

IMPROVING STUDENTS' READING SKILL BY USING SKIMMING TECHNIQUE AT THE SECOND YEAR STUDENTS OF SMA NEGERI 4 KOTA TERNATE

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Abstract: Student awareness of reading and thinking processes is further encouraged in many parts of the book by exercises that require them to work in pairs or small groups. In discussions with others, students formulate and articulate their ideas more precisely and thus acquire new ways of talking and thinking about a text. The researcher was going to know how well the students' reading skills using skimming technique. This research used quantitative research with pre-experimental one group pretest and posttest designs with the sample were taken by using cluster sampling. The population of this research was 160 of the second year students at SMAN 4 Kota Ternate and total sample were the whole students of XI IPA 4, contained 38 students. However, when researcher was conducted 8 students were absent so that the total sample was 30 students. . The data was collected by giving 30 items pretest and posttest then, was analyzed by using t-test formula. The results of the data analysis showed that the mean scores of post test was $\sum = 1790 = 59.7$ is higher than the mean scores of pretest was $\sum = 1634 = 54.5$. Statistically, the t-count was improved on 2.6 than the table was 1.699 with degrees of freedom (*df*) 29 and level of significance at 0.05. There was difference between post test and pretest by students' reading skill. Based on the data analysis, the null hypothesis is rejected and the alternative hypothesis accepted.

Key words: *Reading, Skimming Technique*

INTRODUCTION

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. To understand a text, the students obviously needs to be able to (1) read the words, (2) retrieve the words' meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about. Scanlon, Anderson and Sweeney (2010: 10),

There are many reasons why getting students to read English texts are an important part of the teacher's job. In the first place, many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

Reading may be defined as an individual's total inter-relationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind Shepherd and Mitchell (1997: 2).

Furthermore, Al-Khulli, (1997:69) in Haq(2011:12) indicates that reading is one of the four language skillsconstitutes as a process to obtain much information and get meaning from written materials. This impliesthat reading gives a chance for reader to know what the purpose is.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students, vocabulary knowledge, on their spelling and on their writing (Harmer,2007: 99).

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information and to explaining which that reading is complex cognitive and to provide for the students understand process of decoding symbols for the intention of deriving meaning and construction and than a means of the language acquisition of the text.

Cziko (2000: 787) defines reading in influenced by situational factors, amond them the experiences readers have had with particular kinds of texts and reading for particular purpose.

Harmer (2007: 100) states that students like the rest of us, need to be able to do a number of things of reading text.

- 1) They need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word or line; on the contrary, such an approach would stop them scanning successfully.
- 2) Students also need to be able to skim a text- as if they were casting their eyes over its surface – to get a general idea of what it is about. Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.
- 3) Reading for detail comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

Many students are perfectly capable of doing all these things in other languages, of course, though some may not read much at all in their daily lives. For both types of students, we should do our best to offer a mixture of materials and activities so that they can practice using these various skills with English text.

According to Erfort (2013: 2), reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. There are five types of reading skill:

- a. Scanning; it is used to find specific information in a reading.
- b. Skimming; it is a technique where you gloss over an article to see whether or not it contains information that is of interest to you.
- c. Comprehension; it means that you as a reader should predict what the author is about to say. Reading extensively gives you this ability. By doing so your understanding of the text is enhanced and you become familiar with the reading.
- d. Critical reading; it enables the reader to see the relationship of ideas and use these in reading with meaning and fluency.
- e. Vocabulary or word attack skills; the more you read the more you become familiar with difficult words. In other words by reading extensively you improve your vocabulary.

Extensive reading is the most efficient way to help students change old habits and become confident second language readers. Reading for pleasure (extensive reading) is the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions Field (2007:3).

Reading is important when you are learning a new language (Mikulecky and Jeffries, 2007: 7). Here are some of the reasons:

- a. Reading helps you learn to think in the new language.
- b. Reading helps you build a better vocabulary.
- c. Reading makes you comfortable with written English.
- d. Reading may be the only way to use English if you live in non-English speaking country.
- e. Reading can help if you plan study in an English speaking country.

Effective Reading Processes

According to Whiteley (2004: 10), there are six parts in the effective reading processes. The parts are:

1. Alphabetic: Recognize letters and words accurately.
2. Vocabulary: Understand the meaning of words in context.
3. Fluency: Read words and sentences quickly.
4. Skimming: Select what to read while reading.
5. Speed control: Vary speed according to content and purpose.
6. Comprehension: Understand the meaning of what you are reading.

These six parts work together to help students understand what they read. If the students are deficient in any one of these areas, it affects the others. If they only try to improve one, while ignoring the others, students will receive less benefit. They get the best benefits from improving them all together.

In effective reading rate, there is a way in which you can use the one piece of information about reading speed which you get at the end of each exercise to calculate a third element which you may find useful. This is what is known as the Effective Reading Rate(ERR). This is not the rate at which you are reading effectively, but the rate at which you are effectively reading, if you see the distinction (Wainwright, 2007: 43).The calculation is:

Reading speed (words per minute) x Questions score %

Example: 250 x 70% = 175 = Effective Reading Rate

Table 2.1
Reading Rate

Reading Time (Minutes: Seconds)	Rate (Words per Minute)	Reading Time (Minutes: Seconds)	Rate (Words per Minute)
1:00	950	3:40	260
1:10	815	3:50	248
1:20	714	4:00	238
1:30	633	4:10	228
1:40	572	4:20	219
1:50	518	4:30	211
2:00	475	4:40	204
2:10	439	4:50	197
2:20	408	5:00	190
2:30	380	5:10	184
2:40	357	5:20	178
2:50	335	5:30	173
3:00	317	5:40	168
3:10	300	5:50	163
3:20	285	6:00	158
3:30	271		

Source: (Mickulecky, 2007: 260)

Theory of Skimming

Skimming as Mickuleky and Jeffries (2004:38) say that it can save you time and help you get through lots of material quickly. It is different from other kinds of speed high reading, such as previewing and scanning. You skim to get the general sense of a passage or book, not specific details.

Skim reading is a valuable technique for over viewing, previewing, and reviewing information at both the general and specific levels. It's useful for reading structured text in which there are organizing clues and for reading unstructured text in which there are no organizing clues (Whiteley, 2004:45).

Based on the explanation above, the researcher can say that skimming is a high speed reading that using to save timing to get general information of a writer's passage or book in a whole text.

According to Whiteley (2004: 45), skimming has the purpose of allowing you to locate information in order to overview, preview or review key concepts. The benefit of skim reading is that it allows you to rapidly assess the importance of material in relation to your reading purpose and then to focus effectively on key facts, concepts, and information needed to achieve that purpose. In other words, you can learn information very quickly and efficiently and improve your learning process.

Wainwright (2007: 81) says that skimming has many uses, they are:

- a. To gain an overview and see the pattern of organization of material (previewing).
- b. To find specific information (locating).
- c. As a substitute for reading when time is short (sampling).
- d. As a means of defining purposes in reading (previewing).
- e. To assess the level of difficulty of material (sampling).
- f. To supplement other techniques (previewing).
- g. To decide whether or not to read and to help in the selection of material(sampling).
- h. In using dictionaries and handbooks (locating).
- i. In reading classified advertisements in newspapers (locating).
- j. In assessing the relevance of material to your immediate needs (previewing).

From the description above, in using skimming, students have to know what the information they want, and how to read that information in a limit time. Students usually read using skimming technique to read dictionary, handbook, and only to find out the information in a short time.

According to Kartika (2012: 3), Skimming is to looking through material quickly to gather a general sense of the ideas, information, or topic itself. When we skim, we read through an article three to four times faster than when we read each word. there are steps of skimming that will be prepared by the students in the text, such as:

- a. The students should read the title.
- b. The students should read the introduction.
- c. The students should read the subheadings and think about how they are related to one another and to the title.

- d. The students should read the first sentence in each paragraph.
- e. The students go back through the text looking for clues as to content and importance. Such clues include:
 1. Words that answer who, what, when, why and how.
 2. Proper nouns.
 3. Numbers.
 4. Adjectives such as best, worst, most, least, etc.
 5. Changes in font such as italics, underlining, boldface, etc.
- f. The students read the last paragraph.
- g. The students should be finished as quickly as possible.

Meanwhile, according to Whiteley (2004:45), the appropriate skimming technique divided into two techniques, they are:

1. Skim reading structured content

Structured content is information that has organizing elements such as tables of contents, headings, bullets, and other organizing clues in the text. Textbooks, business books and technical manuals usually contain structured content. Specifically, skim reading structured content involves searching for the main ideas in an article or text by looking for organizational "clues".

The clues can include the following:

- a. Front and back cover
 - b. Table of contents
 - c. Major and second level headings.
 - d. All headings in bold and italics and diagrams
 - e. The first and last lines of paragraphs
 - f. Summaries
 - g. Other organizers (numbers, days, dates or times, proper names, etc.)
2. Skim reading unstructured content
- Unstructured content is text that has few headings, bullets and other organizing clues. Biographies, novels, and some business books are examples of unstructured content. When skim reading unstructured content, your objective is to read quickly and absorb the gist of the author's messages and key ideas. You don't really focus on any particular elements. In essence, you train yourself to skip words, phrases and sentences that are less likely to

have key points. Instead, you focus on those parts of the page that are more likely to have key points.

Wainwright (2007: 80) says that skimming should not be confused with reading, but it is a valid and useful reading technique. It involves allowing the eyes to break away from line-by-line movements and move more freely across and down the page.

There are at least three ways of achieving this:

- 1) Sampling takes the form of reading parts of the material rapidly in order to form an impression of the whole.
- 2) Locating is vertical reading. It does not look very vertical as the eyes are continually drawn over to the right.
- 3) Previewing is a combination of the first two techniques and uses both first sentences of paragraphs and peripheral vision to identify the salient points.

The Advantage of Skimming

There are some advantages of skimming building on Mikulecky (2004:261), there are as follow:

- a. Skimming can helps the students go through the reading material quickly in order to get Information and help the students realize that there is one right way to skim a text.
- b. Skimming can help the students to organize of the texts.
- c. Skimming can help the students to get an information on the other hand, involves processing text for ideas which requires far more complex thinking skill and can Improving the students of tone or the intonation in skim.

Reading Using Skimming Technique

According to Brown (2001: 308), in skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. It gives readers the advantages of being able to predict the purpose of the passage, main topic or message and possibly some of the developing or supporting ideas.

Reading use skimming as Wainwright (2007:73-74), there are several flexible reading strategies, as they are called available:

- 1) P2R

There are many occasions when 'reading' material three times can be better and quicker than reading it once. The approach usually known as P2R is one used by a lot of naturally rapid and efficient readers. It consists of the following steps:

- a. Preview - skim for structure, main points, relevance, etc.
- b. Read - as quickly as purposes and material will allow.
- c. Review- skim to check that nothing has been overlooked and/or to reinforce points to be remembered.

2) S-D4

There is S-D4 which works like this:

- a. Survey - a quick skim to identify the structure and the key points, then:
- b. Decide- one of four decisions:
 - To skip, that is, not to read at all
 - To skim, probably at a slower speed than the original quick skim
 - To read at the appropriate speed
 - To study

3) PACER

- a. Preview - skim for structure, main points, relevance, etc.
- b. Assess - purpose and material.
- c. Choose - the appropriate technique to use.
- d. Expedite - a reminder to speed up again after being slowed down by a difficult part.
- e. Review - skim to check that nothing has been overlooked and/or to reinforce points to be remembered.

According to Aritonang (2006: 21), the measurement of reading text to classify the students' scores in the pretest and posttest, there are six categories. Inthe following is the table of classification:

Table 3.5**Students' Rating Score and Qualification**

No	Rating score	Qualification
1	91-100%	Excellent
2	71-80%	Very good
3	61-70%	Good
4	51-60%	Medium
5	41-50 %	Poor
6.	00-40 %	Very Poor

Source from: (Aritonang, 2006: 21)

Techniques of Collecting Data

Researcher collected data on instrument. An instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2009: 151). Identified before the researcher collected data, the instrument was a test, questionnaire. The test was divided into two steps, they are pretest and posttest. The researcher carried out pretest before treatment and posttest after treatment. Those activities were done to get students score in skimming technique before and after treatment.

The researcher taught the students for three weeks. Firstly, Pretest was used to know ability of students and the test is given before treatment. The students were given a pretest in the form of multiple choice tests. After that, the researcher would teach reading skill for four meetings. Finally, Posttest was used to find out the students' ability after getting treatment. The students were given skimming posttest which was the same questions as pretest which was multiple choice test. All the test results obtained from the pretest and posttest were analyzed.

Technique of Analyzing Data

In quantitative data analysis, the researcher used t-test to score the result of test. In t-test research, there were two kinds of t-test namely, independent t-test and dependent t-test. According to Sumanto (1990: 136-137) says that t-test is used to predict two means to see whether there is a significant difference or not in a

probable level chosen. The researcher used dependent t- test because the researcher just took one group comparing pretest and posttest.

Moreover, Arikunto (2009: 339) explains the formula of analyzing data is as follows:

$$t = \frac{\bar{D}}{S\bar{X}D}$$

t = Gossett scores

$S\bar{X}D$ = Standard error of the differences between means

\bar{D} = The difference between pretest and posttest

N = number of pairs

To analyze the formula above, that formula has been shown below:

1. Counting the differences between x_1 and x_2

$$\bar{D} = \frac{\sum D}{N}$$

2. Counting standard deviation of the differences

$$SD = \sqrt{\frac{\sum D^2}{N} - \bar{D}^2}$$

3. Counting standard error of the differences between means

$$S\bar{X}D = \frac{SD}{\sqrt{N-2}}$$

4. Counting t- score.

$$t = \frac{\bar{D}}{S\bar{X}D}$$

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