

The Effect of Applying Skimming Technique on Grade XI Students Reading Comprehension at SMK Negeri 3 Rantau Utara Academic Year 2019/2020

Muhammad Rusli¹

English Education Study Program The Faculty of Teacher Training and Education
Al Washliyah University of Labuhanbatu

Email :

mrusli2804@gmail.com

ABSTRACT

This study aims to determine the effect of applying skimming technique on grade XI students reading comprehension. This type of research is quantitative research. Which researchers will conduct their research by going directly to the SMK Negeri 3 Rantau Utara school? Quantitative analysis of numerical data (nurimia) that is processed by statistical methods. The research design used is *pretest–posttest control group design*. The population of this research will Grade XI students of the High School (*Senior High School: SMK*) SMK Negeri 3 Rantau UTARA. This school is located at Jalan WR. Supratman Rantauprapat SMK NEGERI 3 Rantau Utara. There are three classes of Grade XI with the total number of 90 students. In collecting the data, the researcher gave multiple – choice test which taken from the English Reading Comprehension test from the Internet and made his questions for the test. The text consists of a texts with the total number 10 questions. The procedures in administrating the test will divided into pre-test, treatment, post-test, and scoring the test. To find out the difference means of scores of the test between the experimental and control group, the researcher used t-test formula. Based on the calculation, the t_{count} is 2,703 $>$ t_{table} is 1,674. So, it can be concluded that there is a positive effect on the application of skimming techniques to the reading ability of class XI students to understand the contents of reading text.

Keywords: skimming techniques, reading comprehension

INTRODUCTION

Reading as one of the challenges of success and a very important role in the context of human life. People who love to read will gain new knowledge and insights, and can increase their intelligence, so they are better able to answer the

challenges in the future Rahim (2005: 1). People who love to read will get new information and knowledge to be equipped to face life's challenges. The need to read is very important for someone, the reason for this ability will be more useful if applied in social life. Much information is released in the community about the pressure on educators to be more selective in preparing appropriate readings for their students. Armed with reading skills, students will get the knowledge and ease of mindset to think more critically. Students are expected to provide appropriate responses to information that has been read. To achieve all of that, learning to read must be applied properly so that the reading skills needed by students can improve.

Tarigan (2008: 9) states that reading scimming will facilitate the reading of information contained in reading as well as reading difficulties. In addition, the ability to read quickly will make it easier to find the information needed in a fast time and the information needed in a long reading.

Soedarso (2016: 73) The results of a study of reading experts in America revealed that adequate speed for final year elementary school students is approximately 200 words per minute (KPM), intermediate level students between 200-250 KPM, intermediate level students between 250-325 KPM, and student level 325-400 KPM with a minimum reading comprehension of 70%. While in Indonesia, the minimum effective reading speed (KEM) for reading classification is elementary between 140 KPM, junior high school between 140-175 KPM, high school between 175-245 KPM, and university students between 245-280 KPM Subyantoro (2009: 33). Based on this description it can be denied that the speed standards that must be given by students differ based on their age level. Scimming readings on approval are not widely supported by students. More students have the ability to read scimming. However, in practice the teacher still treats most students as "robots" who are willing to move or do when instructed, students do not have the approval and creative power. Worse than that, generally students are passive and indifferent, even difficult to create. Under these circumstances, efforts should be made to improve reading skills, specifically the ability to read scimming.

Completed Learning is successful if the learning basis delivered is successful. This can be seen from the maximum achievement of indicators. Likewise, the process of learning to read scimming is successfully carried out indicators that are delivered successfully. To learn about the success of scimming reading learning activities at SMK Negeri 3 Rantau Utara, researchers conducted a preliminary survey. Preliminary survey conducted by researchers on tests and interviews on February 11, 2019 with teachers and students in class XI SMK N 3 Rantau Utara. Based on the tests and interviews obtained data as follows.

2.1 Theoretical Framework

The theories used to discuss this research problem consist of theories relating to reading, reading skimming and scanning techniques, learning methods, and

reading using skimming techniques. The description of each theory that is relevant to reading using scimming techniques is as follows.

2.1.1 The Nature of Reading

a. Definition of Reading

Reading is one of the four speaking skills, namely listening, speaking, reading and writing. Reading skills are very important for someone to master in everyday life. By reading, we can get information on words or languages. Reading sentences that contain reading material, but reading is also a thoughtful activity carried out attentively to solve the reading. In terms of linguistics, reading is the process of encoding and the process of reading the cipher. A password reversing the words written with the meaning of oral language that complements the conversion of writing or print into sound that Anderson meant (in Tarigan, 2008:7). In reading not only recite the written words but try to obtain meaning and try to find information expressed by the author. Hudgson (in Tarigan, 2008:7).

All who read means that they are carrying out an activity in the form of self-talk through a written symbol. Because it is knowledge that can also affect the meaning of readings that have been read. With different knowledge in interpreting words, the meaning of reading can be changed. For this reason, when reading is needed to get the benefits of reading.

Scimming and Scanning Reading Techniques

In this study, several theories will be discussed that discuss reading as a reference in research. This chapter will explain the definition of reading scimming and scanning, reading indicators for scimming, barriers to reading scimming and how to increase reading speed, and the purpose of reading scimming.

a. Definition of Reading Scimming

Scimming is taken from English to skim which means taking head milk or cream with sauce or scooping the head of milk. The head or the milk is the thickening part that is above the heated bowl. Milk head is the essence or the part that contains a lot of nutrients. Reading in the field of reading is one of the techniques of speed reading. Another term for scimming is layap (Haryadi, 2007:157).

In menskim not only search page by page quickly, but there is also something sought. Things that are sought are the main or important things, namely the main ideas. The main idea is not always in the initial paragraph, but also in the middle, at the end, or at the beginning and at the end. To find the main ideas should not waste time. He was asked to take a few seconds or minutes to score.

Widiatmoko (2001: 19) states that a quick read is a blend of motor skills (eye movement) or visual capabilities with a person's cognitive abilities in reading. Skimming is a kind of reading that make our eyes move quickly viewed, pay attention to the written material to seek and obtain information (Tarin 2008: 33). Furthermore, according to the Admin (2012: 26).

2.2 Framework of thinking

The problems that are commonly found in learning to read scimming are students having difficulty reading quickly, bad habits in reading, students having difficulty finding the main thoughts. Based on this, scimming reading lessons should be used as a fun and meaningful reading activity for students. Learning through the use of skimming techniques can be used as an option in learning to read scimming, training students to be able to move their eyes quickly and precisely by reading jumping or jumping from an important part to other important parts through several stages. This stage trains students to be able to move their eyes quickly and precisely by doing exercises to widen the reach of the eyes. The teacher gives direction on how to find the main thoughts in a reading and conclude the contents of the reading. After that students are asked to find the main ideas in the reading text and proceed with making reading conclusions.

Scimming reading learning trains students to be active in finding their own ideas in reading and make conclusions from reading. Skimming techniques will facilitate students quickly and precisely so that reading activities undertaken by students will not be in vain. In learning to read by using skimming techniques students will think critically to pre-read and make questions. Questions that students make themselves will cause students to be curious about reading, so students will be more focused and concentrated in reading scimming. Students then try to express in their own words the main points of the reading. This will make the speed of reading students will be more active and find information quickly. In the end with skimming techniques students' reading skills will increase.

2.3 Hypothesis of Action

Ho: there is no effect of applying scimming technique on grade XI students reading comprehension.

Ha: there is an effect of applying scimming technique on grade XI students reading comprehension.

Reserch design

The method used in this research is the experimental method. Sugiono (2018:107), suggest an experimental research method can be interpreted as a research method used to find the effect of certain treatment on the other under controlled conditions. This type of experiment is an experimental quasi. Zenal (2012:74), posited experimental quasi is a false experiment. The goal is to predict conditions that can be achieved through actual experimentation, but there is no control and or manipulation of all relevant variables.

The study used experimental methods with the design of the Randomized posttest only control group. Yusuf (2007:241), stated that the randomized posttest only group will a simple design than the randomized pretest –posttest only control group, because it did not do pretest. In the first step selected group experiments and control groups randomly. Subsequently the experiment group will subjected

to treatment. In the final activity after the treatment is completed in the experiment group, the two groups are given posttest. The design of the research is

Table 3.1 Research Design

Group	Pre – test	Treatment	Post – test
Experimental	√	Skimming Technique	√
Control	√	Without Skimming Technique	√

5.1 Conclusions

Based on the results of the analysis and discussion described, it was found that there was a significant difference in the increase in post-test scores from the pre-test scores of students who were taught by skimming techniques to reading skills with students who were not taught by skimming techniques on students' reading skills. So it can be concluded that there is a positive influence on the application of skimming techniques on students' reading ability to understand the contents of reading texts in English subjects class XI SMK Negeri 3 Rantau Utara Academic Year 2019/2020.

5.2 Suggestions

Based on the conclusions that have been presented, the advice that researchers can give is as follows.

1. Educators can apply skimming techniques to students' reading skills while learning in class because it has been proven that there is a positive influence on the application of skimming techniques to students' reading abilities to understand the contents of reading texts.
2. Students can use this skimming technique in reading skills well in order to understand the contents of the reading text quickly and precisely.
3. Other researchers who want to conduct similar research can be tested on different subjects, such as Regional Languages

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