Article

The Impact of Using Skimming Strategy in Narrative Text towards Students' Reading Comprehension of SMP Advent of Semarang

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Abstract

Reading is one of the four English skills that is important in academic and daily life. Many strategies can be used in reading, such as skimming, scanning, summarizing and responding, and note taking. The purposes of this research are to investigate the significant improvement of the students' skills after using skimming strategy in reading narrative text and students' responses after using this strategy. The researcher investigated 8th graders of SMP Advent of Semarang who were studying narrative text. The data were analysed in quantitative and qualitative methods. The results showed that there was a significant improvement of the students after using skimming strategy, especially comprehending the narrative text. The result indicated that p-value = 0,019588. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Their score increased and it proved that skimming strategy is useful and help the students enhance students' reading skills.

Keywords: reading skill; skimming; narrative text.

1. Introduction

Language is a bridge to connect people and have good communion with others. Nowadays, living in digital era, many language aspects may appear in visual and auditory media and cannot be separated from the written word to acquire the information. To be advanced in acquiring the information, the English learners should master four specific skills that belong to language competence such as listening and reading as the receptive skills, and speaking and writing as the productive skills. Among those specific skills, reading is one of the compulsory skills in learning.

Children at the age of five or six start learning to read and it will last until the old age. In English as a Second Language class or in English as a Foreign Language class the teachers also severely hope learners to acquire reading skills. The main goal is the learners should comprehend the academic text extensively.

[1] found that junior high school students in Bandung District were inactive in learning, especially in reading. The students disliked reading long texts, such as descriptive text, narrative text, etc. Further investigation studied by Mokodompit [2], reported that the students felt embarrassed and seemed not too interested in reading. They underestimated themselves in academic reading. And this problem is not only found in Bandung area, but also in all cities in Indonesia. Moreover, Siahaan [3] cited that nowadays the problem in reading was a wide-spread problem to Indonesian students. This case also happened in the college level. Yang [4] detected that many college students did not know and understand the reading text, and they were not able to apply the extensive reading strategies.

In term of extensive reading, Stoller [5] defined "Extensive reading as an approach to the teaching and learning of reading in which learners read large quantities of reading materials, in and out of the class, that are easily understood, interesting, and enjoyable". Many strategies that can be used in

extensive reading such as skimming, scanning, summarizing and responding, note taking [6]. Freahat and Al-Faoury [7] analyzed that "pre-reading activities, skimming, and activities of locating details" were the supreme reading tasks in the secondary level.

Skimming strategy is used to find out the topic and main ideas of each paragraph. It is agreed also by [8], 'skim-reading' includes the way toward looking rapidly over data trying to cover progressively material while as yet being ready to hold a superficial perspective on the basic substance.[9] investigated that to accomplish students' reading comprehension, skimming strategy is really useful to maintain the students' boredom in reading. Another researcher confirmed that using skimming strategy was successful to help the students to increase their comprehension in reading [10].

Utilizing skimming strategy gave a positive response to the learners to enhance students' reading skill [11]. To boost their speed of reading, skimming strategy can be used, and it succeeded in Fauzi's research [12]. By using this strategy, either comprehension or speed rates improved excellently. The improvement covered not only reading comprehensive in academic purpose but also in personal purpose, such as reading the newspaper, magazine, mails, letters, etc. It was approved by Korsheed & Rassoul [13], who found that reading the newspaper comprehensively by using skimming strategy is a productive tool to enhance pre-immediate learners' reading comprehension skills.

Therefore, it is beneficial to conduct a research on the real situation in the Indonesia classroom, especially in Semarang City, considering the importance of being knowledgeable in reading, especially improvement in narrative text for secondary stage. The researcher hoped that by doing this investigation, there is a considerable improvement of the students especially in reading skills. Furthermore, the researcher hopes by doing this study, it can also motivate all the teachers to encourage their students to be knowledgeable in reading skills.

Based on the explanation above, the researcher would like to find out whether there is a significant improvement of students' reading comprehension on narrative text after being taught skimming strategy. The question is explored using information foraging as a framework and taking into account the findings of several studies showing that skimming is often used in reading skill. To come up with reasonable results on the basis of the research questions, the following null hypothesis is proposed: H01: Skimming strategy does not have any significant effect in reading comprehension skill.

The objectives of this study are to investigate the significant improvement of students' comprehension in reading narrative text and what is their response before and after they are being taught skimming strategy. As the explanation above, it has taken the interest of many researchers in many countries in attempt of giving the solution to the problems in reading skill . Through this study, the researcher hopes that the result will be beneficial for the students to improve their reading skill. And can help the English teachers to implement this strategy to improve students' reading skill through skimming, and give some ideas for the future researchers to conduct this strategy in another genre of text.

3. Methods

This chapter presents the strategies to find the answers of the research problem. This chapter includes research design, population and sample, research instrument, data collection and procedure.
This study is a mixed method research that uses comparative design, test the comprehension of the students through pre-test and post-test. The purpose is to see whether Skimming has significant difference in enhancing students' reading comprehension ability. In this research, the sample was selected out of fifteen students of second grade in junior high school in SMP Advent of Semarang in the academic year of 2018/2019. The students belong to the 13-14 age group. The samples were the students of grade 8 as the group taught with Skimming method. To conduct the study, the researcher used the following instruments for data collection: The instruments of this research were reading comprehension test given as pre-test and post-test. The pre-test was designed to measure the ability of the students in reading comprehension before Skimming was applied. The post-test was designed to see the result of the study after Skimming was applied.

The comprehension test was in the form of multiple-choice questions with a total number of 20 questions. Pre-test and post-test were originally made by the researcher and adapted from the materials in the text book used by the school in the second semester, English in Focus for grade 8. In this study, the researcher prepared the lesson plan and different materials for every meeting. The materials were taken from the school text book. The objective of the pilot-test is to check the validity, reliability, discrimination, and difficulty level of the test. The pilot test was given to another sample from SMP Advent, Semarang.

Pre-test was conducted before applying the treatment to diagnose the students' prior ability in reading comprehension. The test was in the form of multiple-choice questions. As the treatment, the teacher applied skimming to class 8. This class learned from the same materials from the text book. The teacher promoted the assigned text (e.g. narrative) and elaborated the purpose of the skimming strategy at first. The following are the steps in utilizing Skimming method: read the title, read the subtitle or introduction, read the first sentences of each paragraph, notice any picture, charts, or graphics and then read the summary or last paragraph if there is one. After the treatments, post-test was conducted in order to find out the impact of Skimming technique on students' reading comprehension ability. The post-test instrument was in the form of 20 multiple choices and was the same with the pre-test.

3. Results

The result of this study can be shown from Table 1 and Table 2 below. Table 1 showed the result of the pre-test and the post-test of the experimental group. Table 2 showed the result the pre-test and post-test of the control group.

Table 1. The Score of Pre-test and Post-test of Experimental Group

No.	Pre-test Score	Post-test Score
1	85	95
2	70	80
3	70	80
4	30	55
5	50	80
6	70	75
7	55	65
8	65	85
9	45	55
10	20	85
	P value =	0,019588
		Significant

Table 2. The score of Pre-test and Post-test of The Control Group

No.	Pre-test Score	Post-test Score
1	15	20
2	35	20
3	25	25
4	25	35
5	35	30
6	35	35
7	40	25
8	20	25

9	50	45
10	10	20
	p value	0,733121
		No Significant

4. Discussion

Based the tables above it can be seen that the students who had a treatment really improved and their score increased. It proved that this strategy, skimming strategy, was successful in reading. Their pre-test score and post test score were different and it showed there was a significant difference.

Based on the ability of the students and criteria of minimum score, students who got the score 86-100 is categorized as a very good, 65-85 is categorized as good and 0-64 is categorized as poor. It can be concluded that the students in the experiment could be categorized as good because they were taught by skimming technique. It means that after applying this technique, most of them could skim the text well.

In fact, when students were taught by applying skimming technique, they could increase their achievement in reading comprehension through this technique. As consequence, most students could elicit prior knowledge and find specific information from the reading text. Most students were active in the class when there was teaching learning process. It meant that the score of the students in the post-test was better than the pre-test.

Based on Table 1, the researcher found the lowest score in experimental group, both in pre-test and post-test were 20 and 55. And the highest score both in pre-test and post-test were 85 and 95. Therefore, it can be concluded that there was a significant score increase from pre-test to post-test. And based on this data as represented in table 1, the p value is 0,019588. If p Value (Sig.) $\leq \alpha$ (0.05): H0 is rejected. Ha is not rejected. It means there is a significant difference on students' reading comprehension ability between those who are taught using Skimming strategy and who are not.

In other side, the result of control group was not satisfied. The lowest score both in pre-test and post-test were 10 and 20. While, the highest score both in pre-test and post-test were 40 and 45. There was no any significant difference as presented in Table 2.

5. Conclusions

Based on the result, the researcher tries to draw the conclusions: 1) there is a significant difference on students' reading achievement in narrative text before and after being taught through skimming strategy. The significant value is lower than 0.05; 2) the students' responses are good at response. They felt enthusiasm, had a good motivation in learning English and they may have new vocabularies in English. It is also can minimize the boredom in reading, especially in narrative text which is identically in long paragraphs. Then, this strategy was useful and helpful for the students also may help them think critically.

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