

## The Effect of Using Skimming Technique on Students' Reading Comprehension at SMAN 2 Karimun

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### ABSTRACT

*This research was conducted to know the average score of students' reading comprehension before and after being taught by using Skimming Technique and to examine whether there is a significant effect of Skimming Technique on students' reading comprehension. This research was a pre-experimental design with quantitative approach. The population of the research was students of the eleventh grade at SMAN 2 Karimun. By having purposive sampling, the sample was class XI IPS 4 with a total of 30 students. The researcher used reading test in collecting the data. In data analysis, the researcher used non-parametric test. However, the data were interpreted by using Wilcoxon on the SPSS version 26.0 program. The result showed that the mean score of the students after being taught by using Skimming Technique (80.17) was higher than before being taught by using Skimming Technique (53.83). In conclusion, the use of Skimming Technique shows a significant effect on the students' reading comprehension at SMAN 2 Karimun.*

**KEYWORDS:** Teacher Preparation, Integrating ICT, Innovative English Classroom.

### 1 INTRODUCTION

Reading skill is one of the important thing in English. Because people will know all the information in the world by reading well. Neufeld (2005) argues that comprehension is the process of building a supportive base for a text. He added that comprehension includes two important characteristics: being actively involved in the text and using the right background knowledge to interpret the text.

In reading process, students are not only read the text but also to understand what the context and comprehend the purpose of reading itself. That's why reading comprehension is necessary for student to always upgrade and improve. Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including "decoding, word reading, and fluency along with the integration of background knowledge and previous experiences" Klinger & Geisler (2008).

According to Kate Nation & Philip Angell (2006) states that there is no doubt that reading comprehension is a complex process. To understand text, words need to be recognized and their meanings accessed, relevant background knowledge needs to be activated, and inferences must be generated as information is integrated during the course of reading. In addition, control processes are needed to monitor both ongoing comprehension and the internal consistency of text, allowing the reader to initiate repair strategies (for example, re-reading) if comprehension breakdown is detected.

However, reading comprehension skill is not easy for English as a Foreign Language. According to Pan et al. (2003) “some aspects affect student understanding; the first is prior knowledge, the second is world knowledge, the third is cultural knowledge, the fourth is subject knowledge, and the last is language knowledge. In conclusion, reading is difficult for EFL students. Because they have to comprehend all of the linguistics aspect, such as some new words and structure which are completely different from their native language.

State Senior high school 2 Karimun is one of Senior high school in Indonesia that applies 2013 curriculum as its guidance and learning process. As the educational policy, English is one of subjects that be the compulsory subject which taught once in a week in 2 x 40 minutes for each meeting. As the compulsory subject, English should be mastered by the students with the four main skills. Since there are four main skills in English, Reading skill is the important part to be mastered by students. Based on National Standard Council (BSNP) for the 2013 curriculum, reading is one of the indicators of students' success in learning English. Based on the curriculum of state Senior high school 2 Karimun, The standards competence of of reading english is refers to the capability of students to understanding short functional text meaning and simple essays in the text types: descriptive, recount, narrative, and procedures in daily context and to gain science.

Based on the writer's preliminary study of the second-grade students at Senior high school 2 Karimun by doing pre-observation to the students, the researcher interviewed the English teacher and find out that students' lack of background knowledge such as main idea, vocabulary and inference; students' lack of vocabulary; students' have difficulty to process the information in reading; students' less interesting in reading; students difficulty in pronunciation. On other side those problems above also can be caused by the inappropriate technique that the teacher uses in classroom. This is proven with the information that the researcher obtained from the teacher by interview. In teaching reading, the teacher used pair group discussion.

### **Aspects of Reading Comprehension**

According to Burns, Roe, and Ross in Teaching Reading in Today's elementary schools (1984), the aspects of reading are explained that reading act has two components, they are reading process and reading product. They conceit that the product of reading act is the consequence of utilizing certain aspects of process in an appropriate sequence. The product of reading is the communication of thoughts and emotions by the writer to the reader, the reader's understanding of ideas that have been put in print by writer.

There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read, they must develop skills in all five of these areas in order to become successful readers.

### **Difficulties in Reading Comprehension**

To Lovett, Steinbach and Frijters (2000), reading difficulty is characterized as individuals' inability to grow "rapid, context-free word identification skill. To investigate the reasons of reading difficulties, Hartney (2011) stated that most problems of today's adolescents and adults are because of problems that might be neglected or avoided in their childhood.

Besides, other factors like one's socio-economic status, domestic environment can have impact on reading Dickenson and Neuman (2006). They also stated that low reading levels and practices of parents can lead to reading failure. Reading can be affected by reading habit and use of digital equipment. Studies showed that reading habit started at a young age can create a good impact on reading and it is effective for academic success too Akarsu and Dariyemez (2014). Findings also showed that participants were influenced by media and technology but what kind of problems they might face was not discussed in the paper. Vocabulary, another important area of language, is related to reading habit, reading comprehension.

### **The Procedure of Using SKIMMING Technique**

According to Mikulecky and Jeffries (2007) in Patmawati (2015), there are five procedures to skim a text. They are: first, read only the words that will help you get the sense of the text. Second, read the first sentences or paragraph quite carefully. Third, look at the beginning of each paragraph, may be read a few words, read in the middle of paragraph, since usually the topic sentence is at the beginning though sometimes it may be at the end. Four, skip some paragraph that is not important. And the last, read the last paragraph more carefully.

Furthermore to Arundel in Reading and Study Skill Lab (1999) in Patmawati (2015), there are seven steps in applying skimming strategy as follows:

- 1) Read the title, it is the shortest possible summary of the content.

When reading any type of written material, whether it's a book, article, or report, it's important to develop effective reading strategies to improve comprehension and retention of the material. One such strategy is skimming, which involves quickly scanning the text to identify its main ideas and overall structure. This can be especially useful when trying to quickly determine if a text is relevant to a particular topic or research question.

- 2) Read the introduction of lead paragraph.

The introduction or lead paragraph is typically the opening section of a piece of writing, whether it be an article, essay, or book. Its purpose is to engage the reader and provide a brief overview of what the piece will be about.

3) Read the first paragraph completely.

When reading the first paragraph of a piece of writing, it's important to fully absorb and understand the information presented. The first paragraph typically provides important context and sets the tone for the rest of the writing.

4) If there are subheadings, read each one, looking for relationship among them.

When reading a text with subheadings, it is important to pay attention to them and look for relationships among them. Subheadings are usually used to break up the text into smaller sections and to indicate the main topics or themes within the text. By reading the subheadings, the reader can get an idea of the structure of the text and how the information is organized.

5) Read the first sentence of each remaining paragraph.

The main idea of most paragraphs appears in the first sentence; If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable. Reading the first sentence of each remaining paragraph is a useful skimming technique to quickly understand the main points of the text. This technique allows the reader to identify the topic sentence, which often contains the main idea of the paragraph. In some cases, the author may begin the paragraph with a question or anecdote, and the main idea may be found in the last sentence instead of the first.

6) Deep into the text.

To looking for: Clue words that answer who, what, when, why, how; Proper nouns; Unusual words, especially if capitalized; Enumeration; Qualifying adjectives (best, 22 worst, most, etc); Typographical cues, italics, boldface, underlining, asterisks, etc.

## 2 METHODOLOGY

This study present a quantitative research. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims Leedy & Ormrod (2001) Williams (2011). Furthermore According to Creswell (2003) Williams (2011) states, quantitative research “employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data”. Having known to an extent what quantitative research is all about, it is vital to analyze the difference between quantitative and qualitative research.

This research will employ a pre-experimental design in the form of one- group pre-test post-test design with a quantitative approach. Ary (2010) stated that this design is used because it provides little or no control of extraneous variables. Also, Campbell (1963) claimed that the experiment which is done between the pre-test and the post-test may cause the difference results between the two tests. In addition, Ary (2010) explained that there will be three steps of the one-group pretest-posttest design: (1) administering a pretest; (2) applying the experimental treatment X; and (3) administering the posttest, which are presented as follows:

**Table 1**  
**Research Design**

Pretest	Independent	Posttest
$Y_1$	$X$	$Y_2$

This research will be conducted on March to June 2023. The research will be conducted at SMAN 2 Karimun Karimun on Lakam River, Kepulauan Riau. The subject of this research will be the eleventh grade students of SMAN 2 Karimun and The object of the research was using Skimming Technique.

This research is pre-experimental design, which only carries out one group, which are In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought (Cohen, n.d.). So, the researcher will take one of class XI, namely class XI IPS 4 will be the sample of the research.

### 3 RESULT AND DISCUSSION

The purpose of this research is to find out how students' abilities in reading narrative texts before and after being taught using the skimming technique and also to find out the significant effect of Skimming technique on students' ability to read narrative text. The data were obtained from the students' pre-test and post-test experimental class scores only. Before carrying out the treatment, para the researcher gave a pre-test for class XI IPS 2.

The data of students' reading comprehension after being taught by using SkimmingTechnique were obtained from the students' pre-test and the students' post-test score. The statistical description of students' post test score is described as follows:

**Table 2**  
**The Descriptive of Pre-Test and Post-Test Class**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	35	70	54,17	9,4762
posttest	30	70	90	80,17	5,9427
Valid N (listwise)	30				

From the table above, it shows that the total number of students was 30 students. The mean score of the students' pre-test was 54.17 and the mean score of the students' post-test was 80.17, the standard deviation of the students' pre-test was 9.4762 and the standard deviation of the students' post- test was 5.9427 The minimum score of students' pre-test was 35 and the minimum score of students' post-test was 70. Meanwhile, the maximum score of students' pre-test was 70 and the maximum score of students' post- test was 90.

The data used to present the significant effect of Using Skimming Technique were obtained from the pre-test scores and post test scores classes calculated by using SPSS. In order to know whether the data used parametric or non-parametric analysis, the researcher previously needed to apply normality analysis by using Kolmogorov Smirnov method in SPSS 26.0 which was described as follow:

**Table 3**  
**Test of Normality of Pre-Test and Post-Test Class**

	Statistics	df	Sig.	Statistic	df	Sig.
pretest	0,136	30	0,166	0,940	30	0,093
posttest	0,178	30	0,016	0,920	30	0,027

For normality test, if the significant level (Asymp. Sig) is bigger than 0.05, the data distribution is normal. For the table above, it can be seen that the asymp significant value for pre-test score was 0.166. and the asymp significant value for post-test score was 0.016. So, it can be concluded that both of the data are not normal. Therefore, the analysis of using Skimming technique in reading comprehension could be continued using Wilcoxon Test. In order to know the significant effect between pre-test score and post- test score, the analysis was continued as follow:

**Table 4**  
**Significant Effect between Pre-Test and Posrt-Test Score**

Test Statistics <sup>a</sup>	
	posttest -pretest
Z	-4.805 <sup>b</sup>
Asymp. Sig. (2-tailed)	0.000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

Based on the output SPSS above, Ha is accepted because  $0.000 < 0.05$ . It means that the variance of the population is not identical. From the output above, it also can be seen that the sig (2-tailed) value is 0.000. It can be stated that  $0.000 < 0.05$ . It means that (Ho) is rejected, while the (Ha) is accepted. It can be concluded Ha is accepted and Ho is rejected.

#### 4 CONCLUSION

Based on the findings of the research, it shows that Skimming Technique had a significant effect on the students' reading comprehension. It can be seen that the average score of students' reading comprehension after being taught by using Skimming Technique had higher score than before being taught by using Technique. Before being taught by using Skimming Technique, there was no student at very good category, with the percentage 0%. 4 student was at good category, with the percentage 13%. 8 students were at enough category, with the percentage 27%. 16 students were at less category, with the percentage 53%. 2 students were at fail category, with the precentage 7%. Based on the explanations above, the researcher concluded that the average score of the students' reading comprehension before being taught by using Skimming technique was at less category. However, after being taught by Skimming Technique, there was 27 student at very good category, with the percentage 90%. 3 students were at good category, with the percentage 10%. there was no student was at enough category, with the percentage 0%. there was no student at less, with the percentage 0% and there was no student was at

fail category, with the percentage 0%. Based on the explanations above, the researcher concluded that the average score of the students' reading comprehension after being taught by using Skimming Technique was at very good category. It can be concluded that Skimming Technique was successful.

This finding confirmed the theory from Kustaryo (1988) states that skimming is a technique used to look for the "gist" of what 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. Another research finding also confirmed that Skimming Technique is suitable for any kind of reading texts. It can be seen from the previous researches which focus on Narrative Text, Descriptive Text and various other reading texts.

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