

THE CORRELATION BETWEEN SKIMMING SKILL AND READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SMKN 2 KOTABUMI NORTH LAMPUNG IN ACADEMIC YEAR OF 2020 / 2021

¹Gebby Gasella, ²Badawi, ³Elis Susanti

¹Gebbygasella96@gmail.com, ²Badawi.umko.ac.id, ³Weasley.ndka@yahoo.com

^{1,2,3}Universitas Muhammadiyah Kotabumi

Abstrak: Reading is one of factors who support into process learning successfully. However, students still get any difficulties when they will apply it. One of them, students reading speed still limited. Students often spend their times only to read all of the text and it was over before they finished their assignment. Based on the problem, researcher did an research to know whether there is correlation that significant toward students skimming skill and students ability in understanding reading teks. This research was implemented at eleventh grade students of SMKN 2 Kotabumi in academic year of 2020/2021. This research used correlational research. The population was all of students of eleventh grade at SMKN 2 Kotabumi in academic year of 2020/2021. The amount of population were 379 students. Meanwhile, the sample were taken 10% from the population, by using proportional random sampling. The sample in this research was 38 students. In this research, researcher did two tests to collect the data. Multiple choice test in 20 questions was given to measure students' reading comprehension and questionnaire with 10 statements to measure students skimming skill. Then, the data was tested by using t-test. The result of hypothetical test showed that $t_{count} > t_{table}$, so H_a was accepted and H_0 was rejected. In other words, it can get conclusion that there is a significant correlation of students' skimming skill and students' reading comprehension towards understanding a text at eleventh grade students of SMKN 2 Kotabumi in academic year of 2020/2021.

Kata kunci : Correlation Skimming Skill and Reading Comprehension, Reading Comprehension, Skimming Skill

I. INTRODUCTION

In learning English, students must have good performance on four skills in which consist on speaking, reading, listening, and writting. Mikulecky and

Jeffries (2004:1) states that to develop students' skill in general when studying English, one of the effective way is using reading. It means that reading is one of the main skills of study English. Reading also

¹Mahasiswa Universitas Muhammadiyah Kotabumi

^{2,3}Dosen Universitas Muhammadiyah Kotabumi

can be one of the factors to students' success in learning process. Without reading, people can not understand a text. Because reading is a basic thing that should be mastered of people. In every chance, people always read anything. So it can distrub if people can not read and understand what they read well.

Students are hoped to skilled on reading comprehension. So it make to help them acquire knowledge, for they get knowledge mostly from reading. Caldwell (2008:4) says "Comprehension in reading as a process to extractand construct the meaning by giving interaction and complicityin form of written language." It means that comprehension can be used as one of method to get the information from the text. In simply, it is a goal of reading comprehension. So, the research focuses on do a research about reading comprehension.

In real life, there are some difficulties that faced by students. They get bored when reading activity, because the text on reading so long. So, they usually spend many times

to read. It can be caused their time to answer the questions to be limited. That can be a large problem while students should comprehend the text by limited time. They became hurry and many students answer the questions not seriously. It made many their answers not correct too and crowded. There are so many factors which are assumed to affect students' when they are learning reading. One of the factors is the students' technique in reading the text. The students should be given a way to help them can understand the text fastly without should read all of the long text.

One of the way can be used of the researcher was used one way to help students to manage their time but they can understand the core of text. So they can answer all questions without read all of the text. In the research, the researcher would like used alternative way, that was skimming skill. The reseacher believed that students can improve their achivement on reading comprehension if the students use

their skimming skill when do the reading activity.

Brown (2004:213) mentions that skimming as one of a process to coverage the all of main idea in the text rapidly. It means, skimming is a technique that can help reader to assist the information easily and fastly after read the text. Its so useful to reader. Reader can skip the sentence on details and focus on main idea. So, it can save many times and more effectively.

In simply, the researcher would like to know students skimming skill can develop students' score on reading comprehension or not. Therefore, the researcher believed that students that have high skill in skimming or minimally understand about the technical skimming, they also can have high score on reading comprehension.

Grabe and Stoller (2002 : 9) says that reading is one of ways to draw information of the printed page and interpret the suitable information. Addition, Urquand and Weir in Grabe claimed that

reading is a process on receiving and interpreting informations encoded in language via medium of print. They adds that reading requires efficient knowledge of word and a given topic also and efficient knowledge of the language. Then, Wixson, et all (1987:57) states "Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation".

From the definitions above, it can be simply into two conclusions. The first, reading as a process in which occur any interactions of reader and text to extract the information of the printed text. Second, in the process of extracting information, the reader needs to use of his or her prior knowledge and relate it to the content of text to create meaning.

As McNamara (2006:4) said that by comprehension, someone does not need to hardly effort and fastly at this course. In line

with the previous definition, Nation (2009:71) says that comprehension is important to develop fluency in reading. Reading comprehension means reading with understanding. In other words, it same as with how to extract the informations as effiecient as possible. While learning reading comprehension with the scientific book, the reader usually recalling what they read to answer all of the questions. So, reading defines as a process of understanding the meaning from a piece of text. Besides, the vocabulary of students still low and sometimes they also still difficult to know the content of the reading text.

From the all definitions above, the reseracher got the conclusion that reading comprehension is a complex process that reader should effort to construct an idea and then convey them to the text. During the process of constructing idea, reader employs the various abilities on reading and connects to the he or his real world knowledge with knowledge in language.

Acoording to Kustaryo (1988:5) “skimming as a technique that can be used to find the gist of all the aauthors’ saying without lots of details. It means that skimming is a skill to prediction the content of the text. This can be used by the reader to accelarate the time when looking for the answer. Woods (2005:65) states that by using skimming, it can save many times as long as three until four times from normal reading. It means that skimming is a process reading fastly because the reader usually only the important part on the text, such as title, subheading, etc. Sutz and Weverka (2015:5) states that when use skimming, they took main ideas without they should read all of the materials of text. It means, skimming is a way to reader get main idea quickly without spending many times.

Based on the explanations above, skimming skill is to identifying main idea in a text without read all of the text. Reader only read in any parts that important and usually main idea in there, such as in first

paragraf and last paragraf. It is so helpful and useful to do when the readers have many texts that should be read but does not any times. So its more effective way to do.

II. RESEARCH METHOD

The researcher used quantitative method as a method in this research. The kinds of quantitative research was correlation research. Frankael and Wallen (2009:328) stated correlation research as a relationship of two variables or more in which influence of them are tried to distract one another. Correlation also indicated towards the description about relationship between two variables. It means that, score within a certain range on the one variable is associated with scores within a certain range on the other variable.

The correlation coefficient in this research was interpreted to find out the relationship between students' skimming skill and students' reading comprehension. There were two possibilities of this

research, namely positive correlation and negative correlation. In this research, statistical analytical was used to get the calculation of numeral data in which done gather by the researcher. Then, the researcher used correlation analysis to analyze the data.

According to Setiyadi (2006:38), population is the entire individual who becomes the target in the research. In other words, population is the total number of students who were involved in this research. The population in this research was students of SMK N 2 Kotabumi at the eleventh grade which consists of 379 students.

Sugiyono (2014:62) says that sample is a part of the total population and characteristics possessed by them. There are two ways to select a sample. The first, if amount the population is less than 100, all of the population can be a sample. The second, if the population is more than 100, the researcher can take 10-15% or 20-25% from the population (Arikunto, 2006:1334).

In this research, the researcher used the last option because amount of the population more than 100. So, the researcher took 10% as a sample from the population. The amount of population in this research are 379, then the researcher took 10% from that, $379 \times 10\% = 37,9$. In simply, there were 38 students as the sample in this research. They were students at eleventh grade of SMKN 2 Kotabumi.

Sugiyono (2014:62) states that sampling technique is the way to take a sample. The researcher used proportional random sampling technique in this research. Sugiyono (2014: 64) adds proportional random sampling technique is the sampling technique applied in this research, for the sampling technique is proportional in randomly, each member of the population has an opportunity to be selected as members of the sample and each class is represented to be the sample in this research.

The researcher collected data from students using two kinds of different test.

To get the data of students' reading comprehension test in narrative, the researcher used multiple choice. Meanwhile, the researcher used questionnaire to get data of students' skimming skill.

Data analysis is a process to know the interpretation of the data which is collected to be concluded (Arikunto, 2010:53). In this research, the researcher analyzed the data that has been collected by using statistical analysis. This statistical analysis is used to measure what is there significant correlation between students Skimming Skill and Reading Comprehension in narrative text at the eleventh grade of SMKN 2 Kotabumi North Lampung. The data used in the analysis from both test. The data analysis technique also included the normality test, homogeneity test and hypothesis test.

III. RESULT AND DISCUSSION

Before the researcher do the research, the researcher do a try-out. So,

there are two processes in this research. After got the data of try-out, the researcher analyzed the data with validity and reliability testing. Meanwhile, the result of the real research would be analyzed with normality and homogeneity test. Finally the result also would be analyzed with hypothetical test.

To get the result of validity test of students' comprehension of reading, the researcher used the formula of point biserial correlation. The researcher also used validity criteria to get the result of the calculation r_{pbis} ($r_{observed}$) consulted with the price of r_{table} . Then testing criteria is if $r_{observed} > r_{table}$ the items are valid questions.

Moreover, validity test of students self regulated Questionnaire test was calculated by using Product Moment Formula. The result of validity the test showed that there were 10 out of 12 items which were valid.

From the 40 items tested, there were 20 items which were valid.

TABLE 1
THE SUMMARY OF VALIDITY
TEST ON TRY OUT
OF READING COMPREHENSION
TEST

Observation	Total	Numbers
Valid items	20	1, 2, 3, 4, 5, 9, 10, 12, 14, 15, 16, 18, 23, 24, 28, 32, 33, 35, 36, 37.
Invalid items	20	6, 7, 8, 11, 13, 17, 19, 20, 21, 22, 25, 26, 27, 29, 30, 31, 34, 38, 39, 40.

TABLE 2
THE SUMMARY OF VALIDITY
TEST ON TRY OUT
OF STUDENTS' SKIMMING SKILL
QUESTIONNAIRE TEST

Observation	Total	Numbers
Valid items	10	1, 2, 3, 4, 5, 6, 7, 9, 10, 11
Invalid items	2	8 and 12

The researcher used Split Half in order to the researcher got the result of reliability test of student's reading comprehension in this research. This test was so important to know the instrument in this research was reliable or not. The criterion or reliable instrument is if r_{11} bigger than r_{table} in significant level 5% and $n = 36$. The result of reliability test was shown by table 3 below:

TABLE 3
The Summary of Reliability Reading Comprehension

Observation	Result
r_{11}	0.95
r_{table}	0,75
Description	The instrument is reliable

The table above showed that $r_{observed}$ of students' reading comprehension instrument at narrative text was bigger than r_{table} , which is $0.95 > 0,75$. It can be simply, the instrument was reliable and have high reliability.

Besides, the researcher used Alpha Formula to got the result of reliability test of skimming skill. The criterion for reliable

instrument is if $r_{observed}$ greater than r_{table} in significant level 5% and $n = 12$.

TABLE 4
The Summary of Reliability Skimming Skill

Observation	Result
r_{11}	0.801
r_{table}	0,75
Description	The instrument is reliable

From the result of table above, it can concluded that r_{11} ($r_{observed}$) was gretaer than r_{table} with significant level of 5% and $n=12$. The result was $0.801 > 0.75$, so it can be simply that this instrument was reliable.

After getting the results of the validity and reliability instrument of try-out, the researcher analyzed the normality and homogeneity of the data.

The researcher would like to know whether the data which is gotten from the population has normal distribute or not. So, the researcher analyzed the data from the sample were normal or not. The sample was taken from the population of the research. The researcher used Liliefors formula that

has criteria, if $L_{table} > L_{observed}$ so the data has normal distribution. The result of normality test can be seen in the table below:

TABLE 5
The Summary of Normality Test

N o	Variab les	L_{0max}	L_{table}	Descript ion
1	Y	0,1249 61	0,1437 28	Has Normall y Distribu tion
2	X	0,1394 37	0,1437 28	Has Normall y Distribu tion

Based on the result of the above, it can be concluded that the data from Reading Comprehension as variable Y and Skimming Skill as variable X have normally distributed. The Calculation of Homogeneity test in this study was done using *Barlett Test* with a significance level 0,05 with chance (1-a) and dk is (K-1). The

goal is to find out whether the samples taken have the same variant (homogeneity).

The results of the homogeneity test are as follows:

TABLE 6
The Summary of Homogeneity Test

Signifanct Level	χ^2_{count}	χ^2_{table} chi- square
0,05	0,4827106	3,841

Based on the result of homogeneity test above, gotten the data of χ^2_{count} was 0,48 and χ^2_{table} chi-square was 3,84. So, it can be concluded that the result of χ^2_{count} was smaller than χ^2_{table} chi-square. So, H_0 was received.

After the data were normally distributed and homogeneous, the hypothesis was tested using the Pearson Product Moment formula. Hypothesis test is complete. After the results of using Pearson's product moment formula were carried out, the researchers continued to calculate the significant correlation results using the formula t-test to determine the significant relationship between the two

variables in this study, namely; skimming skill and reading comprehension.

IV. DISCUSSION

Based on the results of data analysis, shows that t_{observed} is greater than t_{table} . As a result H_0 says that there is no significant correlation between Skimming Skill and Reading comprehension at the eleventh grade students of SMKN 2 Kotabumi in Academic Year of 2020/2021.

Meanwhile, the result of statically hypothesis to be proved was as followed:

TABLE 7
The Summary Hypothesis Test

Taraf Signifikan	t_{hitung}	t_{tabel}	r 11
0,05	1,0026	0,684	0,364

From the table, it can be seen the result of hypothesis test by using person product moment formula was r_{observed} was greater than r_{table} . Whereas the result of r_{observed} was 0,36 and r_{table} was 0,32. Having gotten the data, the researcher continued again another test by using formula t-test. From the table, it can be seen the result of correlation coefficient are obtained. The

result of t_{observed} was greater than the result of t_{table} . The result of t_{observed} was 1,00 and t_{table} was 0,68. The significant level was 0,05. It can be conclude that H_0 was rejected. It means that there is a significant correlation between reading comprehension and skimming skill.

That is supported by Sutz and Weverka (2015: 5), they say “when the readers skim a page, they take the main ideas from the reading material without reading all the words”.It can be simply that when the students used their skill on skimming or have good skill on skimming, the students will take it easy to get the answer on reading text. The students also used a little time to read and answer the questions. So, the researcher concluded that the students should have good skill on skimming and use their skill when do the activity on reading comprehension. In order to they can get highest score than before and save their time effectively.

V. CONCLUSION AND SUGGESTION

From the result of hypothesis test, the researcher found that there is a relationship between two variables in this research, namely skimming skill and reading comprehension. It can be simply, the researcher found that there is a significant correlation in this research between those variables. The result of significant test (t-test) obtained $t_{observed}$ was 1,0026 and t_{table} was 0,68. The criterion of significant level 0,05 and $t_{observed} > t_{table}$. It means that H_0 was rejected and H_a was accepted. So it means that the result of the research was there is a significant relationship between reading comprehension and skimming skill at the eleventh grade students of SMKN 2 Kotabumi in academic year of 2020 / 2021.

From the conclusion above, the researcher provides some suggestion to another parties. The researcher hopes that the thereotically can support the theories of reading comprehension and skimming skill on Vocational High School especially at

SMKN 2 Kotabumi dan their English Teacher who teaches there or English teachers in eveywhere.

a. For English teacher

The teacher is suggested to use skimming skill as one of alternative ways to increase their students' score on reading comprehension. The teacher also should use several methods that helpful for students, so students can more enjoyable while study. One of them, teacher can increase students' skill on skimming to develop students' achievement on reading comprehension. The researcher believes that students who have good skill on skimming will be prepared and easy to comprehend the text. So, the stduents should effort to develop their skill on skimming. It will helpful for increase the students score on reading too.

b. For the Next Researcher

It is suggested that the next researcher conduct other reserach with other aspects of English

Language skills and take any part of teories who related on this thesis as a references in order to they have rich theoris.

REFERENCES

- Arikunto Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Reneka Cipta
- Grabe, William and Stoller, Frederica L. 2000. *Teaching and Researching Reading*. England: Pearson Education.
- Mikulecky, S. Beatrice and Jeffries, L. 2004. *More Reading Power*. New York: Pearson Education Ltd.
- Setiyadi Bambang, 2006. *Teaching English As a Foreign Language*, Yogyakarta: Graha Ilmu
- Sugiyono, 2012. *Statistika untuk penelitian*, Bandung, Alfabeta.
- Sutz, R. and Weverka. 2015. *Skimming as a Speed Reading Technique*. (Online), <http://www.dummies.com/how-to/content/skimming-as-a-speedreading-technique.html>, retrieved 27th June 2015
- Tarigan, H.G. 2008. *Membaca sebagai Suatu Keterampilan Berbahasa*. Bandung: Angka