THE INFLUENCE OF SKIMMING TECHNIQUE AND CRITICAL THINKING TOWARD READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 50 PALEMBANG

By:
Rusman Roni[1], Tahrun[2], Dana Listiyanti[3]
Universitas Tridinanti Palembang[1], Universitas PGRI Palembang[2],
SMPN 50 Palembang[3]
rusmanroni@yahoo.com[1], runtah98@yahoo.com[2]

Abstract

This study aimed at finding out whether or not: (1) there was a significant difference in reading comprehension achievement between the students who have high critical thinking taught by using skimming technique and those of who are taught by using conventional technique; (2) there was a significant difference in reading comprehension achievement between the students who have low critical thinking taught by using skimming technique and those of who are taught by using conventional technique; (3) there was a significant difference in reading comprehension achievement between the students who have high and low critical thinking taught by using skimming reading and those of who are taught by using conventional technique; (4) there was an interaction effect of skimming technique and critical thinking on the students' reading comprehension achievement. The total number of population was 456 students of the eighth grade students of SMPN 50 Palembang. The sample for this study were 30 students, they was selected as the sample and equally divided into experimental and control groups. By applying pretest and posttest control group design the treatment was only given to the experimental group. The writer took two stage random sampling. The data were analyzed by using three technique: they were the statistical analysis on measuring homogenity and normality data, independent t-test, and two-way ANOVA. Due the research findings, it was found that (1) there was a significant difference in reading comprehension achievement between the students who have high critical thinking taught by using skimming technique and those of who was taught by using conventional technique($0.000 < 0.05$). (2) There was a significant difference in reading comprehension achievement between the students who have low critical thinking taught by using skimming technique and those of who was taught by using conventional technique ($0.000 < 0.05$). (3) There was a significant difference in reading comprehension achievement between the students who have high and low critical thinking taught by using skimming technique and those of who was taught by using conventional technique ($0.000 < 0.05$). (4) There was an interaction effect of skimming technique and critical thinking on the students' reading comprehension achievement ($0.014 < 0.05$). it means that Skimming technique is effectively used high and low level of students' critical thinking.

Keywords: *Reading Comprehension, Skimming Technique, Critical Thinking.*

Introduction

Reading is the window of the world. It is a foundation skill for teaching learning, personal growth, and pleasure. The degree to which teachers and students can read and understand text in all formats (e.g. picture, video, and print) and all contexts is a key indicator to success in school and life.

Reading is important because it provides access to information due to the fact that it can give valuable knowledge to the reader who wants to get information. The students must have purposes and an interest to make them learn. These purposes and interest lead the teachers to a position where they have to withdraw student's attention during teaching-learning processes.

According to Santi, *et al* (2015:99), "Reading comprehension as a process in which the reader constructs meaning from text-based information." During this process, the reader creates a mental representation of the meaning of the text by using features of the text and the reader's knowledge of the world. We can understand most of the books or what someone says if our reading book is good. So that reading is a key to vary process of comprehending and is a major feature of most tests of academic aptitude. If the reader has high intensity of reading, they will have the ability to get some information from a text. The readers can have a good ability to read a lot of reading if they enrich themselves with a lot of vocabulary items to support their understanding of texts. In other words, if they do enough training or exercises, they will understand the content of reading texts. With reading the reader can improve their vocabulary. It means the students should prepare dictionaries and start learning to read. By using dictionaries the readers can develop their vocabulary and comprehend the meaning of text.

According to Mikulecky and Jeffries (1990:25-38), "Skimming is high speed reading that can save your time and help you get through lots of material quickly." Most student reading workbooks have limited and superficial skimming and scanning exercises (e.g., looking up numbers in a telephone book, or scanning advertisements in a paper, movies, *etc*). To skim by reading key words, the students should be certain that some words can be skipped words and reading can be continued. With concentration and practice, students can select key words or phrases, in order to absorb the materials rapidly.

Reading is necessary for students to think critically because critical thinking can help them understand what they are reading. According to Santiago (2011:125),

"Critical thinking skill deal with the processing of information through analysis, explanation and evaluation." Critical thinking skill can help students have to choose, agree, select, pick, and make decision about something; they should operate their critical thinking. It is needed not only in daily life activities but also in education and workplace.

Nowadays, In this 2013 curriculum or *Kurikulum 2013*, the assessment process measures students thinking order form low to high and emphasizes on the use of analytical questions. The learning approach also highlights students' reasoning ability. Therefore, students need to develop their critical thinking in their teaching learning process in the classroom.

In first previous study, Asmawati (2015) in title "The Effectiveness of Skimming–Scanning Strategy in Improving Students' Reading Comprehension at the Second Grade of SMK Darussalam Makassar", she says that skimming technique can improve students' reading ability. The second, Kartika (2012) in title "Teaching Reading Ability Using Skimming Technique at the Second Grade Students of *SMP Muhammadiyah 2 Bandung*", she concludes that skimming technique was effective to improve students reading ability.

Based on the writer's interview with English Teachers at State Junior High School or *SekolahMenengahPertama (SMPN) 50 Palembang*. They faced some problems in teaching reading to their students. It could be seen from the score of students' exam where the average score of the examination was less from 60, meanwhile the *minimum criterion or KriteriaKetuntasan Minimum (KKM)* of this school is up to 76. It meant the result of examination had not achieved the minimum criteria of achievement of English subject of *SMPN 50 Palembang*.

Based on the data above, the writer understood that many students still found the difficulties and problems in reading a text and need a method to overcome the problem. Many students still get score less than from 60, and many students also got score 30, 40, 50, 60. It was so rarely for students to get score of 76 or more than 76, according of the minimum criterion or *KriteriaKetuntasan Minimum (KKM)* of SMPN 50 Palembang. That is why the writer tried to do a research entitled "The Influence of Skimming Technique and Critical Thinking toward Reading Comprehension of the Eighth Grade Student of *SMPN 50 Palembang*." The writer tried to find solution for students to understand and comprehend more reading texts.

This study aimed at finding out whether or not: (1) there was a significant difference in reading comprehension achievement between the students who have high

critical thinking taught by using skimming technique and those of who are taught by using conventional technique; (2) there was a significant difference in reading comprehension achievement between the students who have low critical thinking taught by using skimming technique and those of who are taught by using conventional technique; (3) there was a significant difference in reading comprehension achievement between the students who have high and low critical thinking taught by using skimming reading and those of who are taught by using conventional technique; (4) there was an interaction effect of skimming technique and critical thinking on the students' reading comprehension achievement.

Research Question

Based on the background, the main problem of the study is "Does skimming technique influence the students' reading comprehension achievement?" the detail questions are stated as follows:

1. Was there any significant difference in reading comprehension achievement between the students who were high critical thinking taught by using skimming technique and those of who were taught by using conventional technique?

2. Was there any significant difference in reading comprehension achievement between the students who were low critical thinking taught by using skimming technique and those of who were taught by using conventional technique?

3. Was there any significant difference in reading comprehension achievement between the students who were high and low critical thinking taught by using skimming reading and those of who were taught by using conventional technique?

4. Was there any interaction effect of skimming technique and critical thinking on the students' reading comprehension achievement?

Conceptual Framework

Teaching reading comprehension can be applied by using various techniques. One of those techniques is skimming. Skimming is high-speed reading that can save lots of time (Beatrice & Linda, 1996, p.132). Using skimming help the reader get through lots of material quickly. Then it gets the general sense of a passage or book, although it is not specific details.

Other factors that influence between the students comprehension by using skimming technique and the students thinking critically in their text. It can be motivation that encourage or pull the students to know something new and the reading material to be used in this study is narrative text.

Methodology

Research Method

In this study involved two groups: an experimental group which receive the special treatment and control group which receive the conventional strategy. Then the students would categorize into experimental and control class by using skimming technique. The writer gave pretest and posttest for skimming reading technique and Cornell Critical Thinking Test.

Table 1

The Diagram of Factorial Design

Experimental	R O_1 XY_1 O_2
Control	R O_1 CY_1 O_2
Experiment	R O_1 XY_2 O_2
Control	R O_1 CY_2 O_2

Source: Fraenkel and Wallen (2012:277)

Legend:

R = Random

O_1 = Pre-test Score

O_2 = Post-test Score

X = Skimming Technique

C = Conventional Technique

Y_1 = High Score of Critical Thinking in reading

Y_2 = Low Score of Critical Thinking in reading

Table 2

Design of Research

		Strategy	
		Skimming Technique (X)	Conventional Technique (C)
Students' Reading Score	High Critical Thinking (Y_1)	$Y_1 X$	$Y_1 C$
	Low Critical Thinking (Y_2)	$Y_2 X$	$Y_2 C$

Population

The population in this study was eighth grades students of State Junior High School or *Sekolah Menengah Pertama (SMPN) 50* Palembang in academic year of 2016/2017. There are eleven classes of Grade VIII with the total number of 456 students.

Sample

To assign the sample for this study from the population the writer used two stage random sampling. "Two stage random sampling is a type of sampling method which combines cluster random sampling and individual random sampling" (Fraenkel, *et al*, 2012:97).

In other words, the writer did two steps. *First,* by using random sampling. Random sampling is the most popular and rigorous form of probability sampling from a population (John, 2011:143). Each of eleven classes consisted of 40 or 41 students and456 students out of each class randomly selected by lottery technique. Finally, the writer got two classes. Each of two classes consisted of 30 students in experimental class and 30 students in control class.

Second, the writer using by cluster random sampling in dividing groups to be experimental group and control group, the writer gave students' critical thinking questionnaire for students in two classes and then there was 60 students were taken based on the high and low of the students' critical thinking.

Techniques for Analyzing Data

In collecting the data, the researcher gave multiple – choice test which taken from the English Reading Comprehension test from the Internet orother resources. It was administered as the instrument to obtain the data. It was a multiple – choice test. The text consists of 8 texts with the total number 30 questions. The procedures in administrating the test were divided into pre-test, treatment, post-test, and scoring the test. The data were analyzed by using three technique: they were the statistical analysis on measuring homogenity and normality data, independent t-test, and two-way ANOVA.

Findings

a. Measuring the Significant Difference in reading comprehension achievement between the students who have high critical thinking taught by using skimming technique and those of who was taught by using conventional technique.

The Independent t-test is the most common to test the significant difference between experimental and control group. It was found that the p-output was 0.00. When the p-output was lower than the mean significant different at the 0.05 level, it can be concluded that there was significant different in reading comprehension between the students who were taught using skimming technique. In other word, there was a significant influence of skimming technique on students' reading ability. Then it could be predicted that the technique which was applied to develop students' reading comprehension was effective to be taught in certain group.

b. Measuring the Significant Difference in reading comprehension achievement between the students who have low critical thinking taught by using skimming technique and those of who was taught by using conventional technique.

The Independent t-test is the most common to test the significant difference between experimental and control group. It was found that the p-output was 0.00. When the p-output was lower than the mean significant different at the 0.05 level, it can be concluded that there was significant different in reading comprehension between the students who were taught using skimming technique. In other word, there was a significant influence of skimming technique on students' reading comprehension achievement. Then it could be predicted that the technique which was applied to develop students' reading comprehension was effective to be taught in both group.

c. Measuring the Significant Difference in reading comprehension achievement between the students who have high and low critical thinking taught by using skimming technique and those of who was taught by using conventional technique.

The Independent t-test is the most common to test the significant difference between experimental and control group. It was found that the p-output was 0.00. When the p-output was lower than the mean significant different at the 0.05 level, it can be concluded that there was significant different in reading ability between the

students who were taught using skimming technique. In other word, there was a significant influence of skimming technique on students' reading comprehension achievement. Then it could be predicted that the technique which was applied to develop students' reading ability was effective to be taught in certain group.

d. Measuring an interaction effect of skimming technique and critical thinking on the students' reading comprehension achievement.

In the statistical analyses, the writer applied two-way ANOVA which is concerned with the investigation of the relation between one dependent variable (reading comprehension) and two or more variables (Skimming Technique and Critical Thinking. It was necessary to check whether the interaction significant by checking the significant value. If the value was lower than equal to 0.05, then there was a significant interaction and it was obtained that the significance value was 0.014. This finding indicated that there was interaction effect between technique used and students' critical thinking level toward students' reading comprehension achievement because it was perhaps the students who had high and low critical thinking could improve their competence of reading comprehension achievement of their teaching and learning process in the class room or in their activities life, after having been taught by using skimming technique.

Interpretation

In order to strengthen the value of this study, there are some interpretations presented in this part based on the results of the data analyses. They are described as follows.

First, t-test analysis of reading comprehension achievement between the students who were high critical thinking taught by using skimming technique and those of who were taught by using conventional technique. From the statistics calculation using independent sample test was found the p-output was 0.00. it means that the p-output was lower than 0.05. it was interpreted that teaching reading using Skimming technique was effectively applied in one of the groups.

Second, t-test analysis of reading comprehension achievement between the students who were low critical thinking taught by using skimming technique and those of who were taught by using conventional technique. From the statistics calculation using independent sample test was found the p-output was 0.00. it means that the p-output was lower than 0.05. it was interpreted that teaching reading using Skimming technique was effectively applied to be taught in both groups.

Third, t-test analysis of reading comprehension achievement between the students who were high and low critical thinking taught by using skimming technique and those of who were taught by using conventional technique. From the statistics calculation using independent sample test was found the p-output was 0.00. it means that the p-output was lower than 0.05. It was interpreted that teaching reading using Skimming technique was effectively applied to be taught in one of the groups.

Fourth, t-test analysis of reading comprehension achievement between the students who were high and low critical thinking taught by using skimming technique and those of who were taught by using conventional technique. From the statistics calculation using independent sample test was found the p-output was 0.014. it means that the p-output was lower than 0.05. it was interpreted that there was interaction effect between technique used and students' critical thinking level toward students' reading comprehension achievement.

Fifth, from the result of student's reading that was evaluated by two level. It could be found that all the aspects of reading influenced student reading achievement. There are two students got the highest score in high level was 87, because they can answer their reading test easier. Meanwhile, there are three students got the lowest score in low level was 57, because the students got difficulties to mastering the all aspect of reading test. Based on the explanation above, the writer concluded that there was a progress achieved bot experimental and control group. Furthermore, the experimental group had a better progress in reading achievement than the control group.

Sixth, the result of this study showed that skimming technique could increase students' reading comprehension achievement. There were still a few students with poor comprehension. According Mikulecky and Jeffries (1990:25-38), "skimming is high speed reading that can save your time and help you get through lots of material quickly." Santiago (2011:125) found that "critical thinking skill deal with the processing of information through analysis, explanation and evaluation. Therefore, the writer assumed that to get better score, the students need to have high critical thinking."

Finally, the interaction of high and low critical thinking levels with Skimming technique in improve reading comprehension achievement of students was probably caused by the fact that students high and low critical thinking levels were interested in and actively involved in this technique. They always asked the teacher in order to understand how to use the skimming technique. The students with high critical thinking already had prior knowledge and found it challenging to complete the task. The ones with low level of critical thinking felt curious to know how to complete their task using

skimming technique.

Conclusions

In line wtih the result, it is concluded that (1) there was a significant difference in reading achievement between the students who were high critical thinking taught by using skimming technique and those of who were taught by using conventional technique. (2) There was a significant difference in reading achievement between the students who were low critical thinking taught by using skimming technique and those of who were taught by using conventional technique. (3) There was a significant difference in reading achievement between the students who were high and low critical thinking taught by using skimming technique and those of who were taught by using conventional technique. (4) There was an interaction effect of skimming technique and critical thinking on the students' reading comprehension achievement.

Further, using skimming technique are very effective and bring positive impacts on student' reading comprehension achievement test before and after treatment was given. The result of independent sample t-test showed that there was a significant difference in reading comprehension achievement between students who were taught by using skimming technique and that of those who were taught by using conventional technique.

Even though the students have been categorized into three critical thinking levels, such as high, medium and low levels, however in this study the writer measured by using two critical thinking levels, such as high and low levels. There are some students got low scores, it does not mean that the students in low level had low score in reading comprehension achievement and the students in high level had high score in reading comprehension. Because the writer found that based on the result of this study. There were some students had high critical thinking level but low in reading and there was some students had low critical thinking level but high score in reading comprehension achievement. The writer concluded that using skimming technique is effectively used for high and low level students' critical thinking.

Suggestions

In educational development in the process of teaching and learning for reading comprehension and critical thinking, the writer would like to suggest some point to teacher and learners in learning English. There are several suggestion offered to the teacher, the students, and future researchers.

1. For the English Teachers

They should have many kinds of techniques or strategies to improve the students' reading comprehension achievement especially of narrative texts. One of them is Skimming technique because it can stimulate and improve their critical thinking in reading.

2. For the Students

It is expected that the teachers pay more attention to the students if they have problem in learning reading comprehension. With this study, the students could improve student's reading skill and think critically, in learning English especially reading comprehension of narrative texts by using Skimming technique.

3. For the Institutions

It is expected that this study provide a chance and sources for the teachers and the students to apply many kinds of new techniques in their teaching and learning processes.

4. For the Researchers

It is expected that other researchers conduct some other topics with a wide scope that they can investigate with a deeper teaching technique and produce an output which is more applicable for teachers of English in other contexts.

References

Adawiyah Dita. (2015). *The effect of webquest and critical thinking on the narrative writing achievement of the eleventh grade students of SMAN 9 Palembang (Unpublished Undergraduated Thesis). Sriwijaya University of Palembang.*

Asmawati Andi. (2015). *The journal of English Education;The effectiveness of skimming – scanning strategy in improving students' reading comprehension at the second grade of SMK Darussalam Makasar.* Accessed on May. (2017)

Basrowi and Soenyono. (2007). *Metode analisis data sosial.* Kendiri. Cv. Jenggala Pustaka Utama

Bassham Gregory, Irwin William, Nardone Henry, and Wallace James M. (2011)*. Critical thinking: A student's introduction*. New York. Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc.

Billmeyer Rachel, Barton Mary Lee. (1998): *Teaching reading in the content areas: if not me, then who?*. Colorado. McREL (Mid-continent research for education and learning). Accessed on January 26, (2017).

Brown H Douglas. (2000). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco, California. Pearson Education. Published.

Brown H Douglas. (2003). *Language assessment: principle and classroom practices*. San Francisco, California. Pearson Education.Published.

Cline Frederick, Johnstone Christopher, and King Teresa. (2006). *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*. Minneapolis, MN: National Accessible Reading Assessment Projects.Accessed on January 21, (2017).

Creswell Jhon W. (2011).*Educational Research : Planning, conducting, and evaluating quantitative and qualitative research*. United States of America. Published by Pearson Education, Inc.

Darmarianti. (2013). *The influence of think-pair-share strategy and students' reading interest toward students' reading comprehension achievement for the eleventh grade students' of SMA Tri Darma Palembang. The Thesis of English Language and Literature Department.PGRI University of Palembang.*

Djuwarsih.(2006). *Learning and Teaching Strategies*. CV. WijayaSaputra, Jakarta. Accessed on April, (2017)

Ennis Robert H. (1985). (2017). *A logical basic for measuring critical thinking skills. The Article of Association for Supervision and Curriculum Development. Accessed on April, (2017).*

FatmawatiYuli. (2014) *The impact of using skimming and scanning strategies of descriptive text towards students' reading comprehension at grade eight of SMPN22 Bandar Lampung. The Journal of The Second International Conference on Education and Language* (2nd ICEL) 2014 ISSN 2303-1417. Bandar Lampung University (UBL), Indonesia. Accessed on April, (2017).

Fraenkel, Jack R, Wallen Norman E, and Hyun Hellen H. (2012).*How to designand evaluate* research in education. San Francisco: McGraw-Hill Publish Company.

Freeley Austin J, Steinberg David L. (2009). *Argumentation and Debate: Critical thinking for reasoned decision making* United Kingdom, United States. WadswortCengage Learning Published.

Harmer, J. 2001.*The Practice of English Language Teaching.* Third Edition. London: Longman.

Hutabarat Benny JefriWijaya.(2012). *The effect of applying skimming technique on grade XI students' reading comprehension. The Journal of English Language and Literature Department.* Accessed on April, (2017).

Hussain, H., Mokri, S.S., Hussain, A., Samad, S.A.,&Majid, R.A. (2012). The level of critical and analytical thinking skill among electrical and electronics engineering students, UKM. Asian Social Science, 8(16), 80-87. Retrieved from http://dx.doi.org/10.5539/ass.v8n16p80.

HosseinEffat,*et al*. (2012).*Exploring the relationship between critical thinking, Reading comprehension and reading strategies of English University students*.Journal of World Applied Sciences, 17 (10): 1356-1364, (2012). Accessed on January 28, (2017).

Jennings Joyce.(2001). *The Jennings informal reading assessment.* Northeastern Illinois Univercity. Retrieved form http://wps.ablongman.com/. Accessed on April, (2017).

Judge Brenda, Jones Patrick, and McCreery Elaine. (2009). C*ritical thinking skills for education students.* Southernhay East, *British.* Learning Matters Ltd, Published.

Kartika. (2012). *Teaching reading ability using skimming technique at the Second grade students of SMP Muhammadiyah 2 Bandung. The Journal of English Education Study Program Language and Arts Department.SekolahTinggiKeguruandanIlmuPendidikan (STKIP) Siliwangi Bandung.* Accessed on April, (2017).

Khabiri M, Pakzad M. (2012). *The Effect of Teaching Critical Reading Strategies on EFL Learners' Vocabulary Retention.The Journal of Teaching Language Skills (JTLS).*Accessed on March, (2017).

Klinger Janette K., Vaughn Sharon, and Boardman Alison. (2007): *Teaching reading comprehension to students with learning difficulties.* New York. The Guilford Press Publications, Inc.

Leicester Mal, Taylor Denise. (2010): C*ritical thinking across the curriculum.* Berkshire, England. McGraw-Hill Publish Company.

MaryaniRiska. (2014): *The correlation among reading interest, critical thinking and reading comprehension achievement on narrative text of tenth grade students of SMAN 2 Kayuagung* (Unpublished Undergraduate's Thesis) Sriwijaya University, South Sumatera.

Mikulecky S. Beatrice and Jeffries Linda.(1990). *More Reading Power.* The Guardian.

Mikulecky Beatrice S, Jeffries Linda. (1996). *More reading power: reading for pleasure, comprehension skills, thinking skills., reading faster.* United States of America. Addison-Wesley Publishing Company, Inc.

Mikulecky Beatrice S, Jeffries Linda. (2007). *Advanced reading power: extensive reading, vocabulary building, comprehension skills, reading faster.* United States of America. Pearson Education, Publication, Inc.

Oakhill Jane, Cain Kate, and ElbroCarsten. (2014). *Understanding and Teaching Reading Comprehension: A Handbook.* New York. Routledge Published.

Ontario. (2003): *A guide to effective instruction in reading, kindergarten to grade 3, queen's printer for Ontario.* Accessed on January 21, (2017).

Paul Richard and Elder Linda. (2008). *The Miniature Guide to Critical Thinking Concepts and Tools.*Dillon Beach, CA: Foundation for Critical Thinking Press.

Santi Kristi L and Deborah K. Reed. (2015). *Improving reading comprehension of middle and high school students.* New York Dordrecht London. Springer International Publishing

Santiago, H. C. (2011). *Visual mapping to enhance learning and critical thinking skills. Journal of Optometric Education.* 36(3), 125-139.

Snow, Catherine E. (2002). *reading for understanding: toward an R&D programin reading comprehension.* Santa Monica. RAND Education, Published.

Tittle Peg. (2011). *Critical thinking: An appeal to reason.* New York. Routledge Published.

Teixeira Joana Vaz. (2012). *Developing different skills using different texts. The Journal of Teacher Education and Applied Language Studies. Accessed on April, (2017).*

ZaidaNur. (2013). *Mandirimengasahkemampuandiri: Practice your English competence For SMP/MTS Class VIII.*PenerbitErlangga. Ciracas, Jakarta.