



The Effect of Using Skimming Technique in Students Reading Comprehension to Find out Main Idea at The Ninth Grade of Mts TI Paninggahan

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ABSTRACT

This research was done due to several problems that found by the researcher. This research was aimed to find out the effect of using skimming technique in students reading comprehension to find out main idea on narrative text. This research was conducted at the ninth grade of Mts Ti Paninggahan. In this study, the researcher used quantitative method with pre-experimental design by comparing the students' pre-test and post-test scores. To determine the sample, the researcher used purposive sampling and choosed one class as experimental class. The subject of this study ninth grade that consist of 18 students. The data was analyzed using t-test formula. The result shown that there were significant difference on the students reading comprehension to find out main idea after taught used skimming technique. The students mean score of the post-test was 78,33, it is bigger than mean score of pre-test was 46,11. The researcher used t-test formula by comparing score of pre-test and post-test through SPSS. Based on the output statistic, the value of Sig (2-tailed) is $0,00 < 0,05$. It means that H_a is accepted. It means that the students who are taught using skimming technique is better than the students who are taught before using skimming technique. In short, skimming technique has a significant effect on students' reading comprehension to find out main idea on narrative text at Mts Ti Paninggahan.

Reading Comprehension, Main Idea, Skimming Technique.

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INTRODUCTION

Students are categorized as succesful reader if they are able to comprehend the reading material. In reading something, student's reading comprehension is one of the important things in order to catch the meaning based on what they have read. reading comprehension is the act of understanding the text to improve the students' ability in reading the text. According to Brown, there are several aspects of reading comprehension that commonly used to measure students' reading comprehension ability which are main idea, scanning for specifically, reference, vocabulary in context,

expression/idiom/phrase in context, inference, excluding facts not written, supporting idea. Main idea as one of the crucial aspect in reading comprehension. Main idea is what the most in formation the writer intent to share in the text. Whereas, identifying main idea is important because main idea is like a key of the text so when the readers get the key then they will be easier to grab the information from the whole the text. Moreover, in reading comprehension main idea always come first and deserve the top priority.

In addition, main idea is significant in reading comprehension because it is the point of the paragraph and the things that the author develops throughout the paragraph. In other word by identifying main idea of an text, the students will be able to understand the contents contained in the text. As stated by Crismore that knowing main idea has positive effects. First, reader can be more easily to understand the text because main idea provides the reader with a chance to participate in reading process as an effective role player. Second, knowing main idea can guide readers through a text and help them to organize content and enhance general ideas as they read. Third, the main idea can increase the role of readers in reading comprehension process.

However, from all questions about reading comprehension mostly students can not answer the question about main idea. There are numerous difficulties in students reading comprehension especially in find out main idea. The first is from the students' side is most of students had low score in reading exercise especially in finding main idea, the second is most of students did not know how to find out main idea of the text and did not know where the position of main idea and the third is from the teacher's side, the technique of the teacher is not effective to solve the students' problems in comprehendiong text to find out main idea.

For this reason, the teacher should find some effective strategy to increase students' reading comprehension to find out main idea. There are many strategies that might be used toward student's reading comprehension to find out main idea. One of the strategies that might be used to improve student's reading comprehension to find out main idea by using skimming technique. Skimming is one of effective technique that is useful to enhance the reading comprehension, that is a technique to look the gist of what the author is saying without a lot of detail. As stated by Beale that skimming refers to looking only for the general or main idea. The advantages of skimming technique is very useful in predicting what is going on in the text or even get the main idea of the text then make students answer the question quickly and exactly. Therefore, to solve the above problems the researcher want to use skimming technique.

RESEARCH METHOD

The design of this research was experimental research because it has the purpose to know the effect of using skimming technique in reading comprehension to find out

main idea narrative text. Gay states that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship. There are two major classes of experimental designs, single-variable designs, which involved one independent variable, and factorial designs, which involve two or more independent variables. Factorial designs are classified as pre-experimental, true experimental and quasi experimental. In this case, the researcher choose the Pre-Experimental Design because in this design, the researcher controled some of variable which influence the process of the experimental. This study aim to predict, confirm and test the hypothesis.

The type of research used in this study was experiment. Experiment research is research that give the treatment to experiment subject and keep the control subject as the standard of comparison. Gay said that experimental research is the only type of researcher that can test hypothesis to establish cause-effect relations. Arikunto said that the purpose of experimental research is to know whether any cause or not of the treatment that gave to subject. It means that experimental research is the research which tries to observe the cause-effect relationship. This research was used one group of sample.

The population of this research was 38 students. In this research the researcher used one class, as the experimental class. For this research, the researcher used purposive sampling. According to Margono, the purposive sampling is the selection of a group based on certain characteristic suitable with the need of the research. The researcher choosed the class IX2 with 18 students as the sample concerning certain criteria that is suitable with the need of the research In this research, the instruments used English reading test. The test was in the form of in multiple choices test. The test consisted of 20 multiple choices items. In constructing the test, the researcher consulted with the English teacher. The pretest was used to know the students reading comprehension in finding main idea before doing the treatment. However, the posttest was give after the treatment to know the students improvement.

RESULT AND DISCUSSION

Finding

In this part, the data was collected by using SPSS formula. Quantitative data described students reading comprehension to find out main idea as explanation of the research result below:

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pretest - Posttest	32.222	8.948	2.109	36.672	27.773	15.278	17	.000

Based on the table of paired sample t-test above, it could be seen that t was 15.278 and df (degree of freedom) was 17 with sig (2-tailed) was 0,000. Based on t -table, it could be seen that t was higher than t table 0,05 with the significant t -table ($15.278 > 2.109$). It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that there was significant effect of using skimming technique in students reading comprehension to find out main idea on narrative text at Mti Paninggahan. In order to test the hypothesis, the researcher calculated the score of pre-test and post-test. The hypothesis tested in this investigation are as follow:

The first hypothesis

After finding the mean score, the standard deviation, and the value of the t -obtained by using t -test on SPSS, the hypothesis was tested. The hypothesis of this research was tested as follow:

H_a : There is significant effect of using skimming technique in students reading comprehension to find out main idea.

H_0 : There is no significant effect of using skimming technique in students reading comprehension to find out main idea.

H_a means that there is significant effect of using skimming technique in students reading comprehension to find out main idea. On the other hand, H_0 means there is no significant effect of using skimming technique in students reading comprehension to find out main idea.

The researcher used t -test formula to measure whether there the hypothesis was accepted or rejected by comparing the score of pre-test and post-test through SPSS. From the score of pre-test and post-test it can be seen there is significant effect of using skimming technique in students reading comprehension to find out main idea. It means H_a was accepted and H_0 was rejected.

The second hypothesis

The second hypothesis, is there any significant difference of the students reading comprehension to find out main idea before and after using skimming technique.

H_a : Difference of students reading comprehension to find out main idea before and after using skimming technique.

H_0 : Students reading comprehension to find out main idea is not any difference before and after using skimming technique.

To measure the hypothesis would be accepted or rejected, the researcher used t -test formula through comparing the pre-test and post-test through SPSS. Based on formula above, to find whether H_a accepted or rejected, the value of t_{obtained} was compare with the value of the t_{table} , the descriptive hypothesis (H_a) is accepted. However, if the value of t_{obtained} is same or less than the value of the t_{table} , the null hypothesis (H_0) is accepted.

The third hypothesis

The third hypothesis, do the students have better comprehension to find out main idea after taught by using skimming technique.

Ha : The students have better comprehension to find out main idea after taught by using skimming technique.

Ho : Students reading comprehension to find out main idea is not better after taught by using skimming technique.

To measure whether the hypothesis would be accepted or rejected, the researcher used t-test formula through comparing pre-test and post-test through SPSS.

From the calculation of the score of both tests, the mean score of post-test was 78.33 was higher than pre-test was 46.11. After that, it was analyzed by using t-test with SPSS, and the result of the $t_{obtained}$ was 15.278 on 17 degree of freedom and t_{table} 0,05 level of significant. Through comparing the $t_{obtained}$ (15.278) to the t_{table} (2.109) on the same degree of freedom and level of significant, it was found that the value of $t_{obtained}$ was higher than value of t_{table} .

From the data above, it could be conclude that the hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because the value of $t_{obtained} > t_{table}$, it can be conclude that the students who were taught by using skimming technique give better effect on students reading comprehension to find out main idea.

DISCUSSION

In this research, the researcher had found the effect of using skimming technique in students reading comprehension to find out main idea. The advantages of used skimming technique are students can predicting what is going on in the text or even get the main idea of the text then make students answer the question quickly and exactly.. In the classroom process, the researcher did some steps. First, the researcher divided the students into each group. The researcher invited students to read the title of the text first, the researcher directed students to read all the text as fast as possible. Then, ask students to not interpret difficult words in the text first. The researcher directed students to guest main idea of the text. After all the students discuss to find out main idea of the text, then each group presents the results. The researcher also provided reinforcement for results of the discussion presented and direct the students to summarize the text that they have read. Last, the researcher gave explanation about skimming technique that used on reading narrative text to find out main idea.

In this section, the researcher would like to describe and discuss the finding of this research based on related theories. All the data collected from the instrument provide information of the research findings. The result of the students score was calculated by using t-test. Based on the result of the data analysis, it was proven that students reading comprehension to find out main idea by using skimming technique was better. It could be seen by the comparison between the pretest and post-test result.

Furthermore, based on the t-test, the mean score of post-test 78.33 was higher than the pretest. And also H_a was accepted, it means that there was a significant effect of using skimming technique on student's reading comprehension to find out main idea. It was clear that in this research, the researcher found that there are some students got high difference scores between pre-test and post-test.

Skimming technique was useful for the teacher and students. Skimming technique help the students go through the reading material quickly in order to get the gist of the text. Therefore, skimming technique is an effective strategy that can be used by the teacher in teaching reading comprehension. In other word, it means that the skimming technique is useful and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning reading comprehension in find out main idea of text. It can be concluded that the skimming technique is useful strategy in helping the students to improve their reading comprehension to find out main idea of text.

Based on the explanation above, the researcher had answered the hypothesis. The result meant the null hypothesis was rejected and there was significant effect of using skimming technique in students reading comprehension to find out main idea. The use of skimming technique was gave the difference before and after using skimming technique. In the other words, use skimming technique have better reading comprehension to find out main idea after taught by using skimming technique. To sum up, the use of skimming technique in teaching reading comprehension had a significant effect improvement on student's reading comprehension to find out main idea.

CONCLUSION

Based on the finding and discussion in the previous chapter, the researcher conclude this research that focus on the effect of using skimming technique toward students reading comprehension to find out main idea on narrative text. There was a significant effect of using skimming technique on students reading comprehension to find out main idea at the ninth grade of Mts Ti Paninggahan. It can be seen from the score improvement in score of student post-test after taught by using skimming technique on students reading comprehension to find out main idea on narrative text.

It is suggested that the English teacher should be more creative and innovative to select the teaching strategy to deliver their material. The teacher could find a good instructional media to get their students' interest in learning English, especially in reading. Skimming technique would be helpful to improved students reading comprehension to find out main idea, therefore the teacher needs to maintain using technique especially teaching reading comprehension in the next academic year. For the students, the students can use skimming technique in learning reading comprehension,

because skimming technique is interesting and help the students go through the reading material quickly in order to get the gist of the text. The students must pay attention and be serious in teacher presentation in teaching English using skimming technique in order that the students' can fell enjoy and easy understanding to the material.

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