



THE EFFECT OF SKIMMING READING TECHNIQUE ON STUDENTS' READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXT

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ABSTRACT

Reading is one of the most important language skills to be learned and mastered by learners of English as a second language. Skimming reading technique is the technique used by the researcher to improve students' reading comprehension in analytical exposition text. This study aims to examine the significant effect of skimming reading technique on students' reading comprehension in analytical exposition text. This research was conducted using the pre-experimental one group pre-test post-test method, with a sample size of 30 students, the sample selection used purposive sampling technique. In collecting data, researchers

used multiple choice questions as instruments. In analyzing the data, the researcher used the Paired Sample T Test using the SPSS version 23 program. The results showed that there was a significant influence between students' reading comprehension on analytical exposition text before and after using skimming reading techniques, where the sig (2-tailed) value of 0.000 was smaller than 0.05, then H_a was accepted and H_o was rejected.

Keywords:

Reading Comprehension, Skimming, Analytical Exposition

INTRODUCTION

Reading is one of the important language skills for students to master besides speaking, listening, and writing, which have an important role contributing to the success of learning a language. Nunan (2003:68), states that reading is the process of a reader who understands and is fluent in collecting various information from a text and also the background insights they have to establish a meaning. Thus, reading comprehension needs to understand the text and to get new information from it.

Fry (1963:24), defines that reading comprehension is part of the process of getting the thoughts that are in the mind of the writer to be conveyed also to the minds of the readers. Writers must have a clear idea of what they are writing, and writers can transfer these ideas into printed ideas and finally readers find the printed word then get the meaning of an idea. Then, Tankersley (2005), mentions that reading comprehension is a process while exploring and constructing meaning through interaction and engagement with written

language. It consists of three elements: the reader, the text, and activities or reading purposes. Reading comprehension helps students to construct discipline-specific literacy world views and practices, and develop their knowledge, skills and memory to prepare them for real life challenges in society.

In some of the facts found, students still experience difficulties in reading comprehension. Some of the difficulties faced by students in reading comprehension, Anderson (1985): First, they find it difficult to understand the context and get information from the text, thus students can fail to understand the context and get information from the reading. Second, students can translate in their own words without knowing what message the author actually meant. Third, low motivation when reading English texts. These things will cause problems and must have solutions to reduce and solve these problems.

In high school, there are many texts that are taught to students in each learning. Such as report text, narrative text and others. The researcher chose an analytical exposition text. According to Dirgeyasa (2016: 130), analytical exposition text is a text used to present a logical argument from a particular point of view.

Based on preliminary research, researchers interviewed one of the English teachers at the Darul Qur'an Kariman Islamic Boarding School in October 2023, reading is taught separately so that students can fully concentrate on reading comprehension. The researcher found that: Some students do not have the ability to understand the content of the reading due to a lack of vocabulary; they are not fluent in reading English texts, especially with vocabulary they don't often hear; some of them use inappropriate reading techniques; they have problems remembering information after reading.

Researchers also found related to strategy what is commonly used in class is that the teacher only uses two learning activities, namely explaining sessions and discussions. The teacher asks students to read the text and find out the meaning of difficult words in the text and translate them. Besides spending a lot of time because when students get difficult words text, they look at the dictionary. Then students must answer comprehension questions provided with the text without uniforming the reading comprehension of each student.

Based on the facts above, to get students' reading comprehension, teachers need alternatives techniques to help teachers improve students' reading comprehension. Therefore, the researcher tries to apply the skimming reading technique to improve students' reading comprehension. Mikulecky and Jeffries (2004:38) argue that skimming is a technique that can be used in speed reading to save time and help readers get meaning

through a lot of material in the fastest way possible. This research is expected to answer the research question. What is the average score of the students' reading comprehension of analytical exposition text before being taught by using skimming reading technique at Darul Qur'an Kariman Boarding School Kampar? What is the average score of the students' reading comprehension of analytical exposition text after being taught by using skimming reading technique at Darul Qur'an Kariman Boarding School Kampar? Is there any significant effect of students' reading comprehension in analytical exposition text before and after being taught by using skimming reading technique at Darul Qur'an Kariman Boarding School Kampar?

METHOD

Researchers used quantitative research. According to Creswell (2002) quantitative research is the process of collecting, analyzing, interpret and write up research results. In quantitative research the researcher identifies the research problem based on trends in the field or the need to explain why something is happening. The design of this research used pre-experimental research. Based on Arikunto (2013) state that experimental research is research whose aim is to determine whether or not there is an effect of the variables studied. Apart from that, Ary said that the design was experimental refers to the conceptual framework within which experiments/tests are conducted. The most important thing is a design that is suitable for testing a particular hypothesis from a study. Also, Campbell (1963) stated that the experiment was carried out between pre-test and post-test may cause differences in results between the two tests. Apart from that, Ary (2010) said that there are three steps in the one-group pretest posttest design: (1) carrying out the pretest; (2) apply experimental treatment X; and (3) carrying out the posttest. Treatment was carried out in 4 meetings.

Generally, the term population is known as a group of individuals which have the same characteristics. According to Cresswell (2012), the target population is a group of individuals (or a group of organizations) with some general characteristics that can be identified and studied by researchers. The number of students in class eleven is 30 students. In this research, researchers used purposive sampling to select sample. Purposive sampling is used when the sample target is certain characteristics, so that other samples should not be taken that do not have the same characteristics. According to Sugiyono (2018:138) purposive sampling is taking samples using several samples certain considerations in

accordance with the desired criteria to obtain determine the number of samples to be studied. The researcher chose all class XI to be used as research samples which would be used as experimental classes. The sample used in this research was taken from the target population, namely 30 students.

In this study, the researcher used a reading test which is in multiple choice form as an instrument in collecting data. In particular, the researcher used the norms referenced test. To know the data both pre-test and post-test author used the reading test. Pre-test, the pre-test is used to collect data about students' deep reading understanding of analytical exposition text before being taught by using skimming reading techniques. Post-test, treatment, post-test is used to collect data about students' deep reading understanding of analytical exposition text after being taught using skimming reading techniques. . In analyzing the data from the pre-test and post test, the researcher used the statistical calculation of T-test (Paired sample) in order to calculate the pre and post test result

RESULTS

After the researchers have done a research and has collected the data and then the researcher calculated the data, the researcher got some findings from the result of data calculation. Some findings can formulate as follow:

Students' pre-test and post-test scores were used to gather information about their reading comprehension before and after they received the Skimming Reading Technique. The following is a statistical description statistic of the students' pre-test and post-test scores:

Table 1. The Difference Score of Students' Reading Comprehension in Analytical Exposition Text Before and After Being Taught by Skimming Reading Technique At Darul Qur'an Kariman Boarding School Kampar

Category	Pre-Test (Before Skimming Reading Technique)		Pre-Test (After Skimming Reading Technique)	
	Frequency	Percentage	Frequency	Percentage
Very Good	-	-	20	66.7%
Good	3	10.0%	10	33.4%
Moderate	16	53.3%	-	-
Low	9	29.9%	-	-
Very Low	2	6.7%	-	-
Total	30	100%	30	100%

Based on the information provided in Table 5, it is evident that there were no students in the pre-test achieving the "Very Good" category, accounting for 0%. Additionally, only 3 students, constituting 10.0%, fell into the "Good" category. Meanwhile, 16 students, representing 53.3%, were categorized as "Moderate," 9 students, comprising 29.9% were classified "Low", and 2 students, comprising 6.7% were classified under the "Very Low" category. In the post-test results, 20 students achieved a percentage of 66.7% in the "Very Good" category, while 10 students attained a percentage of 33.4% in the "Good" category. Based on this analysis, the researcher concluded that there exists a significant difference in the students' reading comprehension in analytical exposition text of students at Darul Qur'an Kariman Boarding School Kampar before and after they were taught using Skimming Reading Comprehension.

The researcher previously had to the normality analysis using the Shapiro-Wilk method in SPSS 23 to determine if the data used parametric or non-parametric analysis. This procedure was explained as follows:

Table 2. The Normality Test of Pre-Test and Post-Test Class

Test	Shapiro-Wilk		
	Statistic	df	Sig.
Pre- Test	.966	30	.428
Post- Test	.932	30	.056

The data is normal if sig > 0.05 then the data is not normal if sig < 0.05. The result of Shapiro wilk showed that data in experimental class. Based on the table IV.11., it can be seen that the significance of the data in the table of Shapiro-Wilk from pre- test is 0.428 and post-test is 0.056. The data of this research were normal. It was measured by using Shapiro- Wilk it explained that the data were called normal if sig > 0.05. So, the data is normal.

To find out the significant differences of Skimming Reading Technique on students' reading comprehension in analytical exposition text, the analysis conducted as follows:

Table 3. Paired Sample T- Test

		Paired Differences		t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Lower	Upper			
Pair 1	Pre- test Post- test	-41.392	-33.941	-24.678	29	.000

Based on the output SPSS above, H_a is accepted because Sig.(2-tailed) value was $0.000 < 0.05$. It means that the hypothesis (H_a) that $0.000 < 0.05$ is accepted. This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It indicates that teaching reading after using Skimming Reading Technique at Darul Qur'an Kariman Boarding School Kampar is better than before using Skimming Reading Technique. Thus, there is a significant effect of Skimming Reading Technique on Students' Reading Comprehension at Darul Qur'an Kariman Boarding School Kampar.

DISCUSSIONS

Based on the results calculation of the findings above, the result of Sig.(2-tailed) value was $0.000 < 0.05$. It means that the hypothesis (H_a) that $0.000 < 0.05$ is accepted. This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It indicates that teaching reading after using Skimming Reading Technique at Darul Qur'an Kariman Boarding School Kampar is better than before using Skimming Reading Technique. Thus, there is a significant effect of Skimming Reading Technique on Students' Reading Comprehension at Darul Qur'an Kariman Boarding School Kampar.

CONCLUSIONS

After collecting and analyzing the data, the researcher can conclude that the answers to the existing problem formulations are as follows:

1. The average score of the students' reading comprehension of analytical exposition text before being taught by using skimming reading technique at the eleventh grade of Darul Qur'an Kariman Boarding School Kampar was at moderate category with a mean score 46.16.
2. The average score of the students' reading comprehension of analytical exposition text after being taught by using skimming reading technique at the eleventh grade of Darul Qur'an Kariman Boarding School Kampar was at very good category with mean score 83.83.
3. There is a significant effect of skimming reading technique on students' reading comprehension in analytical exposition text at Darul Qur'an Kariman Boarding School Kampar. Paired Samples T-Test has shown that the Sig. (2-tailed) value was 0.000. It is possible to say that the hypothesis (H_a), $0.000 < 0.05$, is accepted. It shows the

acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho).

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