

ARTICLE

THE EFFECT OF SKIMMING STRATEGY IN TEACHING READING TO THE EIGHT GRADE STUDENTS' READING COMPREHENSION OF SMPN 2 MUNJUNGAN TRENGGALEK ACADEMIC YEAR 2016/2017



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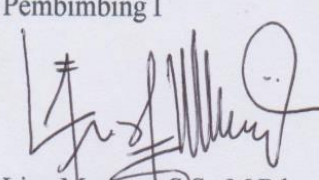
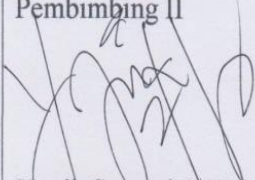
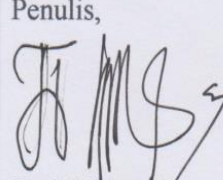
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ABSTRACT

Skimming is a strategy that gives readers a sense of the theme, purpose, organisation of the text, perspective or point of view of the writer, issues, arguments and theoretical perspectives through using the author's organizational cues, introductions and conclusions, headings and sub-headings, italics and summaries. The aim of this research are to find the effect of skimming strategy before and after being taught using skimming strategy, and the last to find out whether any effect of skimming strategy on students' reading comprehension in recount text. This research used quantitative research. The sample of the study were eight grade students of SMPN 2 Munjungan . It consisted of 19 students. The researcher used test as the instrument to collect the data. After collecting the data, the next step was analyzing them by using SPSS vs 21 to find the effect of skimming strategy on students' reading comprehension. The result of data analysis showed the students' reading comprehension increased after being taught using skimming strategy. It was proven by the mean after being taught using skimming strategy (70,26) was higher than the mean score before being taught using skimming strategy (54,47). The result reports that the *t-test* was higher than *t-table* ($7,507 > 2,101$) it means that H_0 was rejected and H_a was accepted. So, there is any effect of Skimming Strategy to the students' reading comprehension. From the finding above, it can be concluded that Skimming Strategy is suitable to be applied in teaching reading as it can give any effect to the students' reading comprehension.

Keywords : Reading Comprehension, Skimming Strategy.

I. INTRODUCTION

Reading is a process of building an understanding of the written text. Nunan (2003: 68) states, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. This opinion is supported by Snow (2002: 15) states, reading does not occur in vacuum, it is

done for a purpose to achieve some ends. It means that reading is a process to convey the text or information. In reading, the reader will know what they read and challenged to response the ideas of the author in order to make the text or information that comes from the author can be understood and comprehend easily by the reader.

Generally, people agree that reading is an important language skill to learn by students because by reading students can enrich new knowledge. It is supported by Patel and Jain (2008: 113) state, "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success". Moreover Pang et.al (2003: 6) say, "It enables us to gain new knowledge, enjoy literature and do everyday thing that are part of modern life, such as, reading newspaper, job listing, instruction manuals maps and so on". Based on the statements above, reading text is very important to do, because by reading people can improve knowledge and get information.

People can improve their knowledge if they have the ability of reading comprehension. Still Pang et.al (2003: 6), comprehension is a process of making sense of word, sentences and connected texts. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help students understand written text. Comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to

comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level. Moreover, Koda see Grabe (2009: 14), comprehension occurs when the reader extracts and integrates kinds of information from the text and combines it with what is already known. In concluding, reading comprehension is a process of extracting, integrating and decoding kinds of information to understand the meaning of reading texts. According to Fielding and Pearson see Duke and Person (2001: 429), "Reading comprehension develops over time as children engage in the process. Allocating ample time for actual text reading and ensuring that children are actually reading text during that time are among the teacher's most vital tasks in comprehension instruction. Unfortunately, many children, especially struggling readers, often "fake it." Children must be reading and rereading books that they can read ("just right" books) to improve comprehension." It means that in reading activity, we are not only reading the text, but also trying to understand what we read.

According to Mc Namara et al (2009: 218), reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are

strongly needed to these strategies to achieve reading comprehension". Therefore, the continuous use of reading strategies will lead the readers to become skilled and later they will be able to utilize the reading skills acquired without conscious efforts.

There are some ways that can be used by the teacher to teach reading to their students. Those ways are Previewing and Making Predictions, Scanning, Making Inferences and Skimming (Mikulecky and Jeffries 2005: 24). Those ways have their own purposes based on the texts that are given. One way that can help the students to comprehend the written texts that are given is skimming. Brown (2000: 308) states, "Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist." By skimming, the students can get the gist of the written text quickly and easily. In doing skimming, the students will move their eyes quickly to get the gist or the general meaning of the whole text. They are also given limited time to read the texts to increase their comprehension activity.

Based on the reasons above, the researcher decides to conduct a research,

entitled **"The Effect of Skimming Strategy in Teaching Reading to the Eight Grade Students' Reading Comprehension of SMPN 2 Munjungan Trenggalek Academic Year 2016/2017"**.

II. METHOD

The research method used in this study was Quantitative Research. The design of this research is Experimental Research especially One Group Pretest-Posttest Design. According to Ary (2010: 265), "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". Hence the data was taken from pre-test, treatment and post-test in order to know whether or not Skimming Strategy was effective in improving students' reading comprehension. The variable of this research were Skimming Strategy as an independent variable and reading comprehension as dependent variable. This research was held in SMPN 2 Munjungan which is located on Jl. Raya Munjungan – Panggul Ngulungkulon Munjungan Trenggalek. The researcher decided eight grade students of SMPN 2 Munjungan as populations. Thus, The researcher chooses eight grade students of

VIII - A as the sample of this research that consists of 19 students. The instruments used were pre test, treatment and post test. To analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS 2.1.

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 11 November 2016. The total pre-test scores of VIII-A are 1035. The total sample was 19. Mean could be counted from the total score divided by the number of sample. The following table shows the result of pre-test :

Table 4.1

Score of Data Frequency of Pre-test

N o	Class Limit	Class Boundar ies	Mi d Poi nt	Fr eq ue nc y	Perc enta ge	Categori es
1	40 - 48	39,5-48,5	44	8	42%	V. Poor
2	49 - 57	48,5-57,5	53	4	21%	V. Poor
3	58 - 66	57,5-66,5	62	3	16%	Poor
4	67 - 75	66,5-75,5	71	2	11%	Enough
5	76 - 84	75,5-84,5	80	1	5%	Good
6	85 - 93	84,5-93,5	89	1	5%	Good

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 1335. The total sample was 19. Mean could be counted from the total score divided by the number

of sample. The following table shows the result of post-test:

Table 4.2

Score of Data Frequency of Post-test

N o	Class Limit	Class Boundarie s	Mid Poin t	F r e q u e n c y	Perc enta ge	Categori es
1	45-54	44,5-55,5	49,5	3	16%	V. Poor
2	55-64	54,5-64,5	59,5	3	16%	Poor
3	65-74	64,5-74,5	69,5	8	42%	Enough
4	75-84	74,5-84,5	79,5	3	16	Good
5	85-94	84,5-94,5	89,5	1	5%	V. Good
6	95-104	94,5-104,5	99,5	1	5%	V. Good

It can be seen from the diagram above, that total score of pre-test is different with post-test. In pre-test, is obtained 1035 and the score improve in post-test, it is 1335. Automatically, mean of pre-test and posttest is different too. Mean 54,47 is obtained in pre-test and mean 70,26 is obtained in post-test. Thus, mean of posttest is also better than mean of pre-test.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 4.3

The Mean of Pre-Test and Post-Test

The T-score of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	54,47	19	14,033	3,219
	AFTER	70,26	19	12,413	2,848

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 54,47 with standard deviation 14,033 and the mean score of post-test is 70,26 with standard deviation is 12,413.

Table 4.4

The Correlation Score of Pre-test and Post-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 BEFORE & AFTER	19	,766	,000

From Paired Samples Correlations table above, the output showed the data before and after being taught using skimming strategy is 0,766 with significance value (sig.) 0,000. It means there is any correlation between students' reading comprehension before and after being taught using skimming strategy.

Table 4.5

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Me- an	Std. De- viati on	Std. Erro r Mea n	95% Confidence Interval of the Difference				
				Lower	Upper			
BEFORE - AFTER Pair 1	15,789	9,169	2,103	20,209	11,370	7,507	18	,000

From Paired Samples Test table above, it showed that t-test is 7,507 and the t-table with degree of freedom 18 is 2.101 at the level of significance of 5%. It means t-test is higher than t-table ($7,507 > 2.101$) and P value from the table is 0,000 with the level of significance of 5%. Because of t-test is higher than t-table and P value t-test is lower than level of significance of 5% ($0.000 < 0.05$) it means H_0 is rejected. So it can be concluded that the result of this research is very significant or there is very significant effect of skimming strategy to the students' reading comprehension at the eight grade students of SMPN 2 Munjungan Trenggalek. The means differences between pre-test and post-test score is 15.789, score of students before giving treatment is lower than the means score of students after giving treatment.

IV. CONCLUSION AND SUGGESTIONS

Based on the results, there was significant difference on the pre-test and post-test scores. The students' reading comprehension before taught by using Skimming Strategy got the mean score only 54,47 and the highest score that they had gained was 85. The lowest score was 40, it means that the students' reading comprehension was poor. Second, the students' reading comprehension after being taught by using Skimming Strategy got the mean score 70,26 . There was the improvement of the mean score after the treatment. The highest score increased become 95 and the lowest score improved become 55. It means that there was a significant improvement of the students' reading comprehension after being taught by using Skimming Strategy.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First, for the English Teacher the the teacher should help the student uses the strategy they are need to develop their reading comprehension. The teacher should explain the importance of skimming strategy in relation to reading comprehension. Besides that, the teacher should help the students to maximalist their skimming skill, for example, the

teachers force the students to read in limited time. If the students do it regularly, they feel usual in the activity and it can increase their skimming skill. Second , for the Students, the students should increase their vocabularies because if they know many English words, they can read the texts easily without wasting their time to look up the meaning of some words in the dictionary. Students should read many English texts to increase their reading skill in limited time. The last for the future researcher, it is recommended for them to develop this technique for teaching other text, such as narrative, descriptive and report text or other functional text in the different level of the students, such as: senior high school students or university students. The researcher also hope this study emerged further researcher to conducted or continued the same study in other text and level.

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