

**THE EFFECTIVENESS OF SKIMMING TECHNIQUE ON
STUDENT'S READING COMPREHENSION OF 10TH GRADE
STUDENTS OF TOURISM DEPARTMENT IN SMKS NW
SANGGENG IN THE ACADEMIC YEAR OF 2022/2023**

By:

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ABSTRACT

This research aims to 1). To identify the influence of the skimming technique on students' reading comprehension. 2). To determine how much improvement in students' descriptive text comprehension ability after learning to use the skimming technique. This type of research is experimental research, specifically pre-experimental research using the One Group Pre-test Post-test Design. The population is 39 students in class X tourism in semester 1. The sampling technique used is simple random sampling, and the instrument used is multiple choice consisting of 20 questions. The test results were the average pre-test and post-test scores of 20 students. The average pre-test score is 52.25 with the lowest score of 35, the highest score of 75, and the average post-test score is 74.50 with the lowest score of 55, the highest score of 90. The results of the data analysis were calculated using the t-test in both tests with a significance of 5% and obtained a T-count of 8,468, and a T table of 1,729, that means that H₀ was rejected and H_a become accepted, so it may be concluded that there has been a growth in students' reading comprehension in the application of the skimming method in class X.A SMK NW SANGGENG.

Keywords: descriptive text, skimming technique

INTRODUCTION

In today's era of globalization, which presents both opportunities and challenges, English language is essential in our daily lives. Most electronic devices use it in their manual, even informations on social media. It can be said that, if anyone wants to communicate with

other people, they must master English well and Indonesia is one of the examples. As states by Amrullah (2015:130), “English has a very important role in lives of the Indonesians. Being fluent in English is a prerequisite for one's further educations, career interests, opportunities, and economic potentials.” In Indonesia’s education system, English is essential in our daily life. Because English is the language of instruction used as a communication tool, this communication can occur in an environment where cooperation and shared interest are diverse, especially in tourism.

Reading is essentially a process to build meaning from a message conveyed through writing. Reading is one of the language skills in addition to listening, speaking and writing skills. Reading skills can be learned in various ways, while the way taken must be in accordance with the goals to be achieved in accordance with the learning objectives. Therefore, reading learning needs to be done as effectively and efficiently as possible so that reading skills increase. Therefore, teachers are required to

be more creative in using learning techniques so that students can understand the context of the reading being taught. The technique chosen must be in accordance with the needs, so that learning activities and the use of these techniques run according to learning objectives.

Based on interviews with one of the English teachers and direct observations by the researcher at SMKS NW Sanggeng, the learning model used in English learning in schools is dominated by a direct instruction model. The teacher also explained that this model is actually used in classroom situations with large numbers of students, short learning time, and where students easily understand concepts. But in reality, every student differs in their ability to understand concepts. Students' reading ability is still lacking because students have difficult times reading texts since their mastery of English vocabulary not adequate.

These problems are due to several obstacles, namely 1) Schools already have the facilities and infrastructure of the studying procedure but have not been utilized optimally, 2) Schools do not have the facilities and infrastructure for the learning process at all, 3) Schools already have facilities and infrastructure but do not have a good place and have not met sufficient quality and quantity. For these reasons, a learning model is needed that is able to accommodate and overcome these problems. These things cause students to feel bored and the acquisition of understanding of concepts is still felt to be lacking, and students' English scores are still lacking.

From the issues above, the researcher was interested in making a solution by applying a speed-reading technique to make the students recognize what is implied inside the reading, quickly and efficiently with satisfactory results. The selection of the proper technique will affect the students' capability to read and apprehend texts. The method utilized by the teacher in sporting out the studying procedure in the study room does not permit students to have interaction with the instructor. Many students still do not understand the content of reading therefore it is necessary to apply a technique that teachers can use in speed reading, namely the skimming technique. According to Susanty (2018), skimming techniques can improve students' reading and understanding abilities. Insiah (2019), also says that skimming could improve students' reading comprehension.

RESEARCH METHOD

This field research, particularly research that was performed by means of going directly into the field to examine the impact of making use of the skimming method on English subjects at SMKS NW Sanggeng. A quantitative approach was used on this research. A quantitative approach is a form of research wherein the data is in the form of numbers, and statistics is used to complete the analysis.

In this research, the experimental method was used to determine the effect of applying skimming techniques on English subjects at SMKS NW Sanggeng. The design used in the One Group Pre-Test Post-Test design is research done on only one research sample without the control group, there's only the experimental group that received a pre-test, treatment, and a post-test. The design can be described with table below.

Table 1. One Group Pre-test and Post-test Design

Group	Pre-Test	Treatment	Post-Test
Class	O ₁	X	O ₂

Descriptions:

X: treatment using Skimming Technique on student's comprehension

O₁: Pre-Test on Class

O₂: Post-Test on Class

Before giving the treatment, the experimental class was given a pre-test first, then proceeded with giving treatment, then the post-test was carried out, and the results were compared with the pre-test so that the distinction among the pre-test and post-check scores became obtained.

This study compared the dependent variable before and after treatment. The dependent variable in this research is the process and outcome of the English subject at SMKS NW Sanggeng Kelebu Praya Tengah. In comparison, the independent variable in this research is using the skimming technique in learning English. The population in this research were all students of class X SMKS NW Sanggeng, totalling 39 students.

The sample from this research was obtained using *simple random sampling*, which is a sampling technique by taking samples from the population randomly from the students of class X SMKS NW Sanggeng. The data analysis technique in this study is a descriptive quantitative analysis approach using t-test to determine whether there was a difference between the average data results before and after treatment, so that it can be stated whether or not the treatment had an effect. Prior to the analysis, a prerequisite test was carried out, namely the normality test as a condition for the research to be carried out. Data analysis in this study was assisted by SPSS software.

The test instrument test uses a set of multiple-choice questions with a total of 20 items and was distributed on 20 students of class 10 on SMKS NW Sanggeng. These questions items were used for the pre-test and post-test questions. The items in the test must meet several criteria as a good test. Before the research was carried out, a test instrument trial was conducted by the advisory lecturers of the researcher in University of Mataram for the testing of item's validity and reliability.

FINDINGS AND DISCUSSION

Data on learning outcomes were obtained through a post-test given in class X of SMK NW SANGGENG. The pre-test and the post-test was given with the aim to find out the influence before and after the skimming technique to class X SMK students. Based on the results of the research, the following data were obtained:

Table 2. Pre-Test and Post-Test Scores
PRE-TEST AND POST-TEST SCORES

NO	STUDENT NAMES	PRE-TEST SCORE		POST-TEST SCORE	
		TRUE	SCORE	TRUE	SCORE
1	Bq. Hulwatun Salwa	9	45	16	80
2	Halwaini	15	75	18	90
3	Indra Irawan	7	35	14	70
4	Irwan Efendi	14	70	17	85
5	Khaerunnisa	7	35	17	85
6	Leli Optiani	8	40	13	65
7	Lepi Saputra	8	40	11	55
8	Lismi Harti	9	45	15	75
9	M. Rendi	12	60	15	75
10	M. Rio Hamdani	13	65	14	70
11	M. Hapipudin	8	40	12	60
12	Nazmi Khalid	12	60	14	70
13	Nur Asiah	11	55	14	70
14	Nursinta Sapitri	9	45	12	60
15	Saupi Hayani	12	60	16	80
16	Sintiani	9	35	16	80
17	Suci Rahmadita	15	75	18	90
18	Tio Saputra	13	65	16	80
19	Ulfa Hasani	9	45	13	65
20	Ziana Mely Handini	11	55	17	85

It was apparent that the latter's score is higher than the former. Figure 4.1 below explains the difference between the two:

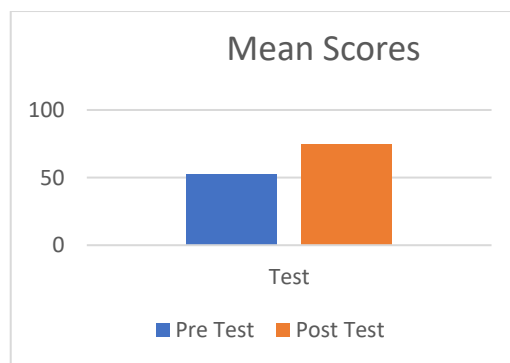


Fig. 1. Pre-Test and Post-Test Scores

There are several factors that have caused an average difference between pre-test and post-test results, one of which is the skimming technique. Skimming technique is one of the techniques in speed reading technique where this technique is used to find the main idea of a text by not reading the entire text but traveling from one part to another to find out the main thoughts of the topic being read. That way it can determine what the content of the reading is and which ones need to be read further in detail. This technique has helped to read faster than normal reading thus being able to more efficiently time to answer other questions.

The approach that the researcher use to support skimming technique is a scientific approach with question-and-answer methods, discussions, and interviews. Learning begins with orientation, namely by praying, preparing students physically and mentally in starting learning then continued with the perception of the material that has been taught previously and asking students about the difficulties that students have experienced. Providing motivation to students is carried out in order to foster students' enthusiasm for learning so that students become more enthusiastic in learning, because at SMK NW SANGGENG according to the results of interviews with teachers, most students come from less harmonious family backgrounds.

Entering the core activities begins with literacy activities, namely looking at observing, reading, writing, and listening, skimming techniques are used in this literacy activity, namely in reading activities, the researcher teach how skimming techniques so that students can more easily find concepts from a reading. Furthermore, identify the problems that students find in literacy activities using skimming techniques. At the end of the core activity, the researcher asked students to discuss with their desk mates to discuss their shortcomings and share the main knowledge gained by the students. In the closing activity, the researcher asked students to make a resume about the text of the description given to find out the use of the skimming technique that can be used by students.

The researcher found that students who had learned to use skimming techniques could obtain better results in reading comprehension in English lessons. The results showed that the application of skimming techniques can make students feel easier and faster to find answers to given questions and more motivated in the learning process. The data results were taken from 20 students in the pre-test and post-test classes.

Table 3. Paired Sample Test

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower		
Pair 1	PRE-TEST - POST TEST	-22.250	11.751	2.628	-27.750		
Paired Samples Test							
		Paired Differences		t	df	Significance	
		95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Upper					
Pair 1	PRE-TEST - POST TEST	-16.750		-8.468	19	<,001	<,001

The test output of paired samples as shown in table 4.4 shows the results of this study using SPSS. The mean in the column aims to find out the average score before and after students are taught using skimming techniques. The average finding from the pre-test and post-test was -22,250. A Negative Sign (-) indicates that the posttest average is higher than the average pre-test. The result of the next column of the standard deviation is 11.751, while the mean of the standard error is 2.628. paired samples test has two values for difference; the lower one is -27,750 and the upper one is -16,750. The result t is -8,468 with the degree of freedom (df) being 19 and sig. (2-tailed) is .015

The researcher use these values as a reference basis in calculating table values in the table statistical distribution, so the choice of the basis for making decisions above can be

rejected. So H_0 is rejected and H_a is accepted. So, it is undeniable that there is a difference in average scores between pre-test and post-test learning outcomes, this means that there is an increase in students' reading comprehension in the application of skimming techniques in class X.A SMK NW SANGGENG.

From the above statement, it can be concluded that reading comprehension in the application of skimming techniques is very important and makes it easier for students to answer questions and determine the main ideas of reading materials given, as in the research by (Noor, 2019) "Improvement of speed-reading skills with skimming technique" It can be concluded that skimming techniques have been very helpful and have made it easier for students to improve students' reading comprehension. Thesis by Al-Ghozali (2020) on "Skimming Techniques to Improve Student Understanding in Reading Learning in Class IV Elementary Schools" This study obtained the results, namely 1. Skimming techniques to students' reading skills while learning in the classroom because it has been proven to positively impact the effect of applying skimming techniques on students' reading ability to understand the content of the reading text. 2. Able to increase enthusiasm and high motivation. By applying this skimming technique in learning, students become more interested, faster, and challenged because they have to compete with each other. In addition, students' scores on the post-test are higher than students' scores on the pre-test. That is, the application of skimming techniques in reading comprehension has had a good impact on the achievement of the teaching and learning process for English lessons. Students' reading comprehension achievement improves after being taught skimming techniques and this has been able to help English teachers to increase students' interest in learning and has made it easier for students to understand reading material and answer questions. Finally, it can be concluded that there is a significant difference in students' comprehension reading achievement in the classroom after being taught the use of skimming techniques.

CONCLUSIONS

Based on the results of data analysis and discussion of results in the previous chapter, the researcher found that teaching materials by applying skimming technique is effective for improving students' reading comprehension. This is evidenced by the average score of student learning achievement before and after being given treatment increased from 52.25 to 74.50. It was better than before. Based on the results of the study, skimming techniques are important for students. This shows that the use of skimming techniques is effective to be applied in the English learning process, especially in reading comprehension, as evidenced by the t -test (8.468) higher than the t -table (1,729).

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