

The Correlation between Students' Respond in Using Skimming Technique and their Reading Comprehension

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Abstract

This study aims to investigate the correlation between students' response to using the skimming technique and their reading comprehension. The participants consist of thirty students. This research is in the first semester of the academic year 2021/2022. It starts on October 11th. In this research, the testing instruments have been used quantitative paradigm, or correlational study with the analysis of Pearson Product Moment. The population and sample of this class are thirty students. The researcher uses a questionnaire and a reading comprehension test. Based on the result of Simple Linear Regression Analysis obtained regression equation The Use of Skimming Technique and Students' Reading Comprehension is $\hat{Y} = -3 + 0.24X$. Correlation Coefficient Calculation is performed using the formula Person Product Moment $r = 0.543$; this means the correlation between the variable The Use of Skimming Technique and Students' Reading Comprehension are enough. The result of the Calculation of determination is 29.4%, and the development of the significance test. Because $r_{count} > 0$ (null), it can be concluded that there is the positive correlation between the use of skimming technique and students' reading comprehension at sman 1 Tarumajaya Bekasi.

Keywords: correlation study, reading comprehension, skimming technique.

1 INTRODUCTION

Language becomes an essential part of us. With language, we can deliver what we want to convey orally or in writing. Besides the Indonesian language as our native language, English has also become an international language which is very important for us to learn and understand the English language (Gultom, 2016). By English language, we can get some information or knowledge around the world.

Learning English has four essential skills that students must learn: speaking, reading, writing, and listening (Wahab & Astri, 2022; Van et al., 2021; Erdoğan, 2019). We have to perfect those skills to use English correctly. Aside from students, teachers should understand these abilities well. Even every skill has specifics, and the four abilities are divided into two categories: Productive and Receptive skills. Writing and speaking are Productive skills because learners are doing these needs to produce language (Bobojonova, 2020; Hadah et al., 2020; Simatupang, 2022). They are also known as Receptive skills. Listening and Reading is Receptive skill because learners do not need to produce language to do these, they receive and understand it (Masduqi, 2016). These Skills are sometimes known as passive skills. One of the essential basic skills of learning English that students should learn is Reading.

Reading comprehension can be used on all subjects (Tisa, Sofendi, & Eryansyah, 2021). All subjects in school, including math, science, and language, depend on reading. Reading comprehension becomes much more important in high school and college. With reading, students can understand the content of a text or get new information to practice their reading skills.

Indonesia is often known for having a low reading interest (Nanda & Azmy, 2020). Most Indonesian people spend time on gadgets, tabs, or watch television. It happened a lot in real life. Reading culture becomes not important because many of us do not know the importance of reading (Rintaningrum, 2019). Make us stuck and lack information. Teachers got these bad experiences in school because many students cannot answer the question and do not like studying. Teachers should make students feel relaxed and comfortable while learning. Students will learn well if they get it. Several things make students still have difficulty in reading. First, students lacked reading habits, and they often failed in reading comprehension tests because they read English contests relatively little. They prefer watching TV, play with the gadget, or have fun with their friends. Second, many students find new vocabulary in a text, but they become difficult to identify the meaning of an unknown word in English because of their lack of vocabulary; they become difficult to identify the meaning of an unknown word in English.

In reading comprehension, the teacher must consider students' ability to understand the meaning, such as grammar, fluency, vocabulary mastery, and comprehension (Brooks, Clenton, & Fraser, 2021). Reading is the window of the world. It is a foundation skill for learning, personal growth, and enjoyment. Reading is a receptive skill and good activity in life, especially for learners, because Reading is a skill that students need. Without Reading, students will have difficulty learning something new.

If students have mastered reading comprehension, well students can find the main idea in a text. One of the techniques to find the main idea is Skimming Technique. Students can save time by Skimming because they just read the words they need to identify and skip over the ones they don't.

Skimming is a technique to read a text quickly that focuses on finding the main idea in a text without reading through the details (Mambua, 2020; Afriani & Wijaya, 2022). Skimming, students read a text without going into detailed and exhaustive Reading but only read in certain parts such as the first and last sentences of paragraphs, introduction, summary, or bold words (Putra, 2020). Because the purpose of skimming is to extract the essence of the author's main messages rather than the finer points; thus, students who want to be good readers should understand the Skimming techniques. The teacher will be responsible for teaching the best way for the students to read appropriately using a skimming technique to prepare students for a higher level of real reading comprehension. But students still have difficulties. Students being confused reading every sentence in the text will make them take a lot of time and make it difficult to determine the text's main idea.

In learning teaching process, the skimming technique is going to make it easier and motivate students to read and find the main idea in the text. For teachers skimming techniques will also be very helpful in seeing students' reading comprehension.

2 RESEARCH METHODS

Objective of Research is a type of research that aims to find or quantify the relationship between two or more variables. also, to find the empirical data about the correlation between students' respon in the use of skimming technique and their reading comprehension. Actually, this objective of this research is going to exam the research hypothesis which is written in discriptions before.

The researcher takes place or the field research at the SMAN 1 Tarumajaya Bekasi. The address of the school in Jl. Pahlawan Setia, Pahlawan Setia, Kec. Tarumajaya, Kabupaten Bekasi, Jawa Barat 17216. The research is going to be conducted in October 2021, the first semester of 2021-2022. This month is chosen due to the first semester of the school.

Method of Research, the researcher uses quantitative research paradigm and the type is correlation research study. The survey method by using a correlation is simply defined as a relationship between two or more variables without any attempt to influence these variables so there is no manipulation of variables. The whole purpose of using correlation

in research is figure out between two variables: students' respon in the use of Skimming technique as variable (X) and students' reading comprehension as variable (Y). This simple definition is the basic of several statistical tests that result in correlation coefficient, defined as numerical representation of the strength and direction relationship.

The research had to conduct the required test before conducting the hypothesis test. There were two kinds of requirement tests: normality test and linearity test. The normality test was used to determine if a sample came from a normally distributed population or not. While the linearity test was used to find out the correlation of two variables was linear or not.

3 RESULT AND DISCUSSION

Based on research, the maximum score, minimum score, mean, median, mode, variance and standard deviation of the use of skimming technique and reading comprehension, it could be described in Table 1.

Table 1. The Analysis Result of Descriptive Statistic

Descriptive Statistic	The Use of Skimming Technique	Reading Comprehension
Max	76	20
Min	40	2
Mean	66.4	13.0
Median	69	13
Modus	76	14
Standar Deviation	9.58	4.30
Variance	156.25	17.90

3.1 The Normality Test

Based on the description above, the result or normality test of students' reading comprehension could be described in the table as below.

Table 2. The normality test results

Variable	N	α	L_{count}	L_{table}	Decision
Using the Skimming Technique	30	0.5	0.158	0.161	Normal distribution
Reading Comprehension	30	0.5	0.076	0.161	Normal distribution

Based on Table 2, it was known that the result of $L_{count}=0.158$ after calculating the data. To find out whether a sample came from normally distributed, L_{count} had to be compared with L_{table} . If compared with Liliefors table at the significant level $\alpha=0.05$, $N=30$; so, the researcher obtained $L_{table}=0.161$ so that H_0 was accepted because L_{count} was smaller than L_{table} ($0.158 < 0.161$). It could be concluded that the sample comes from a normally distributed population.

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3.2 Linearity Test

The researcher had to find the regression line equation to calculate the linearity test. The research calculated it and obtained the result $\hat{Y} = -3 + 0.24X$. Based on the regression linear

test calculation, the value of $F_{\text{count}}=1.78$ and $F_{\text{table}}=2.48$ at the level of significant 5%, and the result is H_0 rejected if $F_{\text{count}} < F_{\text{table}}$. It means that the regression is linear. Furthermore, based on the regression significance test calculation, the value of $F_{\text{count}}=11.38$ and $F_{\text{table}}=4.20$ at the level of significance 5%, and the result is H_0 is rejected if $F_{\text{count}} > F_{\text{table}}$. It means that regression is significant.

3.3 Hypothesis Test

The researcher used Pearson Product Moment to find out whether there is a correlation between the use of skimming technique and students' reading comprehension. In contrast, the t -test was used to determine the significance of the correlation coefficient between the use of skimming technique and students' reading comprehension.

3.4 Pearson Product Moment

The result of calculating Pearson product-moment between the skimming technique and students' reading comprehension obtained a simple correlation coefficient $r_{xy}=0.543$. Based on the result above, the researcher has decided H_0 is rejected, because $r_{\text{count}} \neq 0$ (null) and H_a is accepted, because r_{count} more than 0 (null). It means there is the correlation between the use of skimming technique and students' reading comprehension in learning teaching process.

3.5 Discussion

The researcher purposed to prove the correlation between the use of skimming technique and students' reading comprehension in the tenth grade of social sciences class at SMAN 1 Tarumajaya. As the researcher wrote in the first chapter, language becomes an essential part of us, and one of the important languages we should learn is English, and reading comprehension is the key. Reading comprehension is the window of the world, especially for students because they need it and they can achieve their comprehension. Without reading comprehension, students are going to have difficulty learning something new, and it is one of the language aspects that is almost dominant in the teaching-learning process. When students understand the text, they can get information or knowledge, which means they have to find the text's main idea. One of the techniques to find the main idea is Skimming Technique. Students need to read the words that they can identify and skip the ones they don't. Skimming is a technique to read a text quickly that focuses on finding the main idea in a text without reading through the details.

Based on this discussion derived from analysis of the findings. The analysis has been accomplished to answer the research problem. This part presents some points collecting data method and analysis data. In this study, the researcher had conducted data collecting. The data was collected by using two instruments. The first was reading comprehension (multiple-choice test) given to all students as respondents in this research. They were asked to choose the correct answer based on their ability. The second instrument was a questionnaire test used to know their skimming technique. Students were asked to select the statement on the questionnaire.

The analysis has been accomplished to answer the research problem. From the analysis, the researcher got the result as follow: (1) The respondents of this research were 30; (2) The result of the correlation between the use of skimming technique and students' reading comprehension was $r=0.543$; (3) The determination coefficient is 29,4%, which means that the use of skimming technique contributed 29,4% to student' reading writing; (4) H_0 can be rejected because $t_{\text{count}} \neq 0$ (null)

According to the result of hypothesis testing, if students use the skimming technique, they will find the main idea and understand the text quickly, which means they will have a good comprehension in reading. The result was equal with the theories above researcher assumption. The researcher takes the conclusion that related to the findings above. Students' reading comprehension score is not only influenced by the use of skimming technique area but also by the teacher, students situation, students prior knowledge, or

some elements in reading, especially when they were doing the test online from Google form.

4 CONCLUSION

According to the research findings, the researcher can conclude the positive correlation between the use of skimming technique and students' reading comprehension. Especially, in learning teaching processes by using skimming technique can increase students' motivation, aspiration to be success their reading comprehension.

For the students, this research can become a suggestion for the students, and they must be more engaged in the learning process, especially in English lessons. If they use skimming when they read about something, they can find the main idea quickly and understand the text well.

For the teacher, the teacher must be able to enhance the skimming technique by giving them some motivation and exercise about skimming while learning not only in the subject of class but also in other reading sections.

For the future researcher, based on this research, the future researchers can change the variable Y which is students' reading comprehension with others such as writing, to be more creative which aims to find out whether there is a correlation between The use of skimming technique is going to be used with other language skills.

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