asked to comprehend the meaning of an English text—in this case, an explanatory text—most pupils typically struggle. If the teacher assigns the pupils to read and respond to an English text—in this case, an explanation text—they become perplexed as well.

2) Inference

Students are expected to understand the material in order to draw conclusions from the assertions in the text while drawing inferences. Because the statement's meaning is occasionally left out of the text, it might be challenging for students to draw conclusions. According to the interviews that have been conducted, it becomes even more challenging when students are required to compose and rearrange the text's conclusion.

3) Reference

The relationship between a grammatical unit—typically a pronoun—and another grammatical unit—typically a noun or noun phrase—is known as reference. The majority of students concur, while others claim that it is still very challenging and specific for them to detect references in an English book.

4) Main Idea

Students are expected to locate the book's primary idea while determining the main idea, therefore they should be aware of the subject matter included in the text. The majority of students claim that it is simple to identify a sentence's core concept. It's challenging because of the language itself. The majority of pupils struggle most with grasping the definition of an English word, as the researchers have previously stated.

5) Specific information

Students must locate the exact details or concepts that were discussed in the text in order to find the specific information. In order to identify certain bits of information like names and dates, it can be challenging for a student to see and differentiate between vital and unimportant information in the text. Words, phrases, and textual references. The majority of students find it simple to locate precise, in depth information in a text. However, pupils believed that it would be challenging to locate certain informational details in a lengthy document.

This research is crucial for enhancing educational strategies and improving learning outcomes. Skimming, as a reading technique, involves quickly scanning through a text to identify its main ideas, which can be especially beneficial for students in comprehending complex information efficiently. Understanding the impact of skimming on students' reading comprehension provides valuable insights into the effectiveness of this method in educational settings. The findings can inform educators about the best practices for incorporating skimming into teaching methodologies, potentially leading to the development of more targeted and engaging instructional approaches. Additionally, a comprehensive understanding of how skimming influences comprehension can

contribute to the ongoing efforts to tailor reading strategies to individual learning styles, fostering a more inclusive and effective learning environment for students.

METHOD

The research was carried out at second semester of English Language Study Program at University of Pahlawan Tuanku Tambusai. The population of this research was all the second semester students' English Language and Education at University of Pahlawan Tuanku Tambusai for the 2022/2023 Academic year. In this research use total sampling to collect sample data. The sample of the research was all second semester students of Language and Education at Pahlawan Tuanku Tambusai University with a total of 32 students', researchers selected all the population was sampled in this study.

The data collection instrument is in the form of a test as the main data, which first carries out a pre-test, treatment and post-test. Researchers used a reading test to determine the effect of the skimming method on students' reading comprehension. This test is in the form of multiple choices consisting of 30 questions, which in making the questions are based on theory according to the reading comprehension indicator.

There are several procedures in conducting this research: first, the researcher introduces himself in the second semester class and explains the purpose of the researcher being in that class. second, the researcher distributed the pre-test to each student to work on 30 multiple choice questions. The three researchers conducted 4 treatment meetings to explain reading comprehension and skimming. the three researchers distributed a post-test to students to work on as many as 30 multiple choice questions according to what was previously studied.

Researchers used quantitative research in the form of pre-experimental research. the steps in the quantitative pre-experimental method are the researcher collecting data. then, the researcher compared the two data, namely the pretest results and the post-test results with reference to the research problem formulation. Next, the researcher will choose the result that has improved the most between the two tests, namely that the student's post-test score has improved more than the pre-test. then the data was processed using SPSS version 16 and obtaining results from the data, the researcher drew conclusions.

FINDINGS AND DISCUSSION

In this research, there was one class that was used as the research sample. Researchers give tests to students. the researcher conducted tests before and after carrying out the treatment in the class, consisting of two types of tests, namely the pre-test, the test before being given treatment and the post-test, namely the test after receiving treatment. after obtaining the pre-test and post-test scores from the class, the researcher used the formula for student reading scores.

In the table of the formula above, it can be seen that the student reading comprehension score is categorized as "excellent" if the score is 85-100. Meanwhile, the student speaking skill scores is considered as "very good" if the score is 75-80. Then, when the student reading comprehension score is 70-65, the score is assumed as "good". Then, went the student reading comprehension score is "65-70", the score is assumed as "fairly good". Went the student reading comprehension score is "60-65", the score is assumed as "fair". went the student reading comprehension score is "55-60", the score is assumed as "Very poor". went the student reading comprehension score is "40-45", the score is assumed as "poor". But when the score is less than 45, it's categorized as "fairly poor".

Table 1. The Categorizing Formula

No	Classification	Score
1	excellent	85 - 100
2	very good	75 - 80
3	good	70 - 75
4	fairly good	65 - 70
5	fair	60 - 65
6	very poor	55 - 60
7	poor	40 - 45
8	fairly poor	0 - 45

The Categorization of Experimental Group's Pre-Test Score

The purpose of the pre-test for the experimental group was to determine students' reading ability scores before the researchers gave treatment. The results show that students have different reading levels based on the scores that have been collected. After categorizing the reading comprehension scores of the experimental group from the formula, the frequency received, for the "fair" category, resulted in 12 students, and 20 for the "poor" category and for the "good" and "very good" categories was 0. In percentage form, the results research shows that the "fair" category reaches 37.5%, for category "poor" by 62.5% and "very good" by 0%. Considering the data above, it can be seen that for students' reading comprehension on the pretest scores of the experimental group, most of the scores were at a poor level.

Table 2. The Categorization of Experimental Class Pre-Test Score

Pretest Experimental				Valid Percent	CumulativePercent
	Frequency	Percent			
Valid	fair	12	37.5	37.5	37.5
	poor	20	62.5	62.5	100.0
	Total	32	100.0	100.0	

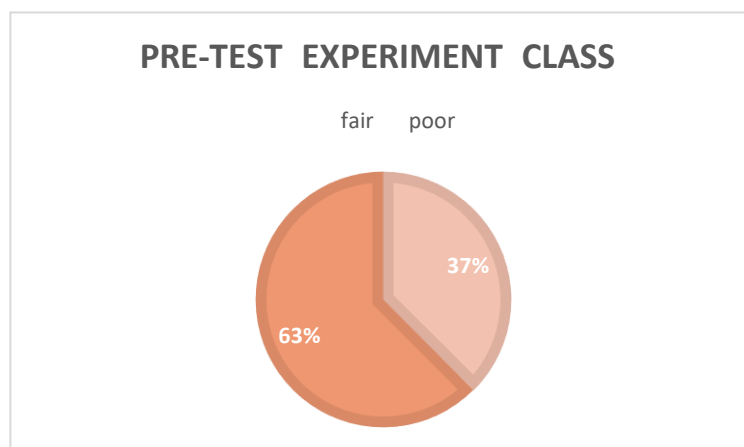


Figure 1. The Categorization of Experimental Class Pre-Test Scores

The Categorization of Experimental Group's Post-Test Score

To find out the score of students' reading comprehension after treatment in the experimental group, a post test was carried out. Usually, the scores are better than the pre-test scores. Judging from the students' post-test scores, it can be seen that there has been an increase in reading comprehension scores. Data on students' reading scores from the experimental group were obtained after using the formula, the results showed that the total number of students who received the "excellent" category produced 22 students, then received the "very good" category, resulting in 10 students. In percentage form, the research results show that the "excellent" category reaches 68.8% as the highest percentage and the "very good" category is 31.2%.

Table 3. The Categorization of Experimental Class Post-Test Score

Posttest Experimental				Valid Percent	CumulativePercent
		Frequency	Percent		
Valid	excellent	22	68.8	68.8	68.8
	very good	10	31.2	31.2	100.0
	Total	32	100.0	100.0	

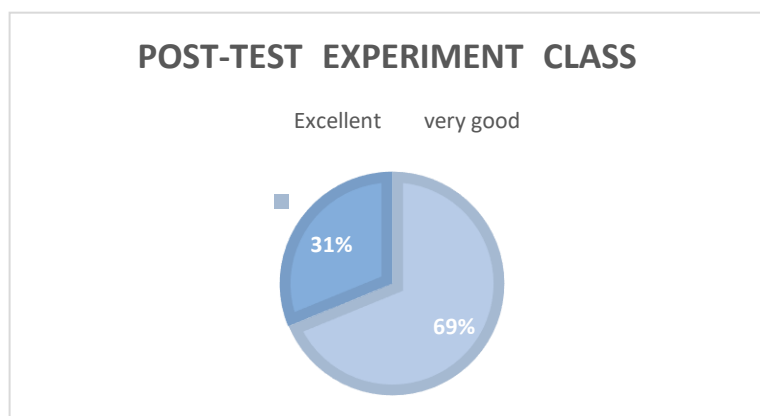


Figure 2. The Categorization of Experimental Class Post-Test Scores

In discussing this research, the researcher analyzed the data obtained using SPSS 16 with the chosen formula "How is the influence of the skimming method on students' reading comprehension in the second semester of the English language education study program at Pahlawan Tuanku Tambusai University". The researcher found that there was evidence that supported the hypothesis that the researcher formulated previously. The proof is in the form of numerical data based on the analysis process. Data collection was carried out before (pre-test) and after (post-test) conducting experiments in the second semester using the skimming method. Researchers carried out analysis tests consisting of normality tests, validity tests, reliability tests and hypothesis tests. The normality test is used to test whether the data distribution is in accordance with the normal distribution or not.

The first result, a normality test result showed that SPSS normality test can be done with the One-Sample Kolmogorov-Sminov Test. The sample in this study consisted of one class. Therefore, the researcher uses the One-Sample Kolmogorov-Sminov Test to determine whether or not the data is spread. The normalcy value with sig (2-tailed) is 0.230 according to table 4.4 above. Therefore, $0.230 > 0.05$. The data is regularly distributed if it is bigger than 0.05. Since the significance is greater than 0.05, it may be said that the data are regularly distributed. The second result, the validity of the instrument is good because it is in accordance with the validity of the content and construct validity, and has been consulted with experts (the author's supervisor). The third result is the reliability analysis showing that the instrument used in this study obtained a high level of reliability (0.488) and the final result of the hypothesis test shows that there is a significant difference in reading comprehension using the skimming method in the second semester. In the paired sample test, the significance (2-tailed) count (0.230) is less than 0.05. It can be concluded that H_0 is rejected and H_a is accepted. H_0 said, "There was no effect on students' reading comprehension using the skimming method in the second semester class. Thus, H_a who said, "There is an effect on students' reading comprehension by using the skimming method in the second semester class" is accepted.

From the findings of this study, researchers found that students who taught using skimming method can achieved superior reading comprehension results in English sessions. The study's findings demonstrate that using the skimming technique can increase students' engagement, making it simpler and quicker for them to find the answers to questions, and motivate them to learn. 32 students who participated in the pre-test and post-test classes provided the data, which were then compiled.

The purpose of this study was to investigate the effect of skimming method towards students' reading comprehension. This shows the results of using the skimming method to teach reading comprehension. Researchers used the t-test, the results of the t-test, sig 0.000 < 0.05. So, there is an effect for students. Where the experimental class after being given treatment experienced a big change compared to before being given treatment. Moreover, the post-test experienced more improvement than the pre-test. It can be concluded that there is a positive effect of the use of the skimming method in the second semester of English language and education study program at University Pahlawan Tuanku Tambusai. According (Siahaan & Pangaribuan, 2022) explained that skimming is process of reading in high speed or quickly to get the information trough lots of materials reserved, it aims to avoid in wasting most times. The readers look for and seize upon words that appear to give the main meaning. After learning the skimming technique, students perform better on reading comprehension tests, which can help English lecturers keep their students' interest while also making it simpler for them to comprehend the reading and respond to questions. Finally, it can be said that students in the English study program's second semester have significantly different reading comprehension levels at University Pahlawan Tuanku Tambusai after they are taught the use of the skimming method.

CONCLUSIONS

Experimental research in this study was conducted on second semester students of the University Pahlawan Tuanku Tambusai study program in June 2023. The purpose of this study is to ascertain how the skimming technique affects students' reading comprehension during the teaching-learning process. According to the data analysis and discussion's findings, there is a considerable impact on students' reading comprehension following the use of the skimming approach.

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