Improving the Students’ Reading Comprehension Through Skimming Technique

Mahmud Miftakhul Huda
English Education Study Program. STKIP PGRI Pasuruan
mahmudmiftakhulhuda@gmail.com

Abstract: Reading was one of skill that should be mastered by the students to get an information and idea from a text. The purpose of this research was to improve the students’ reading comprehension in reading journal article text. This research used classroom action research design which was held at STKIP PGRI Pasuruan on 30th of April and 03rd of May 2018 for the cycle one and on 07th and 10th of May 2018 for the cycle two. The subject of this research was the second grade in 2017 academic year of STKIP PGRI Pasuruan. The instruments used were observation, interview, test, questionnaire and documentation. This research used two criteria of success, they were the test and the questionnaire. The result showed that cycle one was failed because there were 83% students who passed the test and 46% students who liked skimming technique. Meanwhile, in cycle two the research was successful because there were 98% students who passed the test and 95% students who liked skimming technique. The conclusion of this research was using skimming technique could improve the students’ reading comprehension in journal article text.

Key words: journal article, reading comprehension, skimming.

Curriculum is one of the important thing that is needed to make the education program to be success. In Indonesia, the curriculum that is applied in university is KKNI (Kerangka Kualifikasi Nasional Indonesia) Curriculum. KKNI curriculum is a plan of qualification competence stage which makes equivalent and integrate the education area with the job coaching and experiencing with the aim to give a confession in work competence appropriate with the job structure in many sectors (Budi, 2016). As stated on KKNI curriculum, the course description of Inferential Reading is to apply the theory and practice the students about reading an English text with focusing on the students ability in comprehending the message from the text (no matter it is implicit or explicit), the language that used and the pattern to develop a text. It also teaches the students about the reading technique such as scanning, skimming, previewing and predicting. For mastering reading skills and techniques, students must understand about the definition of reading itself. Reading is means of language acquisition and sharing informations and ideas (Nurcahyanti, 2012). By reading, the readers will get and learn something new in form of information which the readers can use and apply the information that they get in the other skills in learning English.

This research focuses on the comprehension skill. Because reading has close connection with comprehension skill, or it usually known with reading comprehension. Reading comprehension has meaning the process of constructing meaning through the dynamic interaction among; the reader’s existing knowledge; the information suggested by the text being read; and the context (Kimberly, 2015). A reading comprehension skill is able to develop someone’s ability in constructing meaning quickly, effectively and easily with no fear for having wrong interpretation. It means that, this skill makes the students know the meaning of each word from the written text that they read and they will able to construct the whole meaning.

But in the fact, reading comprehension is not easy as people think from the theory. It seems easy to do when we learn it theoretically, but practically it needs a sense to meaning the words correctly. Understanding all the words but you do not know what the writer are getting at and saying from their words. That is why we need a reading technique to help the students solving the problem. Reading technique is the way that it makes us easily to understand what the text means. With using a technique will make
you easy to interpret the text and it makes your reading to be efficient, it does not waste your time. Skimming technique is one of the effective technique to solve their problem which it do not need a long time to do it. According to Brown (2003), Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. By using skimming technique, your reading will be efficient. You can use skimming technique in any kind of text. There are many kind of reading texts, one of them is reading journal article. Journal article is a paper as a product which is the result from a research or theory and its already published. A journal article is consist of abstract, introduction, method, result, discussion, and conclusion or general discussion. When they read a journal article, there are some obstacles that generally faces by the readers.

Most of students have difficulty in reading a text because they do not use a technique. Whereas we know that it helps them on understanding and also when answering the questions based on the text. The subject of this research is the second grade students in the 2017 academic year of STKIP PGRI Pasuruan. The researcher takes the students in Inferential Reading class as the subject of the study. There were 41 students which consisted 9 boys and 32 girls. The second grade students of STKIP PGRI Pasuruan have the same problem when they read a journal article. Mostly the students complain that the text of journal article is too long, it makes them need a long time to finish it and then make their own interpretation which will be presented eventually. Based on the problems above, the researcher intends to make a classroom action research (CAR) untitled “Improving the students’ reading comprehension through skimming technique”. Because the researcher wants to help the students’ difficulty to comprehend a text, especially a journal article. According to (Hutabarat, 2012) skimming technique is effective as a technique to develop their ability in meaning a word. Skimming technique can increase their ability to answering the question from a text immediately. Beside that, H. Douglas Brown (2003) also support it through his theory on his book (Language Assessment: Principles and Classroom Practices) states that the skimming technique helps the students to solve a problem in comprehending a text.

**REVIEW OF RELATED LITERATURE**

**Reading Comprehension**

In learning English, students must be able for mastering the skills. Reading is skill that mostly difficult to be learned by the students. Reading consists of two related processes: word recognition and comprehension. Comprehension is the process of making sense of words, sentences and connected texts. According to Yassuke (2011) explained that reading comprehension is a complex process in which the readers uses their ability to find information. It means that the readers must be able to comprehend the meaning of printed words from what they read. It is become a complex process, because in the process of comprehending a text the readers will have various sense from a word, so it can make a various input and output from those process. That is why although the readers have the same text to read but the outcome will be different. Comprehension entails of three element, those are the reader who is doing the comprehension, the text that is to be comprehended and the activity in which comprehension is a part.

Based on the explanation above we can conclude that reading comprehension is a process of understanding and constructing of meaning from a text by the readers in order to get the information from the text. Reading comprehension needs the readers knowledge to sense the word by theirselves. The outcome can be different from one and the others. It depends of the readers intepretation for choosing the meaning from a word.

**Skimming Technique**

Skimming is a kind of reading that makes our eyes moves quickly to see and observe the written text for finding information (Tarigan, 2008). The purpose of skimming is to cover and conclude the main idea of the text without reading the whole of the words in the passage closely. It can give the readers advantages of being able to predict the purpose of the passage, the main topic or message and possibly some developing or supporting ideas. Skimming Technique is useful to enhance the reading comprehension. Thus, in skimming a text, a reader needs to learn how to select the keywords. The students must be convinced that keywords are needed as a prediction to answer the question. It is important because in skimming, a reader have not to read all sentences. In skimming, readers only have to take the most important information and the main idea rather than read all of the words. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about. Besides, a certain amount of practice is necessary in order to skim and fulfill their purposes.

Based on the explanations above, in skimming the students read the text to determine the main idea.
They need to read the whole text in order to be able to get the main idea of the text. Skimming is a very good technique in comprehending a text, because it gives the readers to predict the purposes of the text as well as identify the gist of the text. This is the reason why the researcher decided to choose skimming as a technique to improve the reading comprehension of the students.

**Journal Article**

Reitz (2012) stated that journal is one periodical which is for distributing of a real research (original), and the opinion (commentary), to the today’s development in one discipline, subdiscipline or the investigation area, its usually publishes in three months (quarterly), in the middle of the month (bimonthly), or in a month (monthly) that is get in subscribely (subscription). A good journal should has the serial number (ISSN) as the proof that those journal was already officially publishing. Journal article is a kind of text/paper that makes by someone based on their research/theory and it’s already published. According to Siswandi (2013) there are some simple ways to check if the journal article is good or not, they are: (1) Read the title of the journal article, (2) Check the author from the journal article, (3) Evaluate the Title of the journal article, volume, number, and the year-edition, and (4) Read the abstract of the journal article.

Before that, you should understand the content of journal article, we should know the part of the journal article itself. Its important because a journal is consist of several parts inside. There are six parts of journal article, including: abstract, introduction, method, result, discussion, and conclusion. Journal article usually has a quite rigid structure that is determine by particular journal in which they appear and by the type of research being reported; this makes extracting information from them sometimes easier than from less rigid text types. For mastering the journal article, the reader should apply a strategy that easier them when they read the journal article. This strategy is effective to make the reader to understand and guess the content from the whole of the chapters from the journal article without reading all of the text.

**Previous Study**

To make a good preview toward the study, the researcher has conduct a previous study. The first is a study that is conducted by (Hutabarat, 2012) entitled *The Effect of Applying Skimming Technique on Grade XI Students’ Reading Comprehension*. He concluded that after analyzing the data, it is found that the scores of the students who teaches by applying Skimming Technique is higher than those who teaches without applying Skimming Technique. Beside that (Hasan, 2012) also conducted a study entitled *The Effect of Teaching Reading Comprehension Strategies on Iraqi EFL College Students’ Performance in Reading Comprehension*. She concluded that the skimming technique permits the college students to capture the key words and the whole meaning of a text. They will easy to get what they need from the text by using skimming technique.

The evidence seems to indicate that skimming technique is appropriate to be used as the effective technique to solve a problem in comprehending a text. The researcher will conduct the research with the same technique with both of the researcher that stated above, it is by using skimming technique. But, the researcher will conduct the research in the university. Mostly, the other researchers are applied it in the junior or senior high school. The researcher choose the second grade of collage students in STKIP PGRI Pasuruan as the subject because the researcher intends to improve the students ability in reading comprehension. Beside that, the researcher choose a different media or text that is used. The researcher will use a journal article as the media or kind of text because the researcher want to challenge the students with a text that they never meet before. So, the researcher is conduct the similar technique in different subject of the study and the kind of text that is used.

**METHOD**

The researcher conducted this research by using classroom action research (CAR). CAR was a kind of research design that focused on teaching learning activities in the classroom. Latief (2016) stated that the classroom action research was aimed at developing innovative instructional strategy that could help to enchance the success in students’ learning English, identifying classroom problem, and trying to solve the problem can be done through the process of classroom action research.

By doing the classroom action research, the researcher tried to improve the quality of education. It could be by using a media, technique or strategy. The researcher tried to develop the students ability and also the researcher wanted to solve what was the problem that made the students could not develop their capability to mastering English. The classroom action research activities might involve repeated cycles, each consisted of planning, acting, observing, and reflecting. The result of cycle one was used...
to determine the need for the following cycle until the problem solve. So, in this stage the research was conducted in a cyclical process until the problem solved. If in a cycle does not met the criteria of success, the action would be revised and continued into cycle two. But when the cycle one was succeed, the action would be stopped.

**Research Instruments**

There were two kinds of data that the researcher got, a quantitative and a qualitative data. The quantitative data was the students’ score of reading comprehension. Meanwhile the qualitative data was data of students’ responses toward the implementation of skimming technique. In this research, the researcher would use some instruments to collect the data, they were: Observation, Interview, Questionnaire, Documentation and Test.

**Observation**

The researcher did the observation to get the students’ problem in reading class. The researcher joined the class to closer himself with the students. Through the observation, the researcher could find the students difficulties in mastering reading, especially for reading comprehension. The researcher used field notes and observation check list to write down all of the situation that was found in the classroom. The field notes was as a way for the researcher to memorize all of the experiences when the researcher joined with the class and have interaction with the students and the observation check list was used to know the class atmosphere and students’ enthusiastic in the teaching-learning process. The observation had done at 5th of March 2018.

**Interview**

The researcher interviewed the lecturer as a preliminary study. The researcher met the lecturer to get some information about the difficulties and the problem in teaching reading at STKIP PGRI Pasuruan especially in the second grade. The researcher gave 5 questions to the lecturer related to the problem and the difficulties especially in reading comprehension. The interview had done at 5th of March 2018.

**Questionnaire**

Questionnaire was made to know the students’ response about the implementation of skimming technique on reading journal article. They have to answer 10 questions that would be given in the last meeting. It consisted of 5 questions in form of a close-ended answer (A/B) or (yes/no) to ease the students in answering and 5 questions in essay form. The questions were about the student’s opinion after they got the explanation about skimming technique and applied it in the text of journal article. It would be held in the end of each meeting, on 03rd and 10th of May 2018.

**Documentation**

Documentation would be used to get supporting data about the reading result from the students after using the technique. It included the data about students’ score, students’ attendance and photo of the activity when the researcher did the research. This process would begin during cycle one and cycle two, on 30th of April and 03rd of May 2018 and also 07th of May and 10th of May 2018.

**Test**

The test would be held in the last meeting of cycle one, on 03rd of May and 10th of May 2018. The researcher gave the student a similar journal article to all of the students. After reading the journal article, the students had to answer the questions about “Social Media its Impact with Positive and Negative Aspects” in cycle one and “Causes and Effects of Fast Food” in cycle two. It would be held in the last meeting of cycle one and cycle two, on 03rd of May and 10th of May 2018.

**RESEARCH PROCEDURE**

**Criteria of Success**

There were two criteria of success of this research. They were the test and the questionnaire. The researcher was used a rubric scoring from Merrit Donna (2005) which was good to measure of students’ comprehension to make it easier. The researcher scored the students test through those scoring rubric and the researcher also made the key answer based on the scoring rubric.

<table>
<thead>
<tr>
<th>Data</th>
<th>Instrument</th>
<th>Criteria of Success</th>
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<tbody>
<tr>
<td>Student’s score</td>
<td>Test</td>
<td>≥ 85% of the students were got 80 for the score.</td>
</tr>
<tr>
<td>Student’s response</td>
<td>Questionnaire</td>
<td>≥ 85% of the students were liked the technique.</td>
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</table>
Based on the formula above, the students’ achievement in reading comprehension score was following the formula below:

\[
\text{Converted score of the formula} = \frac{\text{The students’ score}}{\text{The maximum score (100)}} \times 100\%
\]

But, the researcher made the formula by himself with an additional that was referenced to that formula by A’yun, and the formula was:

\[
\text{Score} = \frac{\text{The students’ score (x 2,5)}}{\text{The maximum score (100)}} \times 100\%
\]

Based on the formula above, the students must be able to pass the minimal score that was already decided on the criteria of success. This research could be stated successful if e” 85% of the students get 80 or more. Besides, the researcher used student’s answer based on the questionnaire. The result of the questionnaire should be e” 85% of the students liked the skimming technique. The percentage was chosen based on the consideration of the students’ ability. The researcher wanted to get the certain measurement to know the students’ reading comprehension.

FINDINGS AND DISCUSSIONS

FINDINGS

Cycle one

The researcher divided into four steps, they were planning, implementing, observing, and reflecting. Here was the explanation about them:

The Planning of Cycle One

The researcher explained about skimming technique deeply, it was not only focused on the skimming technique itself but also the other material which has relation with it such as the elements of paragraph (topic, main idea, and supporting detail). The researcher made a powerpoint slide presentation to show the material to the students. The time allotment was 2 x 50 minutes each meeting. The researcher made two lesson plans which was used for two meetings in this cycle. In the first meeting, the researcher explained about the definition, the advantages, and the purposes of skimming technique. But before the students learned about it deeply, the researcher taught them about the elements of paragraph. It included about topic (the definition and how to know a topic), main idea (the definition, the location, and kind of main idea), and supporting details (the definition, kind of supporting details, major and minor details). The researcher just tried to ask the students to do the skimming technique in a paragraph which showed in the powerpoint slide presentation. It was a way to measure their understanding about the material. In the second meeting the researcher reviewed the material briefly and then gave them the test. The test was answered 10 questions related to the journal article about social media. The students have 75 minutes to do the test and then the researcher took the students’ score from it. If the cycle one was unsuccessful, the researcher should find the solution why it was failed and must continued to the next cycle with the solution of the problem found.

Acting of Cycle One

This part discussed the activities in cycle one. It consisted of two meetings. Both of them discussed about skimming technique. In the first meeting the researcher explained the material to the students about skimming technique. While in the second meeting the researcher just reviewed the material that they learned in the previous meeting and took the student’s score by conducting the test. The first meeting was conducted on Monday, 30th of April 2018 at 08.00 a.m. Meanwhile, the second meeting was conducted on Thursday, 03rd of May 2018 at 10.20 a.m. In this meeting, the researcher conducted the test related to get the students’ score.

The Observing of Cycle One

According to the observation of the students’ response when the researcher taught the class, some of the students were rather active in learning activity and the others was usual, it does not mean they were passive. They still kept their attention on the researchers’ explanation. They looked interested to the material that delivered by the researcher. The students were prefered to not take a note when they
gather the material. They said that it would divide their focus, that is why the researcher said that the researcher would give the soft file after the class and they could make a note at home while they able to repeat for studying the material.

This research used the questionnaire as the criteria of success. The criteria of success of the questionnaire was 85% students were liked the skimming technique. After the researcher analyzed the result of the questionnaire, the researcher found that 46% students said that skimming technique was easy for them and 17% students said if the skimming technique was in the medium level, it means that skimming technique was not easy and not difficult. But, there was 37% students said that skimming technique was difficult. According to the explanation above, the researcher found that there were 19 students who said that skimming technique was easy. It means that only 46% students who liked the skimming technique. The criteria of success of the questionnaire was 85% students liked the applied technique. So, the researcher concluded that the criteria of success of the questionnaire was not achieved.

Reflecting Cycle One

Reflecting was the activity to analyze the test result, in order to know the the students’ development after the researcher implemented the skimming technique to the students and also about the problems that could make failure on the research. After conducted the test and also scored analyzed the students’ test, the researcher found that 17% from 41 students who joined with the test were unsuccessed. It was unsuccessed because their score can not pass the minimal score in the criteria of success that shoud be got. It means that there were 7 students who got under 80 for the scores. The percentage of the students’ test result it could be seen on the following figure:

The highest score in cycle one was 95 and the lowest score was 65. In cycle one, the researcher found some problems after conducted the test. The problems were: the students did not understand well about how to do skimming, some of the students still read all of the passage on the text, they did not apply the skimming technique, the students were still confused about the material which gave by the researcher because they just learn the surface on the previous semester, they complained about the text which so long for them, and they looked unfamiliar with journal article because it was the first time they face for that kind of text. From the result of the test, the result of the questionnaire and also from the problem found, the researcher decided to open the cycle two because the result of test can not achieve the criteria of success, it was only 83% students who passed the test. It means that the criteria of success did not achieved and cycle one was unsuccessful.

Cycle Two

The researcher also divided into four steps, they were planning, implementing, observing, and reflecting. Here was the explanation about them:

Re-Planning

It was similar to the cycle one, cycle two was the follow up the cycle one. In cycle two, it consisted of two meetings. The research was conducted on May, Monday 07th and May, Thursday 10th, 2018. It still followed by 41 students of 2017 academic year. The time allotment was same, it about 2 x 50 minutes. The first meeting was for explaining and the second meeting was for conducting the test.

As done in the cycle one, the researcher divided the activity into three steps: introduction, main activity, and closing. In the first meeting the researcher would explain the material and the second meeting to conduct the second test. But, the researcher made some differences in cycle two, they were: the lesson plan, the material, and the test.

The Acting of Cycle Two

Based on the re-planning of the research, the cycle was consisted of two meetings. It was the teaching-learning activity which already prepared to solve the problem in the cycle one. In the cycle two the researcher used all of the improvement that the researcher explained on the re-planning. The first meeting on this cycle actually was the third meeting on this reasearch. The first meeting was conducted on Monday, 07th 2018. By doing this cycle, the researcher wished that the problems were able to be
solved and the number of the students who failed from the criteria of success was decreased. The activity was explained about skimming technique and journal article. The second meeting was conducted on Thursday, 10th of May 2018. The second meeting started on 10.20 a.m. The activity of meeting two in cycle two was not different with the cycle one. In this meeting, the activity was reviewed the material about skimming technique and journal article and also gave the second test for the students.

**The Observing of Cycle Two**

In the cycle two, the researcher gave the students the material that already changed to be easier and also has an additional material about skimming technique. Through the new explanation from the researcher, the researcher observed of the students’ response (attention and enthusiastic) on the learning activity when the researcher taught the class. The students looked interested to the material that delivered by the researcher. After they have explanation about journal article, they seems like do not afraid again with a long text such as journal article if we understand the structure and how to mastering it by using strategy. Through the researcher observed on the students’ ability in applying the skimming technique when the researcher exercised them, they had an increasing skill after applying the technique.

As the researcher stated above, this research was used the questionnaire as the criteria of success. The result was there were 95% students who says that skimming technique was easy, it helped them to have fast reading, it was an effective reading technique, and simple to be applied. Besides, there were 5% students whos said that skimming technique was difficult, it was complicated and most of them said that journal article was too long for them. According to those result, the researcher could conclude that the criteria of success of the questionnaire was achieved.

**The Reflecting of Cycle Two**

Similar with the cycle one, reflecting was the activity to analyze the test result. The researcher analyzed the data that the researcher gained from the result of the test. In the second test, there was 1 student who can not achieved more than 80 for the score. It means that 2% from 41 students who joined with the test were unsuccessed to pass the criteria of success. From the data of the students’ score of cycle two, it also showed that 98% of 41 students was get 80 or more for the test. Almost all of the students achieved the criteria of success that had been determined by the researcher. It could be concluded that the test in the cycle two was successful. This happened because they could understand all of the content of the text after they learned the material for twice that made them easier for answering the question in the second test. The researcher presented the presentage in the form of diagram. The diagram could be seen on the following figure:
nique, just has additional material about journal article. The students just combining the previous information from the cycle one with the new information that the students got in the cycle two. After conducted and analysed the student’s test in the second meeting, the result was 98% of the students was passed the criteria of success. So, it means that it more than 85% students passed the test and according to the result of the test and the result of the questionnaire, the researcher was concluded that the criteria of success was achieved and cycle two was successful.

DISCUSSIONS

Cycle One

In this cycle, the researcher explained about the problems and the treatments that the researcher did during the implementation of skimming technique to improve the students’ reading comprehension in journal article. It also about the success and the failure of this research.

In the first meeting of cycle one, there were many students who came late in the class. When the researcher started the class at 08.00 a.m. The researcher lead the students to pray together and after that the researcher greeted and checked the students’ attendance list. After the researcher checked the attendance list, there were only 23 students who came on the class. It means that there were 18 students who came late. The students who came late to the class indicate that those students have low motivation to study. According to Sardiman (2008) said that the motivation propelled a human for doing something, as the activator, and determine the direction of the deed. As a teacher you could give them a short motivation before you started the class. Then, the researcher still continued the teaching-learning process, the researcher was not waited for the students who came late because it was already planned on the lesson plan and the researcher do not want to make the time was ran vainly. The researcher directed the students to the material that would be discussed. A professional teacher should create a conclusive, inspirational and communicative learning, so a professional teacher demanded to has a skill to organize and do the teaching-learning process in the inside or outside the class. The comfortable of the classroom could give an influence to the student and teachers’ concentration and productivity in the learning activity (Wati, 2018). Because a classroom which has a good atmosphere would make the students easy to focus on the object that was studied. After the researcher got the students attention, the researcher began to explain the material about skimming technique. When the researcher tried to jump to the next material some of students were complained that they were unfinished for taking a note related to the material that the researcher explained. Because of the researcher wanted the time run effectively, the researcher asked them to not make a note, just keep their attention to the researchers’ explanation. The researcher would give the soft file about the material after the class. An activity such as taking a note would split the students’ focus. Paul D. Diedrich (2011) also stated that the students activity was only Visual activities, Oral activities, Listening activities, Writing activities, Drawing activities, Mental activities, and Emotional activities, there was no activity for taking a note during the teaching-learning process.

After explained all of the material the researcher came to the section of discussion. The researcher would answer the question from the student. It was good to create an active learning in the class. An active learning was a learning which invited the student to be active in the class (Zaini, 2012). The students’ question related to the teacher explanation was the indicator that the students was have an active role in the class. Some of the students was asked to the researcher related to the material. The researcher answered all of the questions that asked by some students. After answering all of the questions, the researcher still gave their chance to ask a question but they said that they already understand. So, because the time was over, the researcher closed the class by giving them a feedback. According to Muhibbin Syah dan Kariadinata (2010) stated that the active teacher was the teacher who gave a feedback, asked a challenging question, and discussed the students’ idea. After gave the feedback and also the conclusion of todays’ learning, the teacher checked the students attendance again to take attendance the students who came late. After checking, all of the students were present on that day. The researcher thanked and greeted the students to close the class. The class was ended at 09.40 a.m.

In the second meeting of cycle one, the researcher gave the test to the students to make measure the effect of skimming technique to improve their reading comprehension in journal article. The result of the test in cycle one showed that 17% of students was unsucceeded to pass the criteria of success. It means that the criteria of success was can not be achieved. It should 85% of the students passed the test. The research was unsuccessful because there were 7 students who get score under 80 or in the
other word it was only 83% students who passed the test. So, the researcher needed to open the next cycle. The problems found were the students did not understand well about how to do skimming, some of the students still read all of the passage on the text, they not applied the skimming technique, the students still confuse about the material which gave by the researcher because they just learnt the surface on the previous semester, they complained about text which so long for them, and they looked unfamiliar with journal article because it was the first time they face for that kind of text. After analysing the students’ answer in the test, the researcher found that the students were bad for determining the topic and the main idea, it proved on their score in the cycle one. Besides, they also have weak ability for concluding a text. Based on their opinion on their answer in the questionnaire, 59% students were still difficult for matering the journal article. They said it was too long and have so many words in the text. So, related to the result of the test which only 83% students who passed the test, the students difficulties on journal article, and there were some problem which was still found by the researcher, the research should be continued to the next cycle.

Cycle Two

In this cycle, the researcher made some replannings to resolve the problems that found in the cycle one. The cycle two was the improvement of the cycle one. In the first meeting of cycle two, the researcher started the class by lead them to pray together and after that the researcher greeted and checked the attendance list. In this meeting the students was came on-time, different with the previous cycle. As the researcher stated above, the researcher made some improvement in the lesson plan, the material and the test. The researcher still used the journal article for the test because it consider that the students were in the college level. Cycle two was successful because of three factors. First was the question was not too difficult for the students. Suprihatiningrum (2013) said that material for studying was a material that must be mastered by the students and it able to reach the purpose of the study. The researcher gave them a material about journal article because based on their answer in the questionnaire, most of them said that it was too difficult for them. It becomes too difficult for them because the journal article was new material for them and they were needed more exercises to make them usual with the journal article. Yuningsih (2011) stated on her research that Thorndikes’ theory about behavioristic which named “Law of Exercise” effective to increase the students’ activities through drill and practice method. The exercises was good to make them familiar with the journal article and easy to comprehend it. Second was the theme that used was based on the students’ favorite topic. The researcher changed the theme of the journal article that used following the students’ request on the questionnaire in cycle one. Sadiman (2012) said that a material or a media that used in the learning must be interesting, so the students were stimulated on studying. The researcher used the theme about junk food or fast food which it was the favorite thing of the teenagers on this era. Besides, Al-Shumaimeri (2006) stated on his research about content familiarity, he said that the content familiarity facilitated reading comprehension. The students ability would be performed better in the familiar text. Third was the journal article that used was not too long. The researcher decreased the number of pages of the journal article. If in the cycle one the journal article consisted of 6 pages, in the cycle two the journal article consisted of 5 pages. The result of a research by Farboy (2008) stated that a text which was too long is a problem, the teacher needed to decrease the number of the paragraph of the text. A long text would spend a long time for the students to read it. According to Silberman (2014), an activity that spend the time was made the teaching-learning process run unefficiently. The way to choose the appropriate material according to Nurgiyanotoro (2001), the teacher should pay attention to the 3 of criteria, they were: the level of difficulty, the content, and the length or short of the text. The level of difficulty of the text was measured by the complexity of the vocabularies and the structure. The content should be suitable with the students’ needed and interested. The lenght of the text that used was better if it was not too long, or probably about 50-100 word in a paragraph. Actually, how long the text was not a problem if we use a technique on our reading. Sutz & Weverka (2009) was claimed that by using a technique, students can save the time to not read all of the text, especially reading for answering question related to a text. In order to make the students felt easy with the the journal article which has a long text, the researcher wanted to tell the students a material about journal article itself. The researcher explained the material about journal article for it definition, generic structure, the types and how to apply the strategies in reading journal article. After explaining the material, the researcher informed the students if in the next meeting the researcher would conduct a test.
again. Finally, the researcher closed the class by giving feedback and conclusion and then thanked and greeted the students. The class was ended at 02.20 p.m.

In the second meeting of cycle two, the researcher also gave the test to the students to measure the effect of skimming technique to improve their reading comprehension in journal article after the researcher was made some improvement. Before the researcher started the test, the researcher asked for the students’ readiness related to test. The students’ readiness was important on the process of studying because it caused a good concentration when they were acquired and learned a new information (Slameto, 2013). The result of the test in cycle two showed that 98% (40 out of 41) students was succeeded to pass the criteria of success. Only one student who failed on the test because the student got score under 80. After analysing those students’ answer on the test, the researcher found that it was because the students were did not concentration on the text. Julianto, Dzulqaidah & Salsabila (2014) said that concentration was the important thing in humans’ live. Without a concentration, it could decrease and split the attention in order to understand and comprehend the object studied. The more students’ concentration in studying, then would more effective the learning-teaching process that they did. On the contrary, if their concentration was low, so the result of their study was low (Halil, Yanis & Noer, 2015). For instance, the question was asked about the paragraph 3 but the students’ answer was about paragraph 4. It was totally wrong answer because it was not the appropriate answer that the question wanted. According to Hasan (2012), her research stated that by using skimming technique could develop the students’ reading comprehension of Iraqi EFL students. Besides, Hutabarat (2012) also had the same result on his research. By using skimming technique, it proved that there was an improvement on the students test. The students score was higher than without using skimming technique. The applying of skimming technique could improve the students’ reading comprehension. This research supported those research that claimed if skimming technique could improve the students’ reading comprehension. The result of this research was showed that skimming technique could improve the students’ reading comprehension in journal article text. From the statement above, it can be assumed that the cycle two was successful and the research was stopped. Finally, the researcher concluded that the use of skimming technique could improve the students’ reading comprehension at journal article text in the second grade of STKIP PGRI Pasuruan and it has many advantages especially for the learners.

CONCLUSION

This research is about improving the students’ reading comprehension through skimming technique in journal article text. Based on the findings and discussions in previous chapter, the researcher concludes that students’ reading comprehension in joural article increased by using skimming technique. It is proved in the result of the students’ answers on the test and the questionnaire.

In the cycle one, there are 83% (34 out of 41) students who passed the criteria of success. There are 7 students who failed on the first test because they are unable to get 80 or more for the score. So, the research is unsuccessful and the researcher still need to open the next cycle to decrease the number of the failed students and also the researcher wants to solve the students problems found in the cycle one with made some re-planning in cycle two. Meanwhile, in the cycle two, there are 98% (40 out of 41) students who passed the criteria of success. Only one student who failed on the second test. So, it means that the criteria of success is achieved. It shows that there is an improvement between cycle one and cycle two, the percentage of the improvement is about 15%. Furthermore, the researcher should stop the research and do not need to continue the cycle.

Besides, this research also uses the students’ answer on the questionnaire as the criteria of success. The result of the questionnaire in cycle one shows that 45% students says that skimming technique is easy. Besides, there are 17 students who thinks that skimming technique is not easy and not difficult (medium) and 37% students says that skimming technique is difficult. It means that the criteria of success of the questionnaire is can not be achieved. Meanwhile in the cycle two, there are 95% students who says that skimming technique is easy, it helps them to have fast reading, it is an effective reading technique, and simple to be applied. Besides, there are 5% students who says that skimming technique is difficult, it is complicated and most of them said that journal article too long for them. So, it can conclude that the criteria of success of the questionnaire is achieved. From the statement above, finally the classroom action research is surely proved that the skimming technique can improve the students’ reading comprehension in journal article at the second grade of STKIP PGRI Pasuruan in the 2017 academic year.
The English teacher must know what the problem that the students’ face truly and how to solve it during the teaching-learning process. The English teacher must consider the students’ capability for comprehending a text before choosing the text that is used. The English teacher also must prepare the material that has interesting topic and do not have many difficult vocabularies on the text. The important thing is the English teacher should use an appropriate technique on reading a text. Using skimming technique is a good alternative solution for the students to improve their ability especially in reading comprehension on journal article text. The English teacher can teach the students about skimming technique in order to help them for mastering the text easily and quickly.

The researcher hopes that this research will help the future researcher, as a reference to do their thesis who are interested in examining the students in improving their learning. Especially in improving students’ reading comprehension in journal article through skimming technique. Furthermore, because of skimming technique is proved can solve the students’ problem in comprehending a text, the further researcher is able to apply the skimming technique in another English skills such as speaking, writing, or listening. The next researcher can improve the way and the material that is used. It can be become a new finding. Besides, the future researcher also able to apply skimming technique in the other subject matters, it is not only for English courses. So, the future researcher can make an innovation that helps the other teacher from another subject matters.

REFERENCES


