

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
SKIMMING TECHNIQUE AT THE ELEVENTH GRADE OF
SMAS TAMAN SISWA BANDAR LAMPUNG IN
ACADEMIC YEAR 2021/2022**

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Abstract: This research was aimed to improve students' learning activities and the students' Reading Comprehension through Skimming technique. The subject of the research consisted of 24 students. This research was conducted by using classroom action research. It consisted of two cycles. There were four steps in each cycle of the research; planning, action, observing and reflection. The findings of this research showed improvement from the cycle I and cycle II. The writer found that the average score of students who passed the Minimum Mastery Criteria in cycle I was 41.67% while in cycle II was obtained 75.00% or 18 from 24 students who passed the criteria. The students' learning activity was also increased from the first cycle 6.0% while in the second cycle 7.50% which categorized as active. Therefore, it can be concluded that the implementation of Skimming technique was successful to improve the students' reading comprehension and the students' learning activity at the tenth grade of SMAS TamanSiswa Bandar Lampung in academic year of 2021/2022.

Keywords: *Skimming Technique, Reading Comprehension, Hortatory Exposition*

INTRODUCTION

Reading is one of the four-primer skills in language learning. And also reading is a skill that is taught to students in junior high school and high school. Students at that level must be able to understand the meaning of short functional

texts and simple essays, according to the present English subject curriculum.

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or

books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Reading comprehension is a receptive skill that involves the reader attempting to comprehend a written text. Understanding instructions through text is also a part of reading comprehension. A writer uses written words to express their thoughts, ideas, and feelings. The tactics and procedures of comprehension will influence the reader's understanding of the reading material.

Reading comprehension is a process of constructing meaning that involves written language by interpreting textual information based on prior knowledge and experience using appropriate and efficient comprehension strategies (Snow, 2002:11, Johnson 2008: 110).

Comprehension has the same meaning as understanding. When the readers read a text, they need to comprehend what the writer tells about. Comprehension here was the capacity to grasp meaning from the writer's idea in a text. Mikulecky and Jeffries (2007: 74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.

To improve students' in learning reading, teachers must be able to find interesting strategies. Therefore, students will enjoy reading. To overcome the problems above, the researchers introduced a reading strategy, using a "Skimming Technique". Skimming is used when people are not so interested in a comprehensive understanding, but instead trying to find the main points and main details.

According to Brown (2004) explains that skimming is the process of quick coverage of reading matter to establish its gist or main idea. In this technique, a reader takes the main idea from the material without reading the whole sentence or all the word in the text. In the practice of skimming, the reader should focus on the ideas and skip the unimportant words or sentences, marginal and unimportant part. In the skimming strategy, the readers are looking for the gist and what is the writer's message in the text without reading details of the text.

Furthermore, Beale (2013: 2) states that Skimming refers to searching for general or main ideas only. Skimming is used when people are not so interested in a comprehensive understanding, but instead trying to find the main points and main details. Of course, they will find very Difficult to identify the main idea of a

paragraph, and very difficult. Getting them to understand the content of the text.

Considering the topic of this thesis is about reading, the researcher thinks that using texts is more appropriate in teaching reading because text and reading are strongly connected. As stated in the curriculum, hortatory exposition is one of the materials that is taught to the students. Hortatory exposition text is one kind of non-fiction text. It is included in the persuasive text in the form of exposition.

According to Siahaan & Shinoda (2008: 101) hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. It is the aim of hortatory text that is to persuade the reader that something should or should not be the case. In hortatory exposition text, the writer put some argumentation to strength their opinion or idea. The argument or reason is to support the opinion that usually discusses the current issue surround us which the argument based on the fact or theory.

Based on my pre-research at SMAS Taman Siswa Bandar Lampung in class XI, when the researcher interviewed one of the class XI teachers named (Miss Masriyanti), there were several problems with students' reading comprehension. The teacher said when teaching reading in class she gave some practice and then they did it

but the problem was they didn't know the meaning and couldn't read the text. Their important problem is the lack of vocabulary, so they find it difficult to translate the text. Then students have difficulty finding the main idea and make them confused. Therefore, using skimming technique, students can easily find the main idea of a text without having to read the entire text. Because skimming techniques will help students solve reading problems, especially finding the main idea.

Based on the background of problem above, this writer decided to solved the problem by conducting Classroom Action Research (CAR) to complete the problem. It used two cycles to implement Skimming technique in teaching and learning process. It is expected to be used for teaching reading and could provide the result on the implementation theory based on the problem that arise in teaching and learning activity. Moreover, the result of this research are expected could extend theories and a reference for next studies related to Skimming technique in improving students reading comprehension.

METHODS

In conducting this research, the writer uses descriptive quantitative method.

This means that the authors review that there is an increase in the use of students after the Skimming Technique. The author uses Classroom Action Research (CAR). Classroom Action Research is research conducted by the teacher in the classroom itself through self-reflection, with the aim of improving performance as a teacher so that student learning outcomes will increase. Murcia (2001:490) states that Classroom Action Research (CAR) is an approach to collect and interpret data that involves clear and repeated cycles of procedures.

RESULT

1. Result of Data in Cycle I

The result of students' reading comprehension test showed that the implementation of Skimming technique can improve students' reading comprehension at the eleventh grade of SMAS Tamansiswa Bandar Lampung. It can be concluded by analyzing the students' score before the research and students mean score of each cycle. The data from the cycle 1 of students learning reading outcome, can be seen in the table below.

Table 1
The Result of Reading Test in Cycle I

No	KKM	Cycle I		Information
		The number of students	Completeness	
1	≥72	10	41.67%	Completeness
2	<72	14	58.33%	Incompleteness

The successful criteria of classroom action research are as follows:

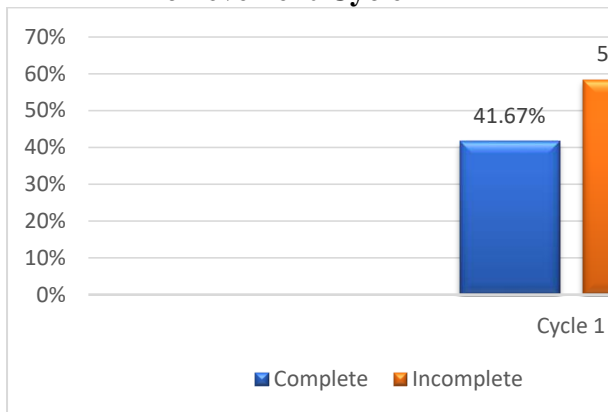
Table 2
The Criteria of Students' Learning Achievement

Range of Score	Category	Criteria
>8.00	Very high	Complete
7.50-7.99	High	Complete
7.00-7.49	Fair	Incomplete
6.00-6.99	Poor	Incomplete

Adapted from Aqib, et al (2011:270).

Based on the result of cycle I and the criteria of students' learning achievement that was 41.67%, it can be concluded that the complete result was on the less qualification and unsuccessful criteria. In addition, the writer presents the result in form of diagram as follows:

Diagram 1
The Result of Students' Learning Achievement Cycle 1



Based on the diagram above, it is clear that the use of Skimming technique was unsuccessful because it was just obtained 41.67% of complete criteria while the criteria of successful at least 72% students who passed the Minimum Mastery Criteria (KKM).

2. Result of Data in Cycle II

The use of Skimming technique in cycle II was successful because it gained the success criteria of learning outcomes. The students could collaborate well in doing their task and they could comprehend the text faster because the writer changed some ways of teaching. Data from the cycle II of the students learning reading outcomes can be seen in the table below:

Table 3
The Result of Reading Test in Cycle II

No	KKM	Cycle III		Information
		The number of students	Completeness	
1	≥70	18	75.00%	Completeness
2	<70	6	15.00%	Incompleteness

The successful criteria of classroom action research are as follows:

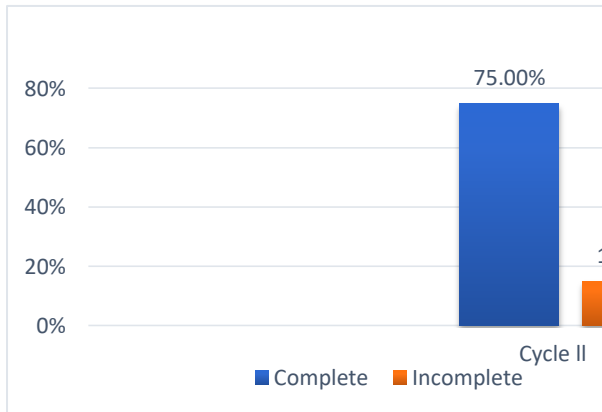
Table 4
The Criteria of Students' Learning Achievement Cycle II

Range of Score	Category	Criteria
>8.00	Very high	Complete
7.50-7.99	High	Complete
7.00-7.49	Fair	Incomplete
6.00-6.99	Poor	Incomplete

Adapted from Aqib, et al (2011:270).

Based on the result of cycle II and the criteria of students' learning achievement, it can be concluded that the complete result was on the good qualification and successful criteria. In addition, the writer presents the result in form of diagram as follows:

Diagram 2
The Result of Students' Learning
Achievement Cycle II



Based on the diagram above, it is clear that the use of Skimming technique was successful because it was obtained 75.00% and it gained the successful criteria that at least 72% students who passed the Minimum Mastery Criteria (KKM).

DISCUSSION

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Based on the data analysis, it can be seen that there were improvements from

the cycle 1 and II. Both of students' reading comprehension and students' learning activity were improved in each cycle. It showed that at the first cycle the students' reading comprehension skill was on the unsuccessful criteria, and so at the second cycle the students' reading comprehension was on successful criteria because it gained at least 72% from the total students could passed the Minimum Mastery Criteria. The students' learning activity was also improved from 6.0 to 7.5 which means that from less active to quite active then active. It is supported by Brown (2004) explains that skimming is the process of quick coverage of reading matter to establish its gist or main idea. In this technique, a reader takes the main idea from the material without reading the whole sentence or all the word in the text.

The writer did the research at 2 cycles with the material of hortatory exposition text. The process of teaching learning at the first cycle was not satisfied because the students were not too active to follow the writer's instruction, while in the second cycle they got the lesson well and could comprehend the text well. According to Hancock in Galingging R.M (2020), in skimming a reader read the introductory information, the headings and subheadings, and the summary, if it's provided. When the students get the message or the material, the first thing that

they will read is the introduction of the text and then go on the next paragraph until they get the meaning of the text. The students were active and their score of reading test were also good.

Therefore, the implementation of Skimming technique can improve the students' reading comprehension and their learning activity. This result related with a theory stated by Mikulecky in Galingging R.M (2020) states that skimming is an important skill because students can save times; students can quickly decide what to read and what not to read. There is a well correlation between prior knowledge and reading comprehension. Activating relevant prior knowledge is effective to make learners improve their comprehension.

In the end of discussion, the writer would say once again that Skimming technique can be used for the teacher who wants to conduct the research or wants to teach the students with simple strategy. This technique was proved by several researchers in any kind of school levels. And all of the result was good. It is similar to the research conducted by Rona Masdelima Galingging in 2020 entitled "Improving Students' Reading Comprehension by Skimming Technique". The result of research showed that by applying Skimming technique they became more active. Therefore, the writer would

like to inform that this technique is really useful. It was easy to be taught and make the students activate their prior knowledge to the text given.

CONCLUSSION

The writer conducted the research of teaching reading comprehension at the eleventh grade of SMAS Tamansiswa Bandar Lampung by using Skimming technique and it was obtained the conclusions as follows:

1. Skimming technique can improve students' reading comprehension, it can be concluded because after doing the research of classroom action research in teaching reading comprehension by implementing Skimming technique, the research with Skimming technique can improved students' reading comprehension at eleventh grade of SMAS Taman Siswa Bandar Lampung in cycle II the students' doing the test more confident because they knew about the material more clearly. Based on the reading test in cycle 2 was obtained the target on Minimum Mastery Criteria by using Skimming technique, it was above 75.00% of the students' could passed the minimum criteria and it was on successful category.
2. Skimming technique can improve students' learning activities at eleventh

grade of SMAS Taman Siswa Bandar Lampung in cycle 1 the students were not really interested to follow the classroom activity because they were confused with the steps of Skimming technique and also they was shy to come in front of the class when the researcher asked them. Therefore the researcher conducted second cycle. In cycle 2 the students' more active and confident to retell their ideas with the whole of students in front of class. It also could be seen from the result of students learning activities in cycle 1 and cycle 2 based on the observation checklist. In the cycle 1 the outcome was on average score with the poor criteria. Then at second cycle it was obtained with good criteria. So, from the explanation above the writer concluded that there were improvement both in students reading comprehension and learning activities. It showed that Skimming technique can improve students' reading comprehension and students' learning activities.

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