

ENHANCING FIRST GRADE STUDENTS READING COMPREHENSION SKILL OF MAN MALANG 1 ON NEWS ITEM TEXT THROUGH SKIMMING TECHNIQUE

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Abstract

The point of this article is portraying how the ways Skimming Technique can enhance the primary review understudies' Reading Comprehension Skill on News Item Text at MAN Malang 1. In light of the preparatory study, the specialist found the classroom issues of this class particularly in perusing understanding ability on News Item Text of the primary evaluation understudies of MAN Malang 1. The students got trouble to grasp perusing writings which were given by the English educator. This trouble made 80% of the understudies of this class neglected to achieve the standard least of the school, which is 78.00 in their perusing understanding, and the normal score of this class was just 66.2. In this way, the understudies' perusing cognizance aptitude on News Item message must be moved forward. This study utilized Classroom Action Research (CAR) as the exploration outline. The subjects of this study were one class of the main evaluation understudies which comprised of 37 understudies. The systems of the study secured four stages: arranging, executing, perception, and reflection. The information accumulated was as quantitative and subjective information. The quantitative information was acquired from the perusing appreciation test, and the subjective information was gotten from the understudies perception and agenda and the field note of the educating and learning process.

Keywords: News Item Text, Reading Comprehension Skills, and Skimming Technique

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INTRODUCTION

Reading comprehension skills is a technique for improving student's successful in interacting useful knowledge from a text. From the definition above, it can be concluded that reading comprehension aims to understand a written text. Reading comprehension is a process in grasping information and meaning from written language including sentences, main idea, and supporting ideas of paragraph with a reader's own prior knowledge and background. It requires a reader or student to read through comprehension skill that the students should achieve if they want to be successful readers.

Reading is a thinking activity process in which the process includes catching meaning from the printed word or symbol meanwhile, comprehension is the fulfillment of a particular purpose through the use of appropriate material that is read in particular way (Durkin,

1979). There are three levels of reading comprehension: First, Literal comprehension is the lowest level of comprehension. According to Smith and Robinson (1980), literal comprehension is getting the meaning of a text only on its surface. The second level of reading comprehension is interpretative comprehension which is higher than literal comprehension. Interpretative comprehension involves reading between the lines or making inferences. Readers are deriving ideas that are implied rather than directly stated in the text (Burns et. al1984).

Interpretative reading requires skills in: (1) inferring main ideas of a passage in which the main ideas are not directly stated, (2) inferring cause and effect relationship when they are not directly stated, (3) inferring referents of pronouns, (4) inferring referents of adverbs, (5) inferring omitted words, (6)

detecting the author's purpose in writing, and (8) drawing conclusion.

Third level of reading comprehension is Critical comprehension is the highest level of reading comprehension. It requires readers to think critically of what was written in the text. Burns, Roe, and Ross (1984:190) define critical reading as evaluating written material, i.e. comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension on interpretative comprehension and grasping implied ideas.

Smith and Robinson (as cited in Ennins, 1980) explains the lists twelve aspects of critical thinking: (1) grasping the meaning of a statement, (2) judging whether there is an ambiguity in a line of reasoning, (3) judging whether certain statements contradict each other, (4) judging whether a conclusion follows necessity, (5) judging whether a statement is specific enough, (6) judging whether a statement is actually the reaction of a certain principle, (7) judging whether a statement is reliable, (8) judging whether an inductive conclusion is warranted, (9) judging whether the problem has been identified, (10) judging whether a definition is adequate, (12) judging whether a statement made by an alleged authority is acceptable.

Reading Domains

Reading had better to be understood as total integrative process that involves three domains. Those are (1) the affective; the affective domain correlated to emotion and feeling during

how we feel to something will affect what we see from the text as the stimuli, (2) the perceptual; the domain or area is in relation to our perception, the technique to give meaning to stimuli depends on our background knowledge, and (3) the cognitive; this domain includes the area of thinking in which if someone got difficulty in thinking will also get handicap in understanding a text of reading. All of these styles are classified into three general types, bottom-up, top-down, and interactive.

According to Silberstein (1994) bottom-up (or text-based) processing occurs when linguistics input from the text is mapped against the reader's previous knowledge. In relation to that, Harmer (2001) states that in bottom-up processing, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. Furthermore, Brown (2001) defines that in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistics data-processing mechanisms to impose some sort of order on these signals.

Harmer (2001) states that in top-down reading model, the reader or listener gets a general view of the reading or listening passage, in some way, absorbing the overall the picture.

In conclusion, top-down reading model is a reading model with which readers make hypotheses and predictions about the text and confirm the efforts by working them down into the smallest linguistic units. In the top-down model the readers begin the process of reading comprehension from their understanding on the reading material as a whole then to the part of the text. The readers actively construct the meaning from the reading material by guessing or

predicting. The linguistics aspects and language components are cues for the readers in the construction of the meaning.

Techniques of Teaching Reading

Teaching of reading for the foreign language to the students is necessary. Besides giving students opportunity to read and widen their knowledge about the world, teaching of reading will also provide the students with good strategies of comprehending a reading passage.

The purpose of equipping the high school students with particular reading comprehension is to train them to get general and specific information from the text. Students are also asked to practice the academic skill of finding the main idea, making inferences, and drawing conclusion Zukowski and Faust (as cited in Korniaty, 2008).

Language teaching literature widely accepted 'technique' as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom (Brown: 2001). He also adds that technique includes any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. In other words, technique includes all exercises, tasks, and activities in the classroom.

The techniques of teaching reading used by the teachers are one factor that may determine the success of interaction. Richard and Rogers (1980) said that selecting techniques is very important in presenting the materials to attract the students' attention: the teacher should be considering the student's characteristics and the materials, which are going to be taught. Besides, Lau & Chan (2003) stated that student's motivation was influenced by the strategy that use by the teachers in conducting teaching and learning processes.

Dealing with the techniques, Reading process is very prominent, for it can improve taught and active cognitive processes such as, inferring, categorizing, arguing, and predicting. In addition, this method requires an overall point of view in order to find out general content and ideas of written material (Grellet's1981). Also, Skimming is practiced through the reading material quickly to know the way the text is organized and to get an idea of the intention of the writer. Besides, Maxwell (1969) defined that "Skimming is obtaining the main idea or main information quickly in written text when the students improve the ability to be inferred".

Cross (1991) explained that there are some ways can be used to help students understands a text more easily. These ways are consist of combining sentences, filling the gaps, completing tables and graphs, selecting summary, matching noun and verbs, comparing version, and identifying fact.

Skimming Technique

As a matter of fact, Skimming Technique has some advantages as what had been explained on Gerllet (as cited in Kartika, 2010) as follows: Skimming can help the students go through the reading material quickly in order to get gist of the text, can help the students to know the way the text is organized, can help the students to get an idea of the tone or intonation of the writer. After selecting the appropriate technique, we have to work based on the rule of technique had been selected in order to get success in our research.

According to Spache and Berg, (2013) the use of Skimming Technique covered some steps: first, follows a preview of material. Having read the opening and closing sentences of each paragraph, the reader returns to pick up quickly the facts and ideas offered else

where in each portion. He then skims rapidly through the body of each portion to identify the significant phrases or key words. A second method of Skimming is to read rapidly the first part of each line. The reader hugs the left-hand margins (or sometimes the right-hand margin) and reads about a third of each line throughout the page. A third method of Skimming is quite similar to margin-hugging. In this method, however, the reader reads only the central third of each line. Thus, a portion of every line is read. A fourth method is to look only for key words or phrases set off by numbering, italics, quotation marks, capital letters, underlining, or some other typographical sign. A fifth method of Skimming is to move down the page in a more or less diagonal pattern.

METHOD

The researcher employed Classroom Action Research (CAR) as the design of this study. According to Latief (2003:104) classroom action research for English subject is to develop a strategy or English learning technique in the learning and teaching process in order to solve the problems that the teachers and students get in the classroom.

The subject of this study is the first grade student of MAN 1 Malang, for the average score of Students at first grade students of MAN Malang was under the minimum standard of MAN 1 Malang, so the researcher selected this class as the place to conduct his research, in order that the problem which was faced by the class is solved.

In this study, the researcher used another English teacher as the collaborator to help him observe how the teaching and learning process occurred. The collaborator observed the process of teaching and learning since the first meeting of the first cycle up to the last meeting of the cycle of this research by

bringing observation checklist which needs to be fulfilled.

In addition, this study covered four steps: planning the action, implementing the action, observation, and reflection.

The data gathered were in the form of quantitative and qualitative data. The quantitative data were obtained from the reading comprehension test, and the qualitative data were obtained from the students observation and checklist and the field note of the teaching and learning process.

For the test, the researcher made by himself, and he was helped by the English teacher of MAN 1 Malang as the expert. He used examples of News Item text which were taken from Jakarta Post.com and London UK Evening Standard.com The quantitative data in this study was analyzed by using the average score Formula which was taken from Ary and Donald (1979) whereas, the Qualitative data was analyzed by interpreting the data directly.

FINDING AND DISCUSSION

Based on the data obtained from the instrument of this research, the researcher found that teaching reading comprehension skills using Skimming Technique could improve the students reading comprehension skills. It could be seen from the result of the test that mean score of the students' reading comprehension in the preliminary study was 66.2 with the lowest score 40 and the students' means score on the second test was 84.8 by 95 was the highest score, and the percentage of the students who did not reach the criteria of success is 6% from the whole students of class XE.

The researcher assumed that all activities of teaching reading comprehension skill using Skimming Technique could improve their activity and their reading comprehension skills.

It could be seen from the result of the instruments that the researcher used; they are (1) observation checklist which measured the students activity and feeling during the implementation of the action, (2) Field note which could help the researcher to take notes of the problems of good points occurring since the action was implemented, and (4) Test which could measure the students' reading comprehension skills improvement since the action of this cycle was implemented. From the data that had been obtained by the instruments above, the researcher assumed that the use of Skimming Technique could improve the students' activity, motivation and score. The students had positive attitude of their activity, and their score was improved that the mean score of preliminary study was 66.2 and after the implementation of the action, the mean score was 84.8 from the positive improvement above, it could be concluded that all of the criteria of the study had been achieved. Therefore, the researcher did not need to continue the next cycle.

Those finding above parallel with the finding from both of the following previous studies. First, "Improving reading skills through Skimming and scanning technique at public school" by Sindy Diaz and Juan Carlos Luguado (2013).

This research aims at improving students reading skills through the use of Skimming and scanning strategy at high school students from public school. Furthermore, this study is work with the seventh graders students between nine and ten years old of high school Pamplona Columbia. Furthermore, the data collected through participant and non-participant observation and semi-structured interviews which is analyzed by following the content analysis suggested by Powell (2003). Meanwhile, my study is focused on improving

reading comprehension skills of News Item text at first grade students of MAN Malang 1 through the use of Skimming Technique, and another research that used as my previous study is "Teaching Reading Ability using Skimming technique at Second Grade student of SMP Muhammadiyah 2 Bandung" By Kartika (2013). In this study, the researcher used quantitative research method in form of Pre-experimental research design. The researcher focuses on finding how good the students reading ability using Skimming Technique was and to know the effectiveness of using Skimming Technique to improve students reading ability. To find out research of investigation, the researcher administered standardized test in form of pretest and post-test then, it is analyzed using t-test formula at significant level 5% or 0,5 with degree of freedom $df = n - 1$. However, the population of this research is the students of SMP Muhammadiyah 2 Bandung specifically, the second grade in academic years 2011/2012, and 16 students was used by the researcher which is taken from one class also, the second grade from one class which consist of 16 students become the sample of this research.

Finally, this research is a class room action research, for it focuses on improving reading comprehension skill on News Item text of first grade students of MAN Malang 1 using Skimming Technique. The data were collected by conducting preliminary study by giving 20 multiple choice tests and 5 Essay to detect student's weaknesses in teaching and learning process of reading comprehension skills of News Item text. The second test were given after the students was taught using Skimming Technique to know how does the implementation of Skimming Technique in improving students reading comprehension skill and, it is analyzed

by computing the mean score of each students in order to know whether the students' scores are improved or not after being taught using Skimming Technique. In addition, the subject of this research was first grade student of MAN Malang 1 in academic year 2015/2016.

To sum up, from both of these previous studies the research finding is positively effective since on first research the researcher can improve the student reading comprehension skill through the use of skimming and scanning techniques furthermore on the second study the research hypothesis was accepted or skimming technique give positive effect toward the teaching of reading ability at Second Grade student of SMP Muhammadiyah 2 Bandung.

On the one hand, Richard and Rogers (1980:36) said that selecting techniques is very important in presenting the materials to attract the students' attention: the teacher should be considering the student's characteristics and the materials, which are going to be taught. Besides, Lau & Chan (2003) stated that student's motivation was influenced by the strategy that use by the teachers in conducting teaching and learning processes. Therefore, the teacher should be more creative in selecting technique because the better result is the advantage in teaching learning process. Moreover, Allen (1979:138) explained that Skimming is a method to help the students to find out the key words to understand the content of the text comprehensively. In addition, the cognitive interactive reading process play an important role in this case since the reading process through skimming technique place equal emphasis on the role of readers schema and the important on the print on the page or, the readers comprehension interfere by how high the students schemata intern of the reading

topic and how success he or she can correlate the schemata with the reading topic to achieve the full target of reading comprehension. It also correlates with the bottom up processing since the reading comprehension progressed from the part of the language (letters) to the whole meaning.

CONCLUSSION AND SUGGESTION

The result of this research dealing with improving students reading comprehension skills on News Item text can be concluded that the use of Skimming Technique in the classroom has to go through these steps as follows: First, the researcher taught students by directing them to understand the concept of News Item text and introduce to them the steps of how to use Skimming Technique in comprehending a text. Second, the students were taught by adding group discussion on the teaching and learning process in order to make the teaching and learning process interested to them. They were directed to use Skimming Technique to understand the text given by the researcher. Third, the researcher reviewed the materials of previous meetings and the students were being taught to understand the text given by the researcher in form of group discussion in which they competed to get many scores for their own group by answering the question when the tournament was being started in each group. Last, the researcher used this meeting to review the previous materials and to know students reading comprehension skills on News Item text toward the use of Skimming Technique. The researcher achieves the criteria of success of this research successfully. The criteria of success are obtained when 75% of the whole students score in reading comprehension is 78. In fact, the result of the test demonstrated that after the use of Skimming Technique in

teaching and learning process, the students' score has increased. Based on the finding above, the researcher recommended some suggestion that were addressed to:

The suggestion for the teacher: the teacher of senior high school is suggested to use Skimming Technique in teaching reading comprehension skill. It is suggested because Skimming Technique can solve the problem founded on teaching and learning process, for one of the appropriate technique to teach reading comprehension skill is Skimming.

The future researcher that will conduct similar study, he or she has to consider the use of Skimming Technique in improving students' reading comprehension in skill in order to make more innovation for the next research findings; moreover, this research can be experimented.

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