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Unedited Proceeding

THE EFFECT OF SKIMMING TECHNIQUE IN IMPROVING STUDENTS' READING ABILITY AT NON-ENGLISH DEPARTMENT

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Abstract: The present of this study intends to find the effect of skimming technique on students reading ability. To conduct this study, non-English department students who study TOEFL subject at Program Studi Pendidikan Bahasa Indonesia at FKIP HKBP Nommensen University were selected based on purposive sampling technique. To collect necessary data, a reading comprehension test was employed. The test was given in pre teaching (pre-test) and in post teaching (post-test). A group of 40 students (experiment class) was taught to employ reading comprehension using skimming technique while the other group of 40 students (control class) was taught reading comprehension conventionally. Descriptive quantitative design is used in this study to analyze the data in order to find out the effect of skimming technique on students' reading ability. The research finding shows that the students' reading ability is improved. It means that skimming technique is effectiveness in improving students' reading ability.

1. INTRODUCTION

The importance of English makes it studied in varieties of events. One of them is in education. The mastery of English needs legal proof like certificate. Recently it is known as Test of English as Foreign Language (TOEFL). Related to this statement, the students of HKBP Nommensen University study TOEFL in all departments such as prodi: Ekonomi, Matematika, Fisika, Kewarganegaraan, Pendidikan Agama Kristen, German, Indonesia, and English as well.

In studying TOEFL, students have to master three varieties of sections, they are Listening comprehension, Structure and Written Expression, and Reading comprehension. In this research they are not discussed all but it is focus on reading. In this field skimming is used to improve the students' ability.

Reading is the way to understand written messages. The goal in any reading activity is to get information or knowledge. Reading is the form of text which has meaning (Johnson, 2008). There are two key words noted in these statements they are creating and meaning. If there is no meaning being created, there is no reading taken place. "*Reading is*

a constantly developing skill". Like any skill, people get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. "*Reading integrates visual and nonvisual information*". During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading). "*Reading is the act of linking one idea to another*". Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2011). In line with this (Alderson, 2000) also defines that Reading is the same sort of activity as listening and the only specific aspect of reading that we need to concern ourselves with as tester is the process of transformation to speech." It means that when we are reading a text, the first thing that we concern is what we read so that we can understand what is the meaning of the text.

To get succeed in reading, the researcher applies skimming technique to help the students. Teaching by skimming technique is to help students getting linguistic information more efficiently and confident in reading. Most people accept that we can at least identify certain technique which reader can make conscious use of when reading difficult texts. Probably the best way to acquire these is simply to read and reread. However, there is evidence that technique training helps (Nuttall 1985). In this case skimming is selected. The steps in doing skimming a text (Brown, 2001) are presents as follow:

- Read the title; it is the shortest possible summary of the content.
- Read the introduction or lead in paragraph
- Read the first paragraph.
- If there are subheadings, read each one, looking for relationships among them.
- Read the first sentence of each remaining paragraph
  - The main idea of most paragraph appears in the first sentence
  - If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable
- Dip into the text looking for:
  - Clue words that answer who, what, when, why, how
  - Proper nouns
  - Unusual words, especially if capitalized
  - Enumerations
  - Qualifying adjectives
  - Typographical cues-italic, boldface, underlying, asterisk, and etc.
- Read the final paragraph completely. Mastering the art of skimming effectively requires that you use it as frequently as possible.

2. METHOD

Descriptive quantitative is research design used in this research. Quantitative design deals with quantifiable coding counts, detailed and specific in procedures prior to data collection hypotheses stated (Biklen and Bogdan, 2007). Quantifiable coding counts in this research, refers to the students' score in measuring reading ability through skimming technique. Then the hypothesis which has been written in chapter I have to determine by the research finding.

$$T_{observed} > T_{table} \quad (p = 0.05) \text{ with df} = 78$$
$$3.89 > 2.00 \quad (p = 0.05) \text{ with df} = 78$$

The researcher uses t-test formula to find the Effectiveness of Skimming Technique on Students' Reading Ability at Non-English Department at FKIP HKBP Nommensen University. It is done at TOEFL Class who study fourth semester at academic year 20016-2017 at Program Studi Pendidikan Bahasa Indonesia.

3. DISCUSSION

Data analysis describes some as follows:
1. The researcher finds that, there is the effect of skimming technique on students' reading ability. It is showed based on the students' score in experimental class as follows:
   a. The highest score in the post test is 85 and the lowest score is 55. And in pre-test gets the highest score is 75 and the lowest score is 40.
   b. The total score for the pre test is 2565 and the total score for post test is 3100.
   c. The last, the score of Mean in pre test is 64.125 and the score of Mean in the post test is 77.5.
2. The researcher finds that there is no significant effect of conventional technique on the students' reading ability. It is showed on students' score in control class. The score is as follows:
   a. The highest score in the post test is 80 and the lowest score is 35. And the pre test gets the highest score is 75 and the lowest score is 35.
   b. The total score for pre test is 2250 and the totals score for the post test is 2610.
   c. The last, the score of Mean in the pre test is 56.25 and the scores of Mean for post test is 65.25.
3. From the calculation above, the researcher can conclude that mean for teaching by using skimming technique is" $\bar{X} = 77.5$" is higher than mean conventional method, it is " $\bar{X} = 65.25$". The score shows that skimming technique has significant effect on the students' reading ability.

Then the testing hypothesis proved that H_0 is rejected while H_a is accepted. The students' score on reading ability by applying skimming technique is higher than those who taught by conventional technique. The students' scores are higher after applying skimming technique into the samples. It symbolize as following:

It means that there is significant effect of skimming technique on reading ability of non English department at FKIP of HKBP Nommensen University because this technique improves the students reading ability.

It is relevant into the advantages of skimming which is explained in previously To get succeed in reading, the researcher applies skimming technique to help the students. Teaching by skimming technique is to help students getting linguistic information more efficiently and confident in

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4. CONCLUSIONS

Based on the data analysis, it is found out that the t_{obs} (3.89) is higher than the t_{table} (2.00). It can be concluded that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. In other words, skimming technique significantly affects the students' reading ability of non English department at FKIP HKBP Nommensen University.

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