



## IMPROVING STUDENTS' READING COMPREHENSION IN LEARNING ENGLISH NARRATIVE TEXT THROUGH SKIMMING TECHNIQUE

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### ABSTRACT

This study focused on the effect of the use of Skimming Techniques on the Reading Comprehension of eleventh grade students of TKJ SMK Pelita Ciampea. The purpose of this study is to determine the effect of the use of Skimming Techniques on the Reading Comprehension of Eleventh grade TKJ SMK Pelita Ciampea. This research used quantitative research using Pre-test and Post-test. The writer used normality test, homogeneity test, and T-test. The result of the post-test showed that the experimental class after giving treatment had significant effect. To measure t-test result the writer used formula for a 0,05% with  $df = 25 + 25 - 2 = 48$ , it was gained  $t_{table} = 1,67793$  and  $t_{count} = 13,483$ . Thus,  $t_{count} > t_{table}$  ( $13,483 > 1,67793$ ). From the result of t-test the writer concluded that  $H_0$  was rejected and  $H_a$  was accepted. Based on the result Improving Students' Reading Comprehension In Learning English Narrative Text Through Skimming Technique is very significant. It is proven that Narrative Text through Skimming Technique was effective in students' reading comprehension.

Keywords: Reading Comprehension, Narrative Text, Skimming.



## Introduction

Reading is very functional in human life. Only in learning at school, it is not a problem whether a technique or learning method is taught by a teacher. However, the mood of students also affects their motivation and interest in learning. The study of reading skills, Progress in International Reading Literacy Research (PIRLS) 2006, shows that the ability of students in Indonesia is very low.

Reading speed is closely related to reading comprehension. People with high levels of reading and comprehension could complete reading and understanding content in a short amount of time, so they could quickly find the information they ask for. For a person who could read and understand at a low level or even a very low level, that person may have a memory impairment, therefore he have a memory in order to remember the paragraph, sentences and words he has read. Therefore, teachers must have high selectivity and creativity in order to teach and sharpen students' brains, that students' understanding of reading content could be improved. The technology used for teaching must also meet the learning objectives so that students could accept and understand the words given.

Reading comprehension is an ability of reading that is being taught to senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of short functional text and simple essay.

Skimming technique is a special reading for fast and effective reading. Skimming technique includes a more comprehensive reading activity that requires special abilities. The advantage of using skimming is that it makes it easier for students to understand what they read and saves time because with this technique students only need to find the discussion they are looking for in the table of contents, after checking the table. Mickuleky and Jeffries defined skimming is high speed reading that could save time get through lots of material quickly. In addition, Whorter said that skimming reading selectively to get the general main idea that an article. In skimming, readers do not look for specific information but only for what an article. In skimming, readers do not look for specific information only for general information.

In addition, the advantage of this skimming technique is that students are accustomed to reading quickly and effectively since senior high school age. After finding the topic or the information students are looking for, students could normalize their reading to understand the topic. Thus, skimming technique could be used for understanding reading content in senior high school students. Therefore, the focus of this proposal is to describe the use of skimming techniques and their effects on senior high school students.

The skimming technique is teaching as a technique which helps the teacher to teach materials to be presented to the students in learning. The technique has ease the teacher in implementing this technique by preparing some material to support the learning process. Skimming is used when the students seeking more of a general impression of the narrative text as the material in this research. Skimmed over the text and read enough to get the message. For applying the skimming technique on narrative text, the writer used the topic of narrative text.

The purpose skimming technique is when the students could analyze the text from the read and the text to find the main idea and supporting detail. It technique could help the students in understanding to comprehend and have to think critically the text given and to figure out the writer unstated meaning because it could motivate the students to increase their reading comprehension.

## **Research Methods**

This research was conducted in the Eleventh Grade students of SMK Pelita Ciampea. This research used quantitative research using Pre-test and Post-test. The writer used normality test, homogeneity test, and T-test. The result of the post-test showed that the experimental class after giving treatment had significant effect. This research has been conducted in two classes and there are control class and experimental class. This study focused on the use of skimming techniques in reading narrative text as a treatment in the experimental group class, then the study compared the results with the control group who did not receive treatment at the end of the study.

## **Finding and Discussion**

### ***Findings***

The writer conducted instrument validity, normality test and homogeneity test before conducting the research. Before conducting the research in the eleventh grade at SMK Pelita Ciampea, the writer conducted the instrument validity test, normality test and homogeneity test. After conducting the research, the writer conducted  $H_a$  test to know the equality of means (t-test) for both classes.

#### **1. Validity Test**

In this study, the writer conducted a validity test to determine whether or not the instrument was valid. The instrument is valid for use in this study, The instrument has been confirmed to be valid and reliable and suitable for use by the writer to students.

#### **2. Normality Test**

The writers conducted a normality test of the first 50 data samples in the control class and experimental class post-test that had been taken. The writer used the Chi-square formula, Value  $X^2_{\text{statistic}} = -262,346$  tested with the Chi-square distribution value table  $X^2$  (attached) with degrees of freedom (df) =  $n-1 / 50-1 = 49$  with  $\alpha = 0,05$ . Then the value of  $X^2$  (df = 49 and with  $\alpha = 0,05$ ) that is 1,67655 or  $-262,346 < 1,67655$ . Thus, it could be concluded like the hypothesis above that  $X^2_{\text{statistic}} < X^2_{\text{table}}$ ,  $H_0$  was rejected and  $H_a$  was accepted. This means that the data is normally distributed.

#### **3. Test of Homogeneity**

After finding F statistic, the writer compared it to F table. If the obtained score (F statistic) was lower than the (F table) or equal, it could be said that  $H_a$  was accepted. It means that the variance compared was homogeneous.

Hypothesis of homogeneity test:

$H_0$ : the sample was not homogeneous

$H_a$  : the sample was homogeneous

Decision making :

If  $F_{\text{statistic}} > F_{\text{table}}$ :  $H_0$  = accepted,  $H_a$  = rejected If  $F_{\text{statistic}} < F_{\text{table}}$ :  $H_0$  = rejected,  $H_a$  = accepted. On a 5% with df numerator  $(nb-1) = 25-1 = 24$  and df denominator  $(nk-1) = 25-1 = 24$ , it was found  $F_{\text{table}} = 1,71$ . Because of  $F_{\text{statistic}} < F_{\text{table}}$  or  $1,48 < 1,71$ . Therefore, it could be concluded, as in the hypothesis above, that if  $F_{\text{statistic}} < F_{\text{table}}$ ,  $H_0$  was rejected and  $H_a$  was accepted. It could be interpreted that experimental class had significant difference and the result showed that both of groups had similar variance (homogeneous).

#### 4. Test of Equality of Means (t-test)

Based on score of pre-test and post-test of experimental class, the highest score of pre-tests was 65 and lowest was 30. Then the highest score of post-tests was 90 and lowest was 60. Based on score of pre-test and post-test of control class, the highest score of pre-tests was 80 and lowest was 40. Then the highest score of post-tests was 80 and lowest was 35. The data was gained from pre-test and post-test of both-classes, control and experimental class. Then to find out the hypothesis, the writer used t-test.

T-test result, it would be consulted to the critical score of  $t_{\text{table}}$  to check whether the differences were significant or not. Df  $25+25 - 2 = 48$ , it was gained  $t_{\text{table}}$  with  $\alpha = 0,05 = 1,67793$  and  $t_{\text{count}} = 13,483$ . thus,  $t_{\text{count}} > t_{\text{table}}$  ( $13,483 > 1,67793$ ). From the result of t-test, the writer concluded that  $H_a$  was accepted and  $H_0$  was rejected. Both of classes had significant difference in equality of means, thus it could be concluded that there was a significant difference between the experimental class and control class. It means that experimental class was better than control class after giving treatments.

Since the experimental class was better than the control class after giving treatment, it indirectly answered the alternative research hypothesis that there was significant to Improve Reading Comprehension using Skimming Technique on Narrative Text.

### **Discussion**

The writer conducted that validity test before doing this research. The writer used content validity instrument. Then the writer consulted about instrument to the expert to determine whether the instrument was valid or not.

After doing validity test, the writer conducted normality test to know whether the data was normal or not. The result of the normality test is  $X^2_{\text{statistic}}$  tested with the Chi-square distribution value table  $X^2$  with degrees of freedom  $(df) = n-1 / 50-1 - 49$  with  $\alpha = 0,05$  is  $1,67655$ . Because of  $X^2_{\text{statistic}} < X^2_{\text{table}}$  or  $-262,346 < 1,67655$ . Thus, it could be concluded like the hypothesis above that  $X^2_{\text{statistic}} < X^2_{\text{table}}$ ,  $H_0$  was rejected and  $H_a$  was accepted. This means that the data is normally distributed.

After that the writer did homogeneity test. It could be seen on a level of significant 5% with df numerator  $(nb-1) = 25-1 = 24$  and df denominator  $(nk-1) = 25-1 = 24$ , it was found  $F_{\text{table}} = 1,71$ . Because of  $F_{\text{statistic}} < F_{\text{table}}$  or  $1,48 < 1,71$ . Thus, it could be concluded that experimental class had significant difference and the result showed that both of classes had similar variance (homogeneous).

The last calculate of the data was t-test aims to compare the averages of the two classes thus that it could be seen whether the two sample classes significouldtly have the same average value or not, and t-test is done to find out the score of post-tests in control and experimental class. The result of the post-test showed that the experimental class after giving treatment had significouldt effect. To measure t-test result the writer used formula for a 0,05% with df  $25+25 - 2 = 48$ , it was gained  $t_{table}$  with  $\alpha = 0,05 = 1,67793$  and  $t_{count} = 13,483$ . Thus,  $t_{count} > t_{table}$  ( $13,483 > 1,67793$ ). From the result of t-test the writer concluded that  $H_0$  was rejected and  $H_a$  was accepted.

## **Conclusion**

Based on the results of data processing that the class that used skimming techniques in reading activities in English narrative texts in the eleventh grade of TKJ 7 axio at SMK Pelita Ciampea has a significouldt effect on students' reading comprehension. There was a significouldt difference in results between the experimental class and the control class. This means that the experimental class is better than the control class after receiving treatment. The score of the experimental class is greater than the score of the control class whose control class does not receive treatment.

The results of the t-test indicate that the value of  $t_{count}$  is greater than  $t_{table}$ , it is obtained that  $t_{count} = 13,483$ . Thus,  $t_{count} > t_{table}$  ( $13,483 > 1,67793$ ). Because  $t_{count} > t_{table}$  ( $13,483 > 1,67793$ ), it means that in both classes there is a significouldt difference between the experimental class and the control class. The post-test average score in the experimental class was 70,4 higher than the control class average 60,8 in the post-test.

After the writer conducted this research, the writer could conclude that skimming technique in reading activities in English narrative text has a significouldt influence on the reading comprehension of students in the eleventh grade of TKJ 7 Axio SMK Pelita Ciampea.

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