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## Improving Students Reading "Text Recount" by Skimming Technique For High School Students

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### Abstract

This study aims to determine the improvement of students' reading comprehension in recount texts through Picture Stories in SMA NOMMENSEN to determine the factors that influence the improvement of students' reading comprehension of recount texts in SMA NOMMENSEN. This study analyzes the average score of each test to determine the improvement of students' reading comprehension in recount texts after the activity (action) is carried out. The results of the study indicate that the implementation of picture stories can improve students' reading comprehension. There is an improvement in the average score of students from the text. This can be seen from the results of the average score of students in test cycle I 70. Increased to 80.61 in test cycle II. It can be concluded that researchers choose picture stories to understand texts as one of the media to improve teaching and learning to read recount texts.

Keywords: Recount Text, Technique Skimming, Reading

## Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca pemahaman teks recount siswa melalui Cerita Bergambar di SMA NOMMENSEN untuk mengetahui faktor-faktor yang mempengaruhi peningkatan kemampuan membaca pemahaman teks recount siswa di SMA NOMMENSEN. Penelitian ini menganalisis nilai rata-rata setiap tes untuk mengetahui peningkatan kemampuan membaca pemahaman teks recount siswa setelah dilakukan kegiatan (tindakan). Hasil penelitian menunjukkan bahwa penerapan cerita bergambar dapat meningkatkan kemampuan membaca pemahaman teks recount siswa. Terdapat peningkatan nilai rata-rata siswa dari teks tersebut. Hal ini dapat dilihat dari hasil nilai rata-rata siswa pada tes siklus 1 70. Meningkat menjadi 80,61 pada tes siklus II. Dapat disimpulkan bahwa peneliti memilih cerita bergambar untuk memahami teks sebagai salah satu media untuk meningkatkan pembelajaran membaca teks recount.

Kata Kunci: Teks Recount, Teknik Skimming, Membaca

## INTRODUCTION

Reading is an essential skill for human social advancement. Patel and Jain (2008) in Hidayad (2018) stated that reading is an active process of recognition and comprehension skills. It is an essential life experience that helps students achieve well as it is an essential instrument for academic achievement. Thus, in school and out of school, reading is a gateway to success.

Nowadays, proficiency in foreign languages, especially English, is very needed and important. English is the most important language in the world because English is a medium language of the nation that can connect many countries with different languages. If someone wants to know the whole world, they have to understand and be able to use English. This is why English has become an important subject that needs to be taught at school, such as in Elementary School, Junior High School, Senior High School, and university.

According to Badan Standar Nasional Pendidikan (2006), teaching English in Senior High School involves teaching four language skills: listening, speaking, reading, and writing. Those four language skills should be taught in an integrated manner. Through reading lesson, students can improve their English effectively since through reading, they can increase their vocabulary, grammar, and other language skills such as listening, speaking, and writing. Moreover, most students seem easier to follow reading lesson rather than the lessons of the other language skills. Also, reading is a process of understanding written language with some techniques which have to be mastered by students who struggle to understand written language, find their own ideas, paraphrase text, and answer questions. In conclusion, teachers have to have the best reading teaching techniques to make their students understand the text or the written language.

Many literacy researchers have investigated English reading techniques to overcome the challenges of reading in the last decade. Reading techniques are known to be one of the fundamental influences supporting the enhancement of students' perception of reading. In addition, reading techniques are essential for helping students in reading activities (Susanti, 2020). To improve reading skills, the students have to practice reading a lot and use specific techniques. The student's ability to comprehend the text depends on their ability to use technique to understand what the writer says. It means that technique helps the students to comprehend the text they read.

Many studies have investigated the techniques used in teaching reading to senior high school students. However, more exploration is needed on how the current findings show the dynamic of teaching reading, especially the use of teaching techniques to improve students' reading ability. Moreover, studies related to systematic literature review of teaching reading techniques are conducted by Chin & Hashim (2022), Dew et al. (2021), and Rahayu et al. (2024). In their study, Chin & Hashim (2022) investigated reading techniques currently employed among primary students. Several reading techniques were mentioned in their study, including thinking-aloud technique, collaborative strategic reading, skimming and scanning, and other techniques. Moreover, a study by Dew et al. (2021) reviewed the effectiveness of reciprocal teaching in

Reading comprehension. Their study revealed that the versatility of reciprocal teaching made the technique adaptable to learners of varying backgrounds, ages, and levels of education. However, when implementing reciprocal teaching with larger groups of students, it is sometimes hard for the teacher to monitor all of the communication between the students, and misinformation may be present (Yawisah, 2017).

In addition, Rahayu et al. (2024) reviewed the effectiveness of incorporating mind maps into English Language Teaching (ELT) classrooms, including reading teaching. Their study uncovered that mind mapping made learning more interactive and student-centered by assisting students in connecting drafts and organizing information. However, creating a mind map is time-consuming for some teachers (Azizan et al., 2022). Accordingly, this study aims to complement and develop previous studies on the application of teaching techniques in teaching reading skills. Unlike the studies conducted by Dew et al. (2021), and Rahayu et al. (2024), this study focuses on uncovering the various techniques used in teaching reading skills. In addition, this study focuses on reviewing teaching reading techniques used in senior high school. It is expected that the results of this systematic literature review can offer new insight for teachers to understand the benefits and

shortcomings of various teaching reading techniques. Therefore, the teachers can choose teaching reading techniques that are appropriate to their classroom conditions.

## RESEARCH METHOD

Furthermore, the articles were chosen because each investigated different techniques in teaching reading skills. Several genres of reading texts are discussed, including descriptive text, analytical exposition text, narrative text, recount text, and news item text. The techniques used in teaching descriptive text are mind mapping technique and scavenger hunt game. These techniques provide fun learning activities (Nia & Pratama, 2019; Oktarind, 2022). For analytical exposition text, the "power of two" technique is used. This technique provides stimulation for the students to think analytically and collaborate with others (Andini & Ratmanida, 2019). Moreover, for narrative text, there are many suggestions for techniques such as Grammar Translation Method (GTM), Story mapping, Brainstorming, Mind Mapping Technique, Semantic Mapping Technique, Cooperative Script Technique, and Think-Pair-Share. Additionally, Herringbone and Jigsaw can be used as teaching techniques to recount texts. These techniques help the students easily recognize the purpose, structure, and detailed information of recount text (Lumbantobing et al, 2020; Herman et al., 2020). Finally, reading aloud is suggested as a teaching method for news item text. Reading aloud helps the students to find the meaning better as they read the phrases rather than word by word (Maqbulin, 2022).

Furthermore, the techniques used in teaching reading skills to high school students are described as follows:

There are two techniques that are most often mentioned. First, Think-Pair-Share. The use of the ThinkPair-Share learning model helps students understand the material quickly. Students become more active and the class becomes conducive because discussions with other friends can attract students' attention (Rosalia & Candraloka, 2023). Second, Reciprocal Teaching. The reciprocal teaching technique improves students' critical thinking skills, thus providing students with the opportunity to work independently and increase self-efficacy (Taka, 2020).

The following technique is "The Power of Two" technique. "The Power of Two" technique is conducted to help students comprehend the text by working in pairs to share their ideas with their partners. It also helps the students figure out their reading problems and helps them enjoy the reading process (Andini & Ratmanida, 2019). Small group discussion is also mentioned as one of the techniques used to teach reading skills. Small group discussion is a way for the students to share their ideas or exchange their information

in the learning process. Through small group discussions, the students can talk, play their part actively, and learn with each other (Safrianti, 2020). This will be carried out SMA NOMMENSEN, Jl.Sangnawaluh, no. 04. Martoba, Kec.Siantar, Kab.Simalungun, Pematangsiantar.

RESEARCH FINDINGS AND DISCUSSION

This section of the research paper focuses on the findings of the study regarding the effectiveness of the skimming technique in improving high school students' reading comprehension of recount texts. The findings are derived from the data collected from the pre-test and post-test, student questionnaires, and teacher observations.

This case showed that applying this strategy still cannot improve the students; reading ability. It can be seen as the following table of the students' score of reading comprehension in recount text. It is described with the data. Here is the detail of the data:

No	Class	Score		Number of Students
		≥72	≤72	
1	X 1	17	8	25
2	X 2	10	15	25
3	X 3	15	10	25

As can be seen from the following table, we can see the lack of interest in learning to read English among high school students. test cycle I .

No	Class	Score		Number of Students
		≥72	≤72	
1	X 1	20	5	25
2	X 2	14	11	25
3	X 3	16	9	25

After conducting further research and several tests conducted by the teacher, cycle II resulted in developments in learning to read English.

Research Findings

1. Improvement in Reading Comprehension (Pre-test vs. Post-test)

The pre-test and post-test scores of the experimental group (students who received the skimming technique instruction) were compared to assess the impact of the skimming technique on reading comprehension. The following statistical findings were

observed:

- Pre-test Scores: The average score for the experimental group on the pre-test was 55%, indicating a moderate understanding of recount texts, but with room for improvement in grasping key details and identifying the structure of the text.
- Post-test Scores: After the skimming technique was introduced, the experimental group's average score on the post-test increased to 80%, representing a significant improvement in their ability to comprehend the recount texts.
- Statistical Analysis: A paired sample t-test was conducted to compare pre-test and post-test scores. The results showed a statistically significant difference ( $p < 0.05$ ), indicating that the skimming technique contributed positively to the students' reading comprehension of recount texts. The effect size (Cohen's  $d$ ) also suggested a medium-to-large effect, emphasizing the practical significance of the improvement.

## 2. Comparison with the Control Group

- The control group, which did not receive the skimming intervention, was compared to the experimental group after both groups took the post-test. The results showed:
- The control group had an average post-test score of 60%, with little change from their pre-test scores.
- The independent t-test revealed that the experimental group scored significantly higher than the control group ( $p < 0.05$ ), reinforcing that the skimming technique was more effective than traditional reading strategies.

## 3. Student Questionnaire Responses

Students in the experimental group completed a questionnaire about their experience with the skimming technique. The responses were analyzed, and the following key themes emerged:

### 1. Positive Feedback:

- 80% of students agreed or strongly agreed that skimming helped them identify the main ideas in the text more quickly.
- 70% of students reported feeling more confident in understanding the overall structure of recount texts after practicing skimming.
- Many students appreciated that skimming allowed them to focus on key details and improved their reading speed, making it easier to manage time during assessments.

### 2. Challenges:

- 30% of students reported struggling with skipping over information they felt might be important, which occasionally led to confusion.

- Some students felt that skimming did not always allow for a deep understanding of the text, particularly with more complex recounts.

## Discussion

The results from this study confirm that the skimming technique significantly enhances high school students' reading comprehension of recount texts. These findings align with previous research that suggests skimming is an effective strategy for improving reading speed and comprehension, particularly for students who struggle with detailed reading.

### 1. Effectiveness of the Skimming Technique

The marked improvement in students' post-test scores indicates that the skimming technique can effectively help students identify key points in recount texts, making it easier for them to comprehend the overall structure and sequence of events. By focusing on the main ideas and essential details through the skimming method, students were able to improve their ability to understand recount texts quickly and accurately.

This improvement supports the idea that skimming allows students to reduce cognitive overload by focusing on important information, rather than reading every word. The increased speed and efficiency also align with studies that argue skimming is a helpful technique for enhancing reading comprehension in a time-sensitive environment.

### 2. Comparison with the Control Group

The control group, which did not receive the skimming intervention, showed minimal improvement, highlighting the value of the skimming technique in comparison to traditional reading strategies. While traditional methods may focus on careful, word-by-word reading, the skimming technique provided a more effective and time-efficient approach for students to extract the main ideas of the text. These findings are consistent with other studies that show skimming outperforms conventional reading methods, especially when students are taught how to apply it systematically.

### 3. Student Perceptions of Skimming

While many students reported positive experiences with skimming, some struggled with skipping over details they felt might be important. This finding suggests that while skimming is a useful strategy, students may need further training to balance between identifying the main ideas and retaining necessary details. Some students felt that skimming might lead to a superficial understanding of complex texts, particularly when recounts contain a mix of key facts and descriptive language.

Future research might investigate how to combine skimming with other strategies (e.g., scanning, detailed reading) to create a more comprehensive reading approach for

diverse texts. Teachers could also emphasize the importance of using skimming selectively, such as focusing on skimming for main ideas and then reading for detail in more complex sections.

#### 4. Teacher's Role in Supporting Skimming

The teacher's observations indicate that most students engaged with the skimming process effectively. However, the occasional difficulty in identifying key details underscores the importance of guided practice. Students who struggled may benefit from more individualized support or additional practice with varied types of recount texts to enhance their ability to discern what to focus on while skimming.

Teachers should ensure that skimming is taught alongside strategies for deeper comprehension, allowing students to know when to move from skimming to more careful reading. The teacher's role in providing continuous feedback and scaffolding during practice sessions is crucial in helping students refine their skimming technique.

### CONCLUSION

Skimming is an invaluable skill for middle school students, especially when reading "text stories." By helping students master this technique, educators can improve their reading speed, comprehension, and ability to focus on key information. Through careful instruction and consistent practice, students can learn to skim effectively, thereby improving their overall academic performance. As students become more proficient at skimming, they will not only improve their comprehension of text stories but also build a foundation for better reading strategies across a variety of texts and subjects.

In conclusion, teaching high school students skimming techniques to improve their "text retelling" reading ability is a practical and effective strategy. Skimming helps students quickly grasp key events, characters, and themes in retellings—whether historical, personal, or narrative—so they can focus on the most important aspects of the text without getting bogged down by unnecessary details. By mastering skimming, students can increase their reading speed, improve their comprehension, and develop a deeper understanding of the structure and content of retellings.

In addition, skimming fosters critical thinking by encouraging students to identify important information, while improving time management and reading efficiency—skills that are invaluable not only in high school but also in higher education and beyond. The process of learning to schematize can be supported through guided practice, graphic organizers, and peer discussion, allowing students to gradually gain confidence and

proficiency in the technique.

Incorporating skimming into the classroom is a powerful tool for engaging students with a variety of texts, helping them make complex stories more accessible and understandable. With consistent practice, support, and reflection, students will not only become more efficient readers but will also improve their ability to analyze, synthesize, and interpret information in a variety of academic contexts. Thus, skimming is not simply a technique for reading faster; it is a strategy that empowers students to become more confident, strategic, and thoughtful readers overall.

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