

**Improving Students' Reading Comprehension
Using Skimming Technique on News-Report Text
(A Case Study at SMAN 4 Makassar)**



A Thesis

**Submitted to the Faculty of Cultural Sciences, Hasanuddin University
In Partial Fulfilment to obtain a degree In English Department**

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LEGITIMATION

THESIS

**IMPROVING STUDENTS' READING COMPREHENSION
USING SKIMMING TECHNIQUE ON NEWS-REPORT TEXT
(A CASE STUDY AT SMAN 4 MAKASSAR)**

BY

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It has been examined before the Board of Thesis Examination on Friday, 12 July 2024
and is declare to have fulfilled the requirements.

Approved By

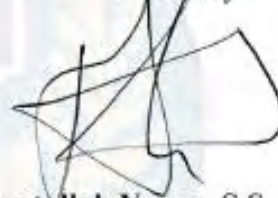
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AGREEMENT

On 12 July, 2024, the Board of Thesis Examination has kindly approved a thesis by Wahyu Dwi Satrio (F041201041) entitled *Improving Students' Reading Comprehension Using Skimming Technique on News-Report Text (A Case Study at SMAN 4 Makassar)* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, July 15, 2024

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The thesis by Wahyu Dwi Satrio (F041201041) entitled *Improving Students' Reading Comprehension Using Skimming Technique on News-Report Text (A Case Study at SMAN 4 Makassar)* has been revised as advised during the examination on 12 July 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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Wahyu Dwi Satrio



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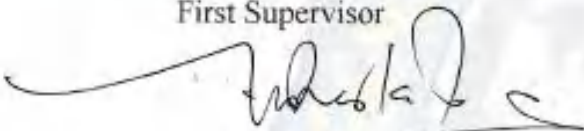
APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1423/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Wahyu Dwi Satrio (F041201041) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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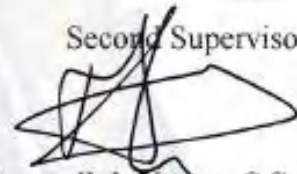
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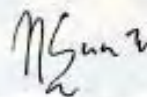
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The author is also grateful and sincerely thanks the many people for their help, encouragement, and contributions to completing this thesis. Therefore, the writer would like to express my heartfelt gratitude to the following individuals:

1. My beloved parents, siblings, and family, the people who I admired and cherished the most. For all of their constant love, support, and prayer for me;
2. My supervisors, Dra. Madeiny Radiuni, M.Ed. and Hidayatullah Yunus, S.S., M.Tesol. for sharing their time, knowledge, and guidance in helping me compose and finish this thesis;
3. My academic counselor, Dr. Ayub Khan, M.Si., and all lecturers of the English Department, Faculty of Cultural Sciences, Hasanuddin University, for all their knowledge and advice during my study in the English Department;
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5. All my friends who have helped me when I have problems. The encouragement, support, and jokes that always make me happy and motivated.

Lastly, the author would like to thank everyone who's not mentioned. Thank you for all the help and assistance in completing this thesis. The writer realizes that this thesis is far from perfect, and there are still many mistakes and shortcomings for which the author sincerely apologizes.

Makassar, 24 June 2024

Wahyu Dwi Satrio



ABSTRACT

WAHYU DWI SATRIO. *Improving Students' Reading Comprehension Using Skimming Technique on News-Report Text* (Supervised by **Dra. Marleiny Radjuni, M.Ed.** and **Hidayatullah Yunus, S.S., M.Tesol.**).

The purpose of this study is to improve students' reading comprehension skills by using skimming technique on news-report text. The research was carried out at SMAN 4 Makassar with 27 eleventh-grade students and 1 English teacher as the participants.

This study adopts the experimental design, specifically the one-group pretest-posttest model. It utilizes a mixed-method approach to identify students' test results as well as to explore their perceptions of the study. The data collection procedures consist of an interview with the English teacher, a pre-test, and a post-test with 20 multiple-choice questions and 5 open-ended questions for students' opinions before and after each test.

The interview reveals the teacher's teaching style in teaching reading. She employs intensive reading techniques and online material in her teaching process. To see students' improvement after being given treatment, the average value of the pre-test and post-test are compared. The result shows an improvement in the mean score from 56.1 to 62 after the treatment. Thus, it concludes that students' reading comprehension is improved. In addition, students' responses regarding skimming technique are positive.



ABTRAK

WAHYU DWI SATRIO. *Improving Students' Reading Comprehension Using Skimming Technique on News-Report Text* (Dibimbing oleh **Dra. Marleiny Radjuni, M.Ed.** dan **Hidayatullah Yunus, S.S., M.Tesol.**).

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan pemahaman membaca siswa dengan menggunakan teknik skimming pada teks laporan berita. Penelitian ini dilakukandi SMAN 4 Makassar dengan 27 siswa kelas sebelas dan 1 guru Bahasa Inggris sebagai partisipan.

Penelitian ini memakai desain eksperimen, khususnya model pretest-posttest satu kelompok. Menggunakan metode campuran sebagai pendekatan untuk mengidentifikasi hasil tes siswa serta untuk mengeksplorasi persepsi mereka terhadap penelitian ini. Prosedur pengumpulan data terdiri dari wawancara dengan guru Bahasa Inggris, pre-test, dan post-test dengan 20 pertanyaan pilihan ganda dan 5 pertanyaan terbuka untuk mengetahui pendapat siswa sebelum dan sesudah tes.

Dari wawancara diketahui gaya mengajar yang digunakan oleh guru tersebut, ia menggunakan Teknik membaca intensif dan materi online dalam prosess pengajarannya. Untuk melihat peningkatan siswa setelah diberikan treatment, nilai rata-rata pre-test dan post-test dibandingkan. Hasilnya menunjukkan adanya peningkatan nilai rata-rata dari 56.1 menjadi 62 setelah diberikan treatment. Dengan demikian, dapat disimpulkan bahwa pemahaman membaca siswa meningkat. Sebagai tambahan, tanggapan siswa mengenai Teknik skimming adalah positif.



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CHAPTER I

INTRODUCTION

A. Background

Language is one of many communication media that humans generally use to convey and share their ideas, feelings, and thoughts. The English language is known as the international language and one of the most widely spoken languages around the earth. In Indonesia, even though it is not the official language used by the majority of the population, the English language is one of the school subjects that is considered very important and essential knowledge for students from primary school to higher levels of education to acquire. There are four general English language skills that students should be able to master; listening, speaking, writing, and reading.

Reading is an essential skill for Indonesian higher education students as it is one of the language skills. Reading activity can become more and more complex as students progress through their grades. Reading is about understanding and processing the meaning of the text and understanding what the writer wants to communicate. The meaning can be derived from the interaction between letters, punctuation marks, and grammatical structures. Reading is a wonderful activity that can enhance students' minds. It is a very valuable skill for them as it helps students acquire new knowledge, understand different viewpoints, and improve their skills. There are many other advantages reading activity brings, such as



improving readers' cognitive functions, memory, concentration, critical thinking, enriching vocabulary, and improving their communication skills.

In Indonesia, reading English text is still considered a challenging task for high schoolers. Fauzi (2018) and Butterfuss et al. (2020) suggest that reading is a complex activity that entails three interconnected elements: the reader, the text, and the purpose, as well as the use of language and thought to generate meaning. In other words, reading activity involves the interaction between the text and the reader as the readers make use of information from their background knowledge as well as the information from the text. It requires the reader to employ a variety of skills and techniques in order to make sense of written texts. A reader comprehends the texts for certain purposes, commonly to attain information. To achieve this effectively, there are several skills or techniques that students can implement to help them. There are 2 skills or techniques for students, scanning and skimming. Scanning is a reading strategy that allows readers to quickly locate specific information in written material. Readers can use a scanning strategy when they need to look for a particular word, number, or other identifiable data that is related to the information they want. Meanwhile, skimming is a reading strategy that involves focusing on the main ideas of a text. skimming techniques can be used to get the overall points of a passage or a paragraph. It is a strategic and efficient way of reading to save time and better comprehend the material.



Skimming is a very useful skill for higher education students to have. Skimming is a reading technique that is commonly used to get the “big picture” of a text without reading every word. However, using skimming strategy may also be

helpful to review or refresh readers' memory on reading material. When skimming a text, readers tend to focus only on several elements of the text: the title, topic sentences, introduction and conclusion, and some keywords. This reading technique works best on factual or non-fiction content since this type of writing has a better format for the reader to obtain information.

Reading comprehension skills are very much an essential proficiency for students to have. It is not only will be useful academically but also in their social life or even for work field necessity. Comprehension in reading, according to Davis (1968), is a word recognition and inferring meaning process to understand the writer's purpose. This implies that in a way to comprehend a writing and interpret the writer's intention, readers have to identify as many words as possible and weave ideas of each paragraph of the material read. As one of the basic English language skills, reading is often viewed as the easiest skill to master. However, reading each word one by one does not guarantee the reader fully fathoms the content they read, besides, this strategy will surely consume a lot of their time. As described above, a better way to help readers get a good comprehension of their reading is by using strategies such as skimming. It will benefit readers to grasp the information they need from the text quickly and efficiently, thus optimizing the time used.

A study with a similar issue was previously carried out with the title "Improving Students' Reading Comprehension Using Skimming Technique on Reading Material" by Nurrahma Indah (2020). In her research, the subject of the study was the third grade of Junior High School of Cokroaminoto Tamalanrea. The data were students' reading comprehension ability and collected



through pre-test and post-test. The writer compared the average value of the tests and treatment, which shows the increase in students' reading comprehension by 48, 47.6, and 86,4.

In this study, the writer uses news-report text to improve students' reading comprehension. The reason why the writer chooses to use this type of text is that this text can be found easily on almost every platform, not limited to only a textbook. News-report text contains many information about events that have or just recently happened around the readers. By performing this research using a mix method design, hopefully, it can push students' motivation to read more, increasing students' awareness of reading strategy, and have better comprehension skills.

SMA 4 Makassar, usually referred to as SMAPAT, is one of the public high schools established in Makassar. Over the years, this school has adapted its educational approach while maintaining an environment for students' academic exploration and personal growth. Besides the main courses, the school provides class specialization subjects such as Geography, Biology, or English language for students. According to the English language teacher, students' English language competence falls within the low to medium range, it is very expected for their proficiency to be developed as they go through their high school years. Therefore, the writer chose the title **“Improving Students' Reading Comprehension Using Skimming Technique on News-Report Text (A Case Study at SMAN 4 Makassar)”**



B. Identification of the Problems

Based on the observation at SMAN 4 Makassar and the background above, the writer identified several issues relating to students' reading comprehension, as follows:

1. Students' reading comprehension level is low;
2. Students encounter difficulties in understanding the content of English texts;
3. Students have a lack of motivation in reading English texts;
4. Students have a lack of awareness of Skimming technique.

C. Scope of Problems

The scope of this research is to improve students' reading comprehension using news-report text for the second-year students of SMAN 4 Makassar. In this research, the writer limits the problems as follows:

1. The effects of using skimming technique on news-report texts on students' reading comprehension;
2. Students' perception of using skimming technique on reading tasks.

D. Research Questions

In this research, there are two questions as follows:



1. To what extent does skimming technique help students' reading comprehension skill on news-report texts?

2. What is students' perception of using the skimming technique on their reading task?

E. Objective of the Study

Based on the research questions above, the objectives of the research are as follows:

1. To identify the effect of using skimming technique on news-report text for students' reading comprehension skill;
2. To explore students' perception in using skimming technique on the news-report text.

F. Significance of the Study

This study aims to utilize the use of skimming strategy in students' reading comprehension ability. There are two significances of this research. Theoretically, this research is expected to give contribution of knowledge in regards of students' reading comprehension improvement specifically on the news-report reading materials using skimming technique. Practically, this research is significant for students, teachers, and other future writers. With the knowledge of skimming technique, students can practice applying the strategy to their reading task so that they have a better comprehension skill and increasing their interest of learning

language. Teachers and lecturers, especially English subject, may consider using techniques practice to their teaching plan to help students understand



thoroughly concerning reading strategies. This study may provide a consideration for future researchers to carry out similar study with a new and innovative approach.



CHAPTER II

THEORETICAL REVIEW

A. Previous Studies

This chapter provides reviews of several research studies that have previously been conducted. Previous studies were needed as a material consideration for this research, as well as supporting material for the formation of a theoretical framework. Accordingly, the writer would like to present various articles and theses which are related to the skimming technique and other helpful methods in improving reading comprehension of students.

First, Darmayenti and Kustati (2017) designed a study by the title “Enhancing Islamic Students’ Reading Comprehension through Predict Organize Search Summarize Evaluate Strategy”. This research aims to find out the effect of using a reading strategy called Predict, Organize, Search, Summarize, and Evaluate (POSSE). Although, the writer didn’t conduct the study on the EFL students, the result of the research shows that using the POSSE strategy increases students’ comprehension skills effectively.

Basuki (2018) held a descriptive research with the title “Applying Scanning and Skimming Skills to Understand Life Skills Reading”. The study investigated if using the skimming and scanning techniques could help students grasp the meaning of different kinds of texts, namely announcements, instructions, notices, advertisements, etc. The researcher put focus on improving students’



reading comprehension and their ability in retelling, describing, and demonstrating the texts they read. The study resulted in the improvement of students' comprehension and their confidence in performing life skills reading, such as the ability to retell, describe, and demonstrate a text read. The participants of the study gave positive comments and feedback about skimming and scanning for their reading comprehension.

Similarly, Indah (2020) conducted related research entitled "Improving Students' Reading Comprehension Using Skimming Technique on Reading Material". It was a qualitative research that aimed to explore the effect of using the skimming technique on students' reading comprehension. The study proved that the skimming technique does increase students' reading skills. The data shows the score of the post-test is increased from the pretest, from 48 to 86,4.

Another research on reading comprehension was conducted by Wibowo, Syafrizal, & Syafradin (2020). The title of the research is "An Analysis of English Teachers' Strategies in Teaching Reading Comprehension". The study was focused on the strategies and techniques the teachers use to teach reading comprehension to their students rather than the strategies students use for their reading ability. Nonetheless, it shows that one of the techniques the teachers use is the skimming technique which helps their pupils to understand the texts assigned. The research was limited to only 2 teachers as the participants.

ver, the researchers suggest to broaden the area of the study for the future
ch to explore more about this issue.



Rosmarie & Mualimin (2020) are other researchers that conducted a study related to the skimming technique, the title of the study is “The Impact of Using Skimming Strategy in Narrative Text towards Students’ Reading Comprehension of SMP Advent of Semarang”. The researchers focus on investigating the effects of skimming for the students’ comprehension, especially on their narrative text reading skills. Although the study was limited only to one type of text, the result shows a significant increase in the participants’ scores and achievement in comprehending text. The students gave positive impressions regarding the skimming technique they used.

Touriz Laje (2020) directed a study with a title “Reading Comprehension Using Skimming and Scanning Strategies through Collaboration Facilitated by WhatsApp”. As stated in the title, this research uses a communicative technology tool named WhatsApp as a medium for delivering the texts and tests. The study resulted in a great improvement in the pupils’ ability to comprehend texts through WhatsApp. The research has a limitation regarding the limited time for the study. Thus, the writer recommends future research to conduct a similar study with a longer duration to acquire more information.

Defri and Syafei (2020) conducted a research entitled “Enhancing Junior High School Students’ Reading Comprehension in Report Text by Using Concept Mapping Strategy” discussing the ways of concept mapping technique

students analyze and comprehend scientific text as report text. The researchers believe that reading comprehension means understanding the information presented and being able to interpret it into the reader’s knowledge.



Additionally, constructing a concept map as a learning process can help students recall their background knowledge and create mutual understanding about the context.

Soto et al. (2019) are other researchers that have organized a study discussing reading comprehension with the title of “Reading comprehension and metacognition: The importance of inferential skills”. Their study concludes the importance of having inferential skills and metacognitive knowledge of reading strategies as they help readers to be able to better understand their reading.

Lastly, Ali and Razali (2019) carried out a research entitled “A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners”. In their research, they concludes that teachers’ reading strategies learning is important in enhancing ESL/EFL students’ reading effectiveness. Based on the findings, challenging students with different kinds of reading techniques is great for strengthening their level of reading comprehension.

From the research and studies above, it can be concluded that there are various methods, skills, and techniques that teachers and students can implement in order to help them improve their reading comprehension ability. The skimming technique used in several studies appeared to be useful and a helpful strategy in increasing students’ comprehension of texts. Moreover, a number of

g materials and different types of text are used by researchers to help the
t boost their reading skills.



B. Literature Review

In this chapter, the writer explains several definitions and theories relating to the topic of the study.

1. Reading

Reading is one of many things humans will never stop doing. It is a way of exploring new worlds, learning new ideas, and even expressing ourselves. Reading is not only a source of knowledge but also a source of pleasure, creativity, and inspiration. In addition, Pang et al. (2003) stated that having the ability to read brings opportunities and opens new worlds for students.

Reading is a construct-meaning activity from information which involves skills and strategies (Nurhadi, 2017). In schools, most teachers use texts and books as their teaching media and it is common for students to be asked to read some of the passages. Consequently, reading is very essential to students' academic life as it would help them understand the message of what they have read. Adams (1994) suggests that reading should be a skill that is constantly being developed on a continual basis.

2. Purposes of Reading

Generally, people read as a way to gain information or for pleasure and as reference material. Grellet (1981) divides the main purpose of reading into:

- a) For pleasure, usually done by people who read in order to entertain themselves, e.g. Novels, short stories, etc.



- b) For information, commonly relevant in academic material where the piece of information will be used to do something, for example, reading a journal article.

According to Linderholm (2006), reading process differs greatly depending on the reader's goals. For example, a college student might go to the library to read a resource book with a purpose of finding and understanding enough material for his research. On the other hand, this kind of reading differs from if the same student reads a novel while waiting for someone at the station.

3. Reading Comprehension

Oxford Dictionary defines comprehension as “the ability to understand”, comprehending text means that one has to understand the contents of the text they read. Reading comprehension, defined by Woolley (2011), is the process of constructing meaning from texts read. The intent of reading comprehension is, of course, to grasp the overall idea of what is described in the text. Students with low comprehension skills will passively apply their knowledge and show difficulties in interpreting a text. Increasing students’ background knowledge is part of the solution to improve their reading comprehension (Elleman & Oslund, 2019)

In order to comprehend a text, Liou (2021) suggests the reader to create prediction about the “big picture” of the text. Then, skim the text to find the keywords and relate the words to the reader’s prediction. We may read the passage a few times to increase the chance of understanding the text.



After that, the reader may focus on identifying the important pieces of information, highlighting, or translating the keywords can be helpful. Afterward, readers may match the identified words and ideas, question what has been read, and build a summary based on the main idea and supporting idea of the text.

Reading comprehension tests commonly require students to respond to a set of queries related to the text, such as analyzing and determining the main idea, identifying the author's intentions, distinguishing information, arranging the text's order, etc. (Hirsch, Jr., 2013).

4. Aspect of Reading

As Bojovic (2010) stated, in comprehending text, there are several reading skills that readers should know, they are identifying word meaning, drawing inferences, identifying the writer's technique, recognizing the mood of the passage, and finding answers to the questions.

a) Word Meaning

Words are a group of arbitrary symbols which combined to make meaningful elements of a sentence, speech, or writing. Carston (2012), defines word meaning as a concept or unit which can be an aspect of thoughts. Words are classified into verbs, nouns, adjectives, and adverbs.

b) Draw Inferences

When reading a text, students are commonly required to make a summary of inferences they gather from it. McKoon



and Ratcliff (1992) describe an inference as any piece of detail that is not expressed explicitly in the text.

c) Writer's Technique

In a written text, the messages of the text are organized in such a way that the ideas are received by the reader. Ellis (2021) suggests three writing components in writing a text, choosing words that match the expected result, arranging the sentence to show a different connotation, and using punctuation that affects the pacing and how sentences are read.

d) Mood of Passage

In literary work, a text can stimulate readers' particular feelings through the use of setting, tone, and theme. The mood of text is referred as the "atmosphere" (Barron, 2019). Scrimin & Mason (2014) discussed that mood affects the reader's skill in processing and comprehending text.

5. Sorts of Reading Techniques

There are six reading skills to achieve effective reading suggested by Solidjonov (2021); prediction, skimming, scanning, cohesive devices, guessing the meaning of vocabulary, and intensive reading.

- a) Prediction, prediction is a pre-reading process (Wulandari, et al., 2017). It requires readers to make a guest of the content based on elements of the material, e.g., title and picture.



- b) Skimming, Solidjonov (2021) describes skimming as a process of gathering general information by fast reading the passage.
- c) Scanning, is a process of reading selectively aimed to find a specific item (Liu, 2010). Scanning is often used when the reader needs to find a very specific piece of information, e.g. finding words in dictionaries.
- d) Cohesive Devices, writer uses cohesion devices to connect one sentence to another to make a cohesive, connecting passage. Text is considered cohesive if the elements of the text are connected and create a meaningful message (Bahaziq, 2016).
- e) Guessing the Meaning refers to the ability to infer the meaning or expression with clues from the context of the text (Rhalmi, 2013).
- f) Intensive Reading, intensive reading typically reading slowly and carefully to find the writer's idea, concepts, etc. (Solidjonov, 2021; Liu, 2010)

6. Skimming

Skimming is a very useful skill to have and master, especially for higher education students. It can help them to read text comprehensively and reduce the time they use to read the whole paragraphs. When skimming, readers don't need to read the whole text word by word, rather, they should only read some keywords that can be used to construct the whole meaning



of the text. Underline nouns, openers, and conjunctions when skimming to make it easier to pick out the overall idea and notions (Solidjonov, 2021).

Students need to be encouraged to use and practice their skimming skills. Skimming has advantages in helping students to make assumptions about the passage's purposes, topic, or ideas presented by the writer (Ngoc, 2015).

a) Types of Skimming (Ali, 2019)

1. Pre-read skimming, referring to reading preparation.
2. Skim reading, a condition when skimming only to analyze the material.
3. Review skimming, means re-reading the text that has been read before to review the content.

b) Guide to Skimming (Ali, 2019)

1. Read the material info; author, date, etc.
2. Look at the introduction, read the first paragraph, and then the first sentence of each paragraph.
3. Read heading and sub-heading
4. Notice pictures, graphs, or other supporting detail
5. Read the summary or the last paragraph.

7. Types of Text

There are several types of text which often encountered by students in reading materials, as shown by David (n.d.) and Syaifullah (n.d.):



- a) Descriptive Text, this text aims to give readers a detailed description of a particular person, place, or thing.
- b) Report Text, a type of text that describes and gives factual information about a people or phenomenon
- c) Narrative Text, this text mainly tells a story to entertain readers using a series of events that may contain a message.
- d) Procedural Text, this text has the purpose of providing a set of step-by-step guides or instructions to help readers to make or do something.

8. News-Report Text

News-report text or also known as report text is a type of written documentation made by someone or a group of people to announce a result consisting of general information of an investigation of something to the audience. News item text or news-report text is a kind of text that presents information of an event that occurred, which is considered newsworthy (Carolina, 2021).

According to Barron (2021), News texts are generally written using a structure called the inverted pyramid. Here are the structures of the inverted pyramid:

- a) Lead, the most important information is placed at the start of the article. This part includes the 5W's and 1H question answers.



- b) Body, the body part consists of the central information that includes the controversy, background, quotes, and other details support.
- c) Tail, this part involves additional information that might be related to the topic. It can also be the conclusion paragraph.

