THE EFFECTS OF USING SCANNING TECHNOLOGY ON READING COMPREHENSION.

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Saya yang menyatakan,

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KATA PENGANTAR

Puji syukur kami panjatkan ke hadapan Allah swt., yang telah melimpahkan rahmat dan hidayahnya sehingga penelitian kolektif dosen dan mahasiswa tentang *The effects of using scanning technology on reading comprehension.* ini berjalan lancar.

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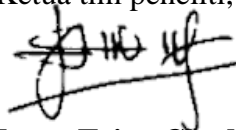5. Semua pihak yang terlibat aktif dalam proses penelitian ini.

Semoga semua dukungan dan kontribusi mereka bermanfaat bagi umat dan mendapatkan balasan yang sesuai dari Allah swt. kami berharap, kedapan kerja sama dan kontribusi serta dorongan tersebut semakin meningkat, sehingga akan meningkatkan kualitas dan kuantitas penelitian di lingkungan Masyarakat IAI Darul A'mal Lampung..

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ABSTRAK

The Intervention Using Skimming Reading Technique on Students' Reading
Comprehension of Explanation Text

The objective of the research was to get empirical evidence of the intervention using skimming reading technique on students' reading comprehension of explanation text. The method of this research was quasi-experimental study. The population of this research was the Eleventh Grade (XI IPA 1 and XI IPA 2) of MAN 1 Lampung Timur with total number of students 45. The research instruments were test that consisted of pre-test and post-test form. Based on the results of data analysis from pre-test the average of study result gained in tests with the average value was 76,105, and the average of study result gained in post-tests was 77,210. Whereas in post-test of after applying skimming reading technique had enhanced 1,105 point from pre-test. Based on the learning activities which had occurred the effectiveness in the experimental class (XI IPA 1). From this research findings, it showed that skimming reading technique had a large significant effect on students' reading comprehension of explanation text.
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Keywords : Skimming Reading Technique, Students' Reading Comprehension, Explanation Text, and Quasi Experimental Study

DAFTAR ISI

A. INTRODUCTION

1. Background

Reading is one of four language skills. Reading is taught integratedly at the Elementary to Senior High School level. However, reading is not specifically taught at school. Teachers are usually taught reading through text, and they only explain the general concept about reading itself. Reading is interaction between reader and text. The readers not only looking at a printed-text, but also deciphering in some sense the mark of the page, deciding what they mean and how they relate to each other.[1] There are many kind of texts which are taught in school; for instance, narrative, descriptive, procedure, recount, report, exposition, explanation, etc. Among those kind of texts, the researcher chooses explanation text to be the topic of this study.

According to 2013 curriculum also known as K13, explanation text had been being taught at the eleventh grade of senior high school. So, the eleventh grade senior high school students of MAN 1 Lampung Timur has been chosen as the population of her research. From those explanation above, the writer wanted to construct a research entitle The Intervention Using Skimming Reading Technique on Students' Reading Comprehension of Explanation Text (A-quasi Experimental Study at the Eleventh Grade of Senior High School). The research was aimed to find the empirical data of the effect of skimming reading technique usage on students' reading comprehension of explanation text.

The reason why explanation was chosen as the main topic of this research that some students at the eleventh grade in MAN 1 Lampung Timur found the problems in learning explanation text as one of their learning topics. Problem is a matter that must be solved.[2] It was found after the writer informally asked some students at the eleventh grade in MAN 1 Lampung Timur about explanation text, and the result was most of them thought that explanation text was difficult according to the aspects related to explanation text which were also being discussed, for instance passive voice, peculiar vocabularies, and simple present tense.

It can be assumed that they still find difficulties in vocabulary and grammar. Thus, a previous study found that the teachers and students still face many difficulties in learning grammar such as difficulty to use the rule of grammar accurately in both written and spoken communication, difficult in using certain terms of grammatical terminology, and difficulty

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[1] Charles J. Alderson. *Assessing Reading*. Cambridge University Press. The Pitt Building, Trumpington Street, Cambridge, (United Kingdom, 2000). p.3.

[2] Umam, L. H., & Chodijah, I. T. C. (2022). Problematika Pembelajaran Bahasa Arab Di Lingkungan Pondok Pesantren Wali Songo Sukajadi. *AL-AKMAL: Jurnal Studi Islam*, 1(1), 1-21. P.3.

in the use of authentic text.[3] Besides that, explanation text has been chosen due to help eleventh grade students of MAN 1 Lampung Timur in understanding another subject which consist an explanation about phenomenon or how something works, for instance biology and physics. According to Barwick 1999 in Laila Putri, explanation text is type of text which explains how something happened.[4]

Moreover, according to K13 (2013 curriculum) explanation text is one of basic competence at the eleventh grade of senior high school.[5] Besides that, some students were also find the difficulties of reading comprehension compared to other skills. It was difficult because some students were not really interested in reading. They claimed that medium which is used by the English teacher is boring. The English teacher always use google classroom.

However, it is not really effective to be used in teaching reading because students need to focus on the text, meanwhile google classroom can be used through internet connection and it can distract their focus.. Students need a printed text to comprehend the text, so they may underlined some difficult words and try to find out the meaning. As we know that to comprehend the text as the reader, we had to at least have an interest or goal to read something. Then, we had to memorize vocabularies and understand language structure to comprehend the text.

According to the reasons above, the writer assumed that explanation text needs to be taught to the students because students were forced to comprehend the text if they would understand the whole content of explanation text. Several reading techniques that could be used to teach reading comprehension; for instance, scanning, skimming, SQ3R, clustering, etc. Here, the writer chose skimming reading technique to teach explanation text to the students. Based on Marcia J. Coman, skimming reading technique is defined as the ability to identify the main ideas while very rapidly and selectively skipping over the reading material.[6]

Due to the aim of explanation text is to tell processes relating to forming of natural, social, scientific and cultural phenomena, so the writer chooses skimming reading technique in order to make students read effectively and gather the idea from the text to focus on the main idea of explanation text. However, most of the eleventh-grade students of MAN 1 Lampung Timur admitted that finding the main idea of the text was

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[3] Chodija, I. T., & Umam, L. H. (2022). Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL. *Al-Akmal: Jurnal Studi Islam*, 1(1), 64-81. p.64.

[4] Putri Laila; Shanty Octavia. *Teaching Reading Comprehension in Explanation Text by Using Combining of Think Pair Share and Jigsaw Strategies for XII Grade Senior High School Student*, (Indonesia, 2017). p.3.

[5] 2013 curriculum syllabus (teacher's syllabus of MAN 1 Lampung Timur)

[6] Marcia J. Coman, and Kathy L. Heavers, *NTC SKILL BUILDERS, What You Need to Know about Reading Comprehension and Speed, Skimming, and Scanning, Reading for Pleasure*, 1978, National Textbook Company, Illinois USA. p.73.

difficult because they were not taught to use skimming reading technique intensively by the English Teacher to find the main idea of the text. Hence, the writer chose skimming reading technique as a technique to find the main idea of the text easily.

2. Identification of the Research Problem

According to the research background above, the problems are identified as follows:

1) Most of eleventh grade students of MAN 1 Lampung Timur are difficult to comprehend explanation text due to some aspects such as passive voice, simple present tense, and peculiar vocabularies.
2) Skimming reading technique is rarely taught by English teacher in reading comprehension at the eleventh grade students of MAN 1 Lampung Timur, hence students need to know how to read the text using skimming reading technique to get the main idea and read the text effectively.
3) Most of the eleventh grade students of MAN 1 Lampung Timur are not interested in reading due to the medium which is used by the English teacher.

3. Limitation of the Research Problem

According to the identified problems above, the researcher limited this study into finding the effectiveness of using skimming reading technique on students' reading comprehension of explanation text. The descriptive about skimming reading technique and explanation text would be further explained in the literature review.

4. Research Problem

Based on the research problems, the researcher posed a research question:

1) Is there any effect of using skimming reading technique on students' reading comprehension of explanation text?

5. Objective of the Research

The objective of this study was to obtain empirical evidence about the effect of using skimming reading technique on students' reading comprehension of explanation text.

6. Significance of the Research

By conducting this study, the researcher hoped to contribute in the improvement of ELT at MAN 1 Lampung Timur. The results of this study were expected to give some significances both theoretically and practically.

1) For teachers and MAN 1 Lampung Timur
   - If the skimming reading techniques was effective to be used on students' reading comprehension of explanation text, the teachers might use the theories of this study to explain this technique to students especially in the type of explanation text.
   - If the skimming reading techniques was effective to be used on students' reading comprehension of explanation text, the teachers might use this technique regularly to expose the students to English reading comprehension especially in the type of explanation text.
2) For the students
   - The students might use the theories of this study to learn how to comprehend text by using skimming reading technique, especially in explanation text.
   - Skimming reading technique could be practically used to enhance students' reading comprehension.
3) For the researcher
   - The researcher could expose herself to skimming reading technique.
   - Skimming reading technique could be used in order to enhance her reading comprehension.
   - The researcher might also use skimming reading technique to teach their students later.
4) For further researchers
   - The theories might be added to the new research as a correlative previous study.
   - The technique could be practically used in their research.

B. LITERATURE REVIEW

1. The Definition of Reading

Reading is worth-noted for English learners. According to Harmer reading is fruitful not only for careers, study, and pleasure, but also for language acquisition. In addition, he states that reading provides good model for English writing, provides opportunities to study vocabulary, grammar, and punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts.[7]

According to Colin Harrison on his book Understanding Reading Development, he states that he wants us to remind ourselves that reading not only increases our life skills and extends our knowledge, it goes much deeper

He wants to argue that in many respects reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.[8]

Based on the explanation about reading above, it can be summarized that reading is fruitful for careers, study, pelasure, and even for language acquisition. In addition, reading provides many opportunities for instance; provides good model for English writing, provides to study vocabularies, structure, grammar, and how to conctruct good sentences. Furthermore, reading provides the fundamental effect on developing imagination and has a powerful influence on the development of emotional and moral as well as verbal intelligence.

2. The Aims of Reading

In the previous part, the researcher has already discussed about the definition of reading. Therefore, in this part the aims of reading are going to be discussed holistically. As we know that the aim of reading is to get information from a writen text that we read. In addition, according to Anderson in David Nunan's book, the aim of reading is to get comprehension.[9] Besides that, people read for two main reasons, there are reading for pleasure and reading for information.[10]

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[7] Jeremy Harmer. *The Practice of English Language Teaching (Forth Edition)*. (Malaysia: Pearson Education Limited, 2007). p.99.

[8] Colin Harrison. *Understanding Reading Development* . Sage Publication, London, Thousand Oaks. (New Delhi, 2004). p.3.

[9] David Nunan. *Practical English Language Learning: Young learners*. McGraw-Hills Companies. (Newyork, 2005). p.71.

[10] *Ibid*., pp.71--73.

- Reading for pleasure

As we know that recently, language book is not only provides some information in learning but also some fun stories which is also taught in school. It is more interesting to be read by learners or readers of all ages. Furthermore, the language that used are familiar or understandable even by foreign learners. So, the readers will be more interesting in reading. That is what we called as reading for pleasure.

- Reading for information

Reading is nor only for pleasure, sometimes readers are trying to find some information from a book. As Harmer said that reading is also for language acquisition,[11] means that we get something from reading itself. This is what we called as reading for information.

From those explanation above, it can be concluded that the aim of reading is to get information and get comprehension about the whole sentences in the text. In addition, the aim of reading can be classified into two parts. The first is reading for pleasure, it is the condition when the readers are willing to the read something which is interesting for them.

There's no compulsion in reading. It means the readers read according to their willingness, so it is called as reading for pleasure. Then the second is reading for information. It is the condition when the readers want to know about something, or they want to gain some knowledge from the text. So, it is called as reading for information.

3. **The Strategies in Reading**

Before start to read, there are some reading strategies which should be learnt by the readers. The first is context clues strategies. It may help the readers to determine meaning. The second is comprehension strategies, it may be used to get information from a piece of text.[12]

In context clues reading, the readers may guessing the meaning of unfamiliar word by looking at the previous and the next word. Besides, the readers can also guessing the meaning by interpreting the context. Then, to comprehend the text, the readers may use some technique. For instance; skimming technique or scanning technique to help them to understand the text easily.

4. **The Functions of Reading**

The ability to read well may be the most important second language (L2) academic skill needed by English for Academical Purposes (EAP) students. In academic contexts, students' success depends in large part on their grasp of information learned through reading. In such settings, students are typically required to read a lot and for different purposes.

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[11] *Op.cit.*, Jeremy Harmer. p.99.
[12] *Op.cit.*, David Nunan. pp.90--92.

Students need to, at a minimum, be able to identify main ideas and details, distinguish between fact and opinion, draw inferences, determine author stance and bias, summarize, synthesize, and extend textual information to new tasks (e.g., class projects, oral presentations, examinations). That reading provides a major source of input for further student learning of both language and content is indisputable.

The mastery of academic reading skills requires not only the integration of comprehension abilities but also the development of a very large vocabulary and a reasonably good command of grammar resources. Furthermore, to handle academic reading loads, students need a repertoire of reading strategies, and plenty of conscious practice using strategies in meaningful combinations, to achieve reading goals. In this way, students can work toward overcoming challenges associated with reading a lot, untangling dense texts, understanding new concepts, and making connections across texts.

Many EAP students with limited experience reading in their L2s and, oftentimes, little if any practice reading for academic purposes in their first languages (L1s). Fortunately, for our students, explicit instruction in reading skills development can make a difference and establish the foundations for ongoing reading skills improvement and life-long reading abilities.[13]

According to the explanation above, it can be summed up that the function of reading are to handle the academic needs such as getting information, learning something new, or even developing vocabularies and imagination.

5. **The Reading Stages**

There are some steges in the success of teaching and learning reading. The table below will describe in details.

Table 1 Objectives at Each Stage of the Pre-During-Post Reading Framework.[14]

Reading Lesson Stage	Objectives
Pre-reading	✓ Establish a purpose for reading ✓ Tap prior knowledge ✓ Provide information needed for comprehension (e.g., key vocabulary, important concepts,

[13] Grabe, W. & Stoller, F. L. (in press). Teaching Reading forAacademic Purposes. In M. Celce-Murcia, D. M. Brinton, M. A. Snow (Eds.), Teaching English as a second or foreign language (4th ed.). (Boston: Heinle Cengage, 2009). p.2.

[14] *Ibid.,* pp.7--8.

	background)
	✓ Set up expectations
	✓ Stimulate interest
	✓ Build confidence and motivation
	✓ Explore text organization
	✓ Model and practice common pre-reading strategies
During-reading	✓ Guide reading to facilitate comprehension (e.g., by asking students to fill in a graphic organizer that reflects relationships among ideas in the text)
	✓ Help students construct meaning and monitor comprehension
	✓ Give students opportunities to connect what is read with what is known, to evaluate what is being read
	✓ Support ongoing summarization
	✓ Model and practice common strategies used at this stage
	✓ Promote discussions that support comprehension and strategy development
Post-reading	✓ Check comprehension
	✓ Explore how text organization supports comprehension
	✓ Provide opportunities for fluency development
	✓ Give students opportunities to summarize, synthesize, evaluate, elaborate, integrate, extend, and apply text information
	✓ Ask students to critique the author and aspects of the text (e.g., writing, content)
	✓ Establish and recognize comprehension successes
	✓ Model and practice common post-reading strategies

From the figure above, it can be defined that there are three main reading stages. They are pre-reading, during reading, and post reading. In pre-reading stages, the readers have to at least establish their reading goals, provide the main information of they want to read, and set the expectation before reading. At the second stage or during reading, the readers have to construct the meaning of the text, relate it with their background knowledge, and also sum up what they have read. At the last stage or post-reading stage, the readers have to check their comprehension, establish and recognize comprehension success.

6. The Advantages of Reading

Unlike watching television, reading activates parts of the brain that would otherwise remain dormant. Stimulating the brain through reading helps keep it strong and active, there by reducing the risk of developing conditions such as Alzheimer's disease while improving concentration and memory. Reading is also a valuable learning tool that helps expand knowledge, skills and vocabulary, which in turn give readers more confidence to deal with a variety of situations and discuss a wider variety of topics.

In addition, reading provides a peaceful escape at any time of day from digital gadgets and the constant bombardment of information that comes from living in the digital age. As well as providing an avenue for relaxation, reading provides an ideal way to unwind at the end of a hectic day. People who read before bed develop a sleep association, their body identifying reading with falling asleep, which helps them fall asleep more easily and sleep more soundly.

7. The Definition of Reading Comprehension

Reading comprehension is not a single process. Instead, it requires the complicated interaction of several component processes that integrate information from the page that the student is reading with their background knowledges and experiences.[15]

Here the writer is going to focus on two central issues in the theory of comprehension that are crucial for understanding the factors that make comprehension difficult. First, the complexity of the mental representations that are generated in reading is what we focus on. Then, we consider the inference processes that are required to construct the kind of mental representation that supports deep understanding, and hence learning, rather than shallow understanding and rote memory.

Now we are heading to discuss about levels of comprehension. It is useful to distinguish three separable (although interacting) levels of comprehension processes in reading:

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[15] Paris G. Scott and Stahl A. Steffen. *Children's Reading Comprehension and Assessment*. Lawrence Erlbaum Associates, Publishers. Mahwah. (New Jersey London, 2005). p. 71.

a. Decoding processes refer to the perceptual and conceptual processes involved in getting from the printed word on the page to word and sentence meanings in the mind of the reader. The mental representation resulting from decoding process consists of a sequence of idea units, usually referred to as propositions.[16]

b. At the next level of analysis, propositions are interrelated in a complex network, called the microstructure of the text. In addition, the hierarchical relations among the various sections of a text are determined. This global structure of a text is called the macrostructure. Microstructure and macrostructure together form the textbase. A student who is asked to recall a text will rely both on the microstructure and macrostructure of the text.

On the other hand, a good summary would reflect primarily the macrostructure. Of course, neither recall protocols nor summaries are usually complete. With longer texts, even good comprehenders do not include all text propositions in their mental representation, and they are not always able to retrieve all the propositions they have constructed. Good comprehension is indicated not so much by how many propositions are reproduced from a text, but which ones: insignificant detail can be neglected, but not important ideas. The microstructure is constructed by forming propositional units according to the words of the text and their syntactic relations and by analyzing the coherence relations among these propositions.

The relations among propositions are often, but not necessarily, signaled by cohesion markers in the text (e.g., sentence connectives such as "however" or "because"). However, inferences are necessary to bridge gaps in cohesion between propositions and to identify pronouns to arrive at a coherent microstructure.[17]

c. Although inferences play a role in the construction of the textbase, the textbase (i.e., the mental representation that the reader constructs of the text) remains close to the text from which it was derived. Generally, however, the process of meaning construction proceeds beyond the text itself. To really understand a text, it is usually necessary that the reader integrate it with his or her prior knowledge and experience. That is, the reader must construct a situation model— a mental model of the situation described by the text. This requires the integration of information provided by the text with relevant prior knowledge and the goals of the comprehender. Going beyond the text also means going beyond the verbal domain. Texts consist of words, and the textbase is a propositional structure (that is, word meanings combined into idea units). The situation model, in contrast, is not necessarily purely propositional, but may contain other components, such as visual imagery, emotions, as well as personal experiences.[18]

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[16] *Ibid*., pp. 71--73.
[17] *Ibid*., pp. 71--73.
[18] *Ibid*., pp. 71--73.

From the explanation above, it can be concluded that there are three separable levels of comprehension processes in eading. They are; decoding process shich refers to perceptual and conceptual processes; and then, analysis, propositions are interrelated in a complex network, called the microstructure of the tex; and the last is the process of meaning construction proceeds beyond the text itself.

8. The Definiton of Skimming Reading Technique

According to Marcia J. Coman, skimming reading technique is defined as the ability to identify the main ideas while very quickly and selectively skipping over the reading material.[19] Maxwell states that skimming as getting the gist of a selection rapidly in a written text where the students develop powers of inference through systematic practice which encourages them to anticipate the content of a text. Similarly, Allen states that the skimming technique is a beneficial tool to help students extract from the text key words that allow them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process.[20]

Based on the experts explanation above, skimming reading technique can be defined as a technique which is used in getting main idea or general information from the text in a rapid way.

9. The Definition of Explanation Text

Explanation text is a text that explain the exist phenomenon and then explain why or how this came about.[21] To write an explanation text the writer should acquire a great deal of content knowledge before beginning the explanation.

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form.[22] Explanation text is a text which explain a phenomenon or how something works.

There are different types of explanation. One type explains an occurrence or how something works. It may be mechanical explaining how a lawn motor works, technological describing how a computer works or natural when describing how avalanches occur. A second type explains why things happen, for example why objects expand and contract and why bathroom mirrors mist up when we shower. Yet another type may explain

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[19] Op.cit., Marcia J. Coman, and Kathy L. Heavers. p.73

[20] Diaz S. and Laguado J. *Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research.* (Colombia, 2013). p. 138.

[21] Blake. *Explanation Texts Structure and Features of Explanation Texts.*(Blake Education Fully Reproducible, 2011). p. 50.

[22] *Ibid.,* p. 50.

the similarities and differences between objects and a final type would explain how to approach a problem that has to be resolved.

This text type links with Science and Technology topics where explanations of natural or non-natural phenomena are explored, for example how a television works, why earthquakes occur, how tornadoes are formed and how sound moves through a variety of materials. It also has links with Human Society and Environment where explanations are written for how cotton is processed to become articles of clothing, why we should exercise and eat a healthy diet and how cheese is processed from milk.

Explanations are written by members of a number of professions to explain processes. Medical researchers write explanations for doctors, nurses and health workers about how medical problems develop. Weather forecasters explain weather patterns and changes for farmers, students and scientists. A biologist will describe how butterflies develop from cocoons for students and conservationists.

Students should be writing detailed and accurate sequences of events and at this stage should be writing explanations showing causal relationships as well as sequential ones. Causal relationships explain natural happenings such as tornadoes, earthquakes or a lunar eclipse.
Technical terms play an important role in explanation texts. A glossary of terms may be included at the back of the book or writers may write a definition of terms within the text.

It is important that students understand that explanations can be part of a larger text. It is quite usual to find explanations within a report to explain some aspects of the information. They are frequently found as an integral part of a procedural text, the procedure explaining to the reader how to do something and the explanation detailing how it works.[23]
From the discussion above, explanation text can be distinguished into two parts,. The first is to explain the occurance or how something works. And the second is to explain why something or phenomenon happen.

10. The Generic Structure of Explanation Text

Explanation text has the following structure:[24]
a. Title
Explanation text has a title that prepares and leads the reader to the text. This can appear in a variety of forms from a heading that names the 51B lake Education Fully Reproducible action to a how and why question or a problem that is to be answered by the explanation.
b. General statement introducing or identifying the phenomenon
The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon. It gives the audience a brief introduction to the event or thing and an understanding of the type of text that is to follow.

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[23] *Ibid.*, p.50

[24] *Ibid.*, pp.50--51

c. Series of sequenced paragraphs
At this stage students' explanation text are developing causal relationships as well as sequential ones. The logically sequenced paragraphs explain why or how something happens rather than focusing on an object. The explanation sequence should consist of a series of happenings, actions, causes or processes that are the focus of the text type. This chain of actions, causes or events results in the phenomenon about which the explanation is written. Events may be related according to time or cause or through both and should be detailed and accurate, ensuring that all elements have been included. Sequences often develop by explaining how the events happen over a period of time: first this happens and then this is followed by the next event. It is important that in addition to researching the facts, students understand the reasons behind them. Attention should be focused on writing these reasons in their explanations.

d. Concluding paragraph
An optional concluding statement can tie up the explanation.

e. Labelled diagrams and flow charts.
Labelled diagrams and flow charts can be used to clarify information or to add additional information not included in the explanation. Particularly in scientific texts accurate diagrams and illustrations are important as they support the text.

Explanation text has five generic structure. The first is title that prepares and leads the reader to the text. The second is general information that introduces or identifies the scientific or technical phenomenon. The third is series of sequenced paragraphs, sequenced paragraphs explain why or how something happens rather than focusing on an object. The next is concluding paragraph, it is an optional concluding statement can tie up the explanation. And the last is labelled diagrams and flow chart to clarify the information if it is needed.

13. The Language Features of Explanation Text

There are some language features of explanation text.[25] They are:

1. Use of present tense
2. Use of complex noun groups to build detailed descriptions
3. Use of abstract nouns
4. Use of pronouns for words already introduced in the text
5. Usually the subject is not human
6. Use of sentences that have a clear subject and verb agreement
7. Use of action verbs to explain cause
8. Use of adverbial phrases of time and place to tell where and when actions occurred

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[25] *Ibid.,* p.51.

9. Use of connectives to link time sequences in a cause and effect sequence
10. Use of passive voice and nominalisation to link the events through cause and effect
11. Use of time conjunctions
12. Use of technical terms or word chains about a subject

14. The Example of Explanation Text

How Snow Forms

Once snow crystals form in the atmosphere, they grow by absorbing surrounding water droplets. The snowflakes we end up seeing on the ground are an accumulation of these ice crystals. This magnified image of snow crystals was captured by a low-temperature scanning electron microscope (SEM). The pseudo colors commonly found in SEM images are computer generated, and in this case highlight the different flake formations. (Credit: Agricultural Research Service, United States Department of Agriculture)

Whether winter storms produce snow relies heavily on temperature, but not necessarily the temperature we feel here on the ground. Snow forms when the atmospheric temperature is at or below freezing (0 degrees Celsius or 32 degrees Fahrenheit) and there is a minimum amount of moisture in the air. If the ground temperature is at or below freezing, the snow will reach the ground. However, the snow can still reach the ground when the ground temperature is above freezing if the conditions are just right. In this case, snowflakes will begin to melt as they reach this higher temperature layer; the melting creates evaporative cooling which cools the air immediately around the snowflake. This cooling retards melting. As a general rule, though, snow will not form if the ground temperature is at least 5 degrees Celsius (41 degrees Fahrenheit).

While it can be too warm to snow, it cannot be too cold to snow. Snow can occur even at incredibly low temperatures as long as there is some source of moisture and some way to lift or cool the air. It is true, however, that most heavy snowfalls occur when there is relatively warm air near the ground—typically -9 degrees Celsius (15 degrees Fahrenheit) or warmer—since warmer air can hold more water vapor.

Because snow formation requires moisture, very cold but very dry areas may rarely receive snow. Antarctica's Dry Valleys, for instance, form the largest ice-free portion of the continent. The Dry Valleys are quite cold but have very low humidity, and strong winds help wick any remaining moisture from the air. As a result, this extremely cold region receives little snow.

The character of the snow surface after a snowfall depends on the original form of the crystals and on the weather conditions present when the snow fell. For example, when a snowfall is accompanied by strong winds, the snow crystals are broken into smaller fragments that can become more densely packed. After a snowfall, snow may melt or evaporate, or it may persist for long periods. If snow persists on the

ground, the texture, size, and shape of individual grains will change even while the snow temperature remains below freezing, or they may melt and refreeze over time, and will eventually become compressed by subsequent snowfalls.

Over the winter season, the snowpack typically accumulates and develops a complex layered structure made up of a variety of snow grains, reflecting the weather and climate conditions prevailing at the time of deposition as well as changes within the snow cover over time.

Snowflakes are accumulations of many snow crystals. Most snowflakes are less than 1.3 centimeters (0.5 inches) across. Under certain conditions, usually requiring near-freezing temperatures, light winds, and unstable atmospheric conditions, much larger and irregular flakes can form, nearing 5 centimeters (2 inches) across. No routine measure of snowflake dimensions are taken, so the exact size is not known.[26]

15. The Previous Related Study

According to the previous study by Mochamad Fajri (UIN Syarif Hidayatullah), reading was tested in the form of speed reading test. He was done his research in UIN Syarif Hidayatullah Jakarta. The population of his research was the 4th grade students of The Department of English Education UIN Syarif Hidayatullah Jakarta. He stated that students' reading speed had a moderate correlation with students' interest in reading. It means that students have to set their goals and interest before they start to comprehend the text.[27]

Both this research and the previous study are focusing in reading. However, it focuses on reading speed and students' interest in reading while this research focuses on students' reading comprehension text with a rapid reading technique called skimming. In addition, the differences between the previous related study and this research are the sample, the text which is tested, and the place of the study.

16. Theoretical Framework

The graphic below explains the correlation between reading, skimming reading technique, and reading comprehension and how it effects each other.

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[26] https://nsidc.org/cryosphere/snow/science/formation.html (accessed on Saturday, March 3rd 2023 at 8 p.m.)

[27] Fajri Mochamad. *The Correlation between Students' Reading Interest and Their Speed Reading.* (UIN Syarif Hidayatullah Jakarta. Indonesia, 2015). pp. 36—37.
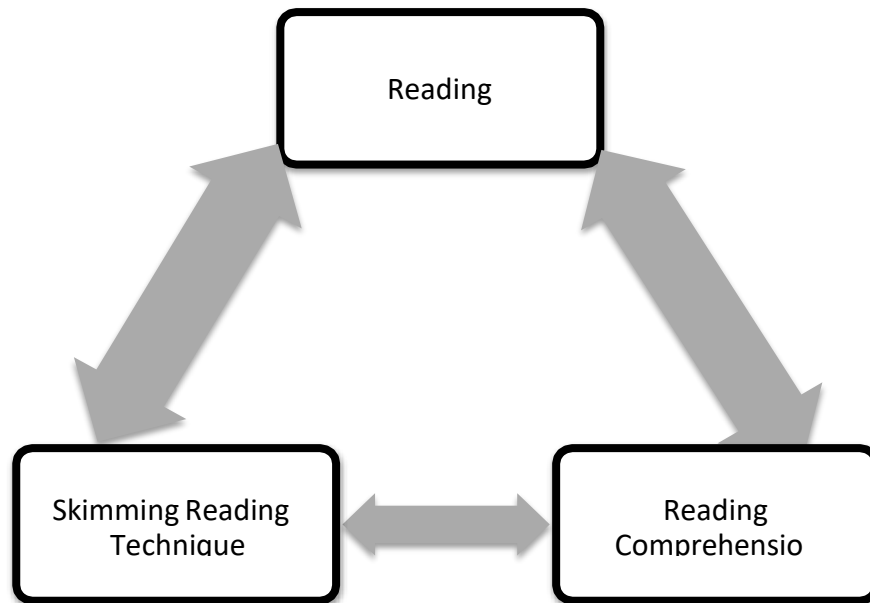
Graphic 1. The Correlation of Reading

From the graphic above, it can be defined that reading is a basic skill that should be fulfilled before the readers use technique to comprehend the text. If the readers want to use skimming reading technique to get main idea from the text they have to at least setting the goal of reading or understanding the concept of reading itself. In addition, if the reader want to comprehend the text they may use the skimming reading technique to gain the main information from the text.

17. Research Hypotheses

According to the theories above, the researcher formed a research hypotheses:
There is a significant effect of using skimming reading technique on students' reading comprehension of explanation text.

C. RESEARCH METHODOLOGY

1. Research Design

This research was a quantitative research and it used a quasi-experimental study. Creswell stated in his book Educational Research Planning, Conducting, and evaluating Quantitative and Qualitative Research that researchers used experiment when they wanted to establish possible cause and effect between the independent and dependent variables. It means that the researchers attempted to control all variables that influence the result except for the independent variable.[28]

2. Population and Sample

The population of this study was the two classes of eleventh grade students of MAN 1 Lampung Timur. One class as the experimental class, and the other as the controlled class. The eleventh grade students of MAN 1 Lampung Timur were chosen because they were learning about explanation text. Due to school regulation, the classes were automatically devided into 4 different classes, 2 classes for science major and 2 classes for social major. The researcher chose the science major classes (XI IPA 1 and XI IPA 2). It was chosen according to their score, especially in languages. Therefore, the classes could be easily determined as the experimental and the controlled class. The writer chose XI IPA 1 as the experimental class and XI IPA 2 as the controlled class.

3. Research Instrument

The instrument of this research was the objective test in the form of multiple choiches test which had been categorized as pre-test and post test according to the time on doing the test. The researcher created a pre-test to measure students' ability on reading comprehension of explanation text. Then, after the researcher got the result, she taught skimming reading technique to the students in experimental class. After that the students' were given post-test to examine the effect of using skimming reading technique on students' reading comprehension of explanation text that had already taught to the students. According to Brown, those tests above was also known as parts of achievement tests. Brown stated that achievement tests should be limited to particular material which was addressed in a curriculum within a particular time frame and were offered after a course

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[28] John W. Creswell. *Educational Research Planning, Conducting, and evaluating Quantitative and Qualitative Research 4th Edition.* (University of Nebraska-Lincoln, Pearson, 2012). p.295.

had focused on the objectives in question.[29] Based on that statement the researcher conducted tests and attached a lesson plan which was made by following the curriculum.

The instrument was constructed by following the language assessment book by Douglas Brown. Brown stated that there were several features that should be noticed to test reading comprehension:[30]
a. main idea (topic)
b. expressions/idioms/phrases in context
c. inference (implied detail)
d. grammatical features
e. detail (scanning for a specifically stated detail).
f. excluding facts not written (unstated details)
g. supporting idea(s)
h. vocabulary in context

In addition, Assessment of skimming strategies is usually straightforward: the test-taker skims a text and answers questions such as the following:
✓ What is the main idea of this text?
✓ What is the researcher's purpose in writing the text?
✓ What kind of writing is this [newspaper article, manual, novel, etc.?
✓ What type of writing is this [expository, technical, narrative, etc.?
✓ How easy or difficult do you think this text•.will be?
✓ What do you think you will learn from the text?
✓ How useful will the text be for your [profession, academic needs, interests]? And the response of those questions can be in oral or written form, it depends on the context.[31]

4. **Validity and Reliability**

The instrument was a test. The validity of test was tested using ANATES program. ANATES is a program to calculate the validity and reliability of the test. It showed that 16 valid questions that the writer tested on the students. All the 16 question had degree of difficulty above 0,60 and had diversity value above 0,40. It means that the test questions were valid and reliable.

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[29] H. Douglas Brown. *Language Assessment (Principles and Classroom Practice).* (United States: Pearson Education Inc, 2004). pp.47—48.

[30] *Ibid.*, p.206

[31] *Ibid.,* p.213.

5. Pre-Requisite of Statistical Data Calculation

Before testing the effectiveness, the normality of the data had to be analyzed. The data was analyzed by using SPSS 21 with the Normality Test One- Sample Kolmogorov-Smirnov Test formula. This analysis was used to see whether the data got in the research had been normally distributed or not. When it was normally distributed, its dissemination was also normal and can represent the population. In addition, the Sig. Of the data was 0,254 and it was bigger than 0,05, means that the data was homogen.

6. Data Collection Technique

The data was collected by using an objective test. The objective test consisted of pre-test and post test. In pre-test, students were asked to answer 16 questions. After that, the researcher gave treatment to the experimental class by using skimming reading technique to read the explanation text. And then, the researcher also collected the data from students' after finishing the treatment. In post-test, students were asked to answer 16 questions to examine the effectiveness of skimming reading technique on students' reading comprehension of explanation text by using google forms and posted it to google classroom. Then, t- test formula was used to find the result of the test.

7. Data Analysis

After the data collected, then it was continued by analyzing the data. The technique of data analysis that used in this research was statistical analysis. Referring to Sudijono, the statistical test that fit to measure the result of pre and post test is t-test.[32] Furthermore to test two connected large samples, especially in finding the significance of pre and post result, t-test was one that he suggested to do. It used to test the significance of the mean gained score of the experiment class and the controlled class. In addition, the test was used to prove that skimming reading technique is effective to increase students' reading comprehension of explanation text. Below are the formulas that used to analyze the data:

t-test (t-student test):

$$t_o = \frac{M_1 - M_2}{SE_{M1 - M2}}$$

T-test used to measure two connected large samples in finding the significance of pre and post-test result in both clases (Experiment and Control Class). Here are the steps:

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[32] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: Rajawali Press, 2011). pp. 325--346.

a. Finding Mean of Variable X:

$$M_1 = \frac{\sum x}{N1}$$

b. Finding Mean of Variable Y:

$$M_2 = \frac{\sum y}{N2}$$

c. Finding Standard Deviation of Variable X:

$$SD = \sqrt{\frac{\sum X^2}{N1}}$$

d. Finding Standard Deviation of Variable Y:

$$SD = \sqrt{\frac{\sum y^2}{N2}}$$

e. Finding Standard Error Mean Variable X:

$$SE_{M1} = \frac{SD1}{\sqrt{N-1}}$$

f. Finding Standard Error Mean Variable Y:

$$SE_{M2} = \frac{SD2}{\sqrt{N-1}}$$

g. Finding *Degree of Freedom* (df):

$$df = N-1$$

8. Research Hypotheses

Statistical Hypotheses of the Research

For this study, the researcher formed a null hypotheses and an alternative hypotheses:

1. Ho = There is no significant effect of using skimming reading technique on students' reading comprehension of explanation text.

   Ho would be accepted if $t_{count} < t_{table}$

2. Ha = There is a significant effect of using skimming reading technique on students' reading comprehension of explanation text.

   Ha would be accepted if $t_{count} =/> t_{table}$

Those significances from the hypotheses above would be measured by
using *Cohen's Convention Annova Effect Table.*

Table 2. Cohen's Convention Annova Effect Table[33]

Size of effect	*F*	% of variance
Small	0,1	1
Medium	0,25	6
Large	0,4	14

[33]https://www.google.com/search?ei=9dECW5i2MImDvQTBu4qQAg&q=significance+table+for
+f+test+by+kohen&oq=significance+table+for+f+test+by+kohen&gs_l=psyab.3..33i160k1.3161.1
6940.0.18519.23.17.6.0.0.0.1001.4118.0j8j2j51j1j1.13.0....0...1c.1.64.psyab..4.12.2907...0i22i30k
1j33i22i29i30k1.0.XZcRzHCKgX4 (accessed on Monday, May 21st 2023 at 9.08 p.m.).

D. FINDINGS AND DISCUSSION

1. FINDINGS

As described before, the researcher was choosen XI IPA 1 and XI IPA 2 as the sample of her research. The experimental class (XI IPA 1) consisted of 21 students and the controlled class XI IPA 2 consisted of 24 students. They were tested to get the empirical evidence whether skimming reading effective was effective or not to be used in reading explanation text. In the further interpretation of the data analysis were given below:

Table 3. Experimental Class and Controlled Class Data

No.	Pre-Test (X)	Post-Test (Y)	No.	Pre-Test (X)	Post-Test (Y)
1	63	70	1	94	50
2	38	50	2	89	81
3	94	88	3	92	75
4	94	75	4	91	69
5	56	81	5	90	81
6	81	88	6	81	81
7	94	85	7	94	81
8	50	81	8	94	69
9	88	81	9	81	69
10	50	75	10	81	75
11	50	94	11	94	75
12	88	75	12	89	63
13	94	81	13	94	75
14	63	69	14	81	69
15	94	81	15	94	81
16	81	69	16	81	69
17	94	88	17	94	69
18	75	75	18	87	69
19	81	31	19	75	63
20	69	81	20	94	75
21	50	69	21	83	75
			22	92	75
			23	90	75
			24	92	69

From the table above, it could be seen that the highest and the lowest score from two clases were:

Pre-Test
Highest Score : 94
Lowest Score : 38
Post-Test
Highest Score : 94
Lowest Score : 31

After achieving the data from students' skimming pre-test as X variable and reading comprehension test as Y variable, the next step was determining the calculation significance of regression coefficient value of the variables. In this case, score of students skimming test and reading comprehension test were determined by using Individual Significance Parameter Test (t-test) formula. The data could be seen in the table below.

Table 4. The Result of Partial Coefficients Regression Test
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-58,411	43,559		-1,341	0,197
1					
pre-test	95,735	90,015	0,202	1,064	0,302
pre-test	1,229	0,430	0,544	2,859	0,010

a. Dependent Variable: post-test

To test the significance of coefficient regression value of independent variable in regression equity could be seen from t-value and significance value. It was done to test the significance of independent variable toward dependent variable.

Coefficient regression of each independent variable assumed to have significance effect toward dependent variable if -tcount< -ttable or tcount> ttable. ttable could be found from the significance 0,05/2=0,025 with degree of freedom df = n-k-1 or df = 21-2-1=18.

t_{table}
Experimental Class:
21= 2,10091>1,084
Significance: 0,302>0,05 (significance)

Controlled Class:
24=2,07961<2,859
Significance: 0,010<0,05 (not significance)

After calculating of whole the data from variable (x) and variable (y), the next step that had to be done was statistical calculating.

Table 5. Statistical Data of the Experimental Class

No.	Pre-Test (X)	Post-Test (Y)	X²	Y²	XY
1	63	70	3.969	4.9	4.41
2	38	50	1.444	2.5	1.9
3	94	88	8.836	7.744	8.272
4	94	75	8.836	5.625	7.05
5	56	81	3.136	6.561	4.536
6	81	88	6.561	7.744	7.128
7	94	85	8.836	7.225	7.99
8	50	81	2.5	6.561	4.05
9	88	81	7.744	6.561	7.128
10	50	75	2.5	5.625	3.75
11	50	94	2.5	8.836	4.7
12	88	75	7.744	5.625	6.6
13	94	81	8.836	6.561	7.614
14	63	69	3.969	4.761	4.347
15	94	81	8.836	6.561	7.614
16	81	69	6.561	4.761	5.589
17	94	88	8.836	7.744	8.272
18	75	75	5.626	5.625	5.625
19	81	31	6.561	961	2.551
20	69	81	4.761	6.561	5.589
21	50	69	2.5	4.761	3.45
N = 21	$\sum X = 1.547$	$\sum Y = 1.587$	$\sum X^2 = 121.092$	$\sum Y^2 = 123.803$	$\sum XY = 118.165$
	MX = 76,105	MY = 77,210			

Experimental Class:
a. Finding Mean of Variable X:

$M1 = \dfrac{1.547}{21} = 76,105$

b. Finding Mean of Variable Y:

$M2 = \dfrac{1.587}{21} = 77,210$

c. Finding Standard Deviation of Variable X:
   $$SD = \sqrt{\frac{2.393.209}{21}} = 113.\,962,33 = 337,58$$

d. Finding Standard Deviation of Variable Y:
   $$SD = \sqrt{\frac{2.518.569}{21}} = \sqrt{119.\,931,85} = 346,31$$

e. Finding Standard Error Mean Variable X:
   $$SE_{M1} = \frac{337,58}{\sqrt{20}} = \frac{337,58}{4.47} = 75,52$$

f. Finding Standard Error Mean Variable Y:
   $$SE_{M2} = \frac{346,31}{\sqrt{20}} = \frac{346,31}{4,47} = 77,47$$

g. Finding Degree of Freedom (df):
   df = 21-1=20

h. t-test (t-student test):
   $$t_o = \frac{76,105 - 77,210}{75,52 - 77,210} = \frac{-1.105}{-1,69} = 0,653$$

For this study, the researcher formed a null hypotheses and an alternative hypotheses:

Ho   = There is no significant effect of using skimming reading technique on students' reading comprehension of explanation text.

Ho would be accepted if $t_{count} < t_{table}$

Ha = There is a significant effect of using skimming reading technique on students' reading comprehension of explanation text.

Ha would be accepted if $t_{count} =/> t_{table}$

Table 4.4 Cohen's Convention Annova Effect Table[34]

Size of effect	*F*	% of variance
Small	0,1	1
Medium	0,25	6
Large	0,4	14

[34]https://www.google.com/search?ei=9dECW5i2MImDvQTBu4qQAg&q=significance+table+for+f+test+by+kohen&oq=significance+table+for+f+test+by+kohen&gs_l=psyab.3..33i160k1.3161.16940.0.18519.23.17.6.0.0.0.1001.4118.0j8j2j51j1j1.13.0....0...1c.1.64.psyab..4.12.2907...0i22i30k1j33i22i29i30k1.0.XZcRzHCKgX4 (accessed on Monday, May 21st 2018 at 9.08 p.m.).

From the formulation and the table above, the writer followed some assumption as follow:

1. If the result of calculation to is equal or higher than tt, the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.

2. If the result of calculation to is lower than tt , the null hypothesis (H_o) is accepted, and alternative hypothesis (H_a) is rejected.

Based on the description of calculation above, the result of this research was the significance of $t_o = 0{,}653$ and the significance of $t_t=0{,}05$ with the degree of freedom 20, so $t_{count} > t_t$, so the null hypothesis (H_o) is rejected, and alternative hypothesis (H_a) is accepted. It means that *there was a large significance effect of using skimming reading technique on students reading comprehension text of explanation text.*

2. Discussion

From the data calculation above, the researcher found that the total score from 21 respondents for student's reading pre-test was 1547 and the reading post- test test was 1587. The highest score of skimming test was 94 and the lowest score is 38. Then, the highest score of the reading comprehension test was 94 and the lowest was 31. The average score of pre-test was 76,105 and the average score of post-test was 77,210. Before testing the significance effect, the researcher had to analyze the normality of the data. This analysis is used to see whether the data got in the research had been normally distributed or not.

After the calculation, it was found that the test was normally distributed. Knowing the data is normally distributed, it means that the Individual Significance Parameter Test (t-test) could be used. The total of experimental class (N) was 21. The sum of post-test (variable X) was 1547 and the sum of reading post-test (variable Y) was 1587. The sum of multiple score of both variables (XY) was 118.165. The sum of quadrate score of pre-test ($\sum X^2$) was 121.092 and the last, the sum of quadrate of post-test ($\sum Y^2$) was 123.803. After this data obtained, the next step was to input this data above to the Individual Significance Parameter Test (t-test) formula. The result of the significance effect between variable X and variable Y was (t_{count}) 0,653. It was higher than the significance of (t_{table}) which was 0,05. It means that *there was a large significant effect of using*

skimming reading technique on students' reading comprehension of explanation text and H_a was accepted.

Compared to the previous related study, this research had some differences with the previous one. For instance, the sample of the previous related study were 4th grade of college students, however in this research, the sample were students at the eleventh grade of senior high school. The number of sample and the place of the research were also different from the previous one. Furthermore, the focus of the research were also different, in this research the researcher was focus on students' reading comprehension, but in the previous one the researcher was focus on students' speed in reading.

E. CONCLUSION AND SUGGESTION

1. Conclusion

From the data calculation above, the researcher found that the total score 21 respondents of experimental class for student's reading pre-test was higher than the reading post-test. Meanwhile, the researcher found that the total score from 24 respondents of controlled class for student's reading pre-test was lower than the reading post-test test. It means that skimming reading technique was effective to be used in teaching reading reading comprehension at eleventh grade students of MAN 1 Lampung Timur. In addition, it could be concluded that *there was a large significant effect of using skimming reading technique on students' reading comprehension of explanation text and Ha was accepted.*

2. Suggestion

Based on the conclusion mentioned above, the writer gave the following suggestions:

1. The eleventh grade students of MAN 1 Lampung Timur should practice more in reading to get a better result.
2. The English teachers of MAN 1 Lampung Timur should give more practice in reading and explain more the reading theories that could improve students' reading comprehension.
3. Skimming reading technique should be used in reading practice of explanation text at the eleventh grade students of MAN 1 Lampung Timur to increase their reading comprehension.

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