

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Students' Skimming Skill of Seventh semester students at Antasari State Institute for Islamic Studies Banjarmasin academic year 2014/2015

This subchapter presents the data which have been collected in research procedures. The presentation covers of the primary data about students' ability in skimming skill and their problems in skimming a text and also some questions about students reading habits and problems in skimming strategy.

To know about the students' ability in skimming skill, the writer conducted a written test and distributed questionnaire on December 1, 2014 at class C and A, and December 2, 2014 at seventh semester English Department students at IAIN Antasari Banjarmasin (see appendix: Brief History of English Department). It takes about 15 minutes to answer the test instrument and 5 minutes to answer the questionnaire. Although, the research has been conducted is twice, the writer believes that the validity of those written test would be secure.

Based on the result of test at seventh semester English Department students at IAIN Antasari Banjarmasin, it can be seen in this table below:

Table 4.1 The Test Result of Student's Ability in Skimming Skill of Seventh Semester Students at Antasari State Institute for Islamic Studies Banjarmasin

No.	Name	SCORE					Total Score	Category
		1	2	3	4	5		
1	A	12	8	8	4	8	40	Fair
2	B	16	12	4	8	0	40	Fair
3	C	16	12	8	4	4	44	Fair
4	D	12	12	12	8	4	48	Fair
5	E	16	12	8	12	0	48	Fair
6	F	20	12	16	8	4	60	Good
7	G	16	12	8	0	4	40	Fair
8	H	20	12	8	4	4	48	Fair
9	I	16	16	12	8	4	56	Fair
10	J	12	16	12	8	4	52	Fair
11	K	16	16	16	8	0	56	Fair
12	L	12	12	8	12	4	48	Fair
13	M	16	16	12	8	4	56	Fair
14	N	20	12	12	8	0	52	Fair

Continued Table 4.1 The Test Result of Student's Ability in Skimming Skill of Seventh Semester Students at Antasari State Institute for Islamic Studies Banjarmasin

15	O	16	12	12	8	8	56	Fair
16	P	12	8	16	12	4	52	Fair
17	Q	12	8	4	0	0	24	Low
18	R	8	4	12	12	4	40	Fair
19	S	16	8	12	8	4	48	Fair
20	T	8	8	4	4	0	24	Low
21	U	16	12	16	8	4	56	Fair
22	V	20	12	8	12	8	60	Good
23	W	16	12	16	8	4	56	Fair
24	X	16	8	4	8	0	36	Low
25	Y	12	12	8	8	4	44	Fair
26	Z	16	12	8	4	4	44	Fair
27	AA	16	12	12	8	4	52	Fair
28	BB	12	4	8	8	4	36	Low
29	CC	16	12	8	8	0	44	Fair

Continued Table 4.1 The Test Result of Student's Ability in Skimming Skill of Seventh Semester Students at Antasari State Institute for Islamic Studies Banjarmasin

30	DD	16	4	12	8	4	44	Fair
Grand Total Score							1400	

Based on the table above, it is clearer shows that the test results of the seventh semester students of English Department at IAIN Antasari Banjarmasin. The highest score is 60 (good category) and the lowest score is 24 (low category). And then the total score of the students result test is 1400.

To know the average of students skimming skill, the write uses accounting of mean score as follow:

Total Respondent : 30 students

Total score : 1400

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1400}{30}$$

$$M_x = 46.66$$

According to the accounting of mean score, the writer concluded that the students' skimming skill of seventh semester students at IAIN Antasari Banjarmasin can be described $M_x = 46.66$, it is fair category.

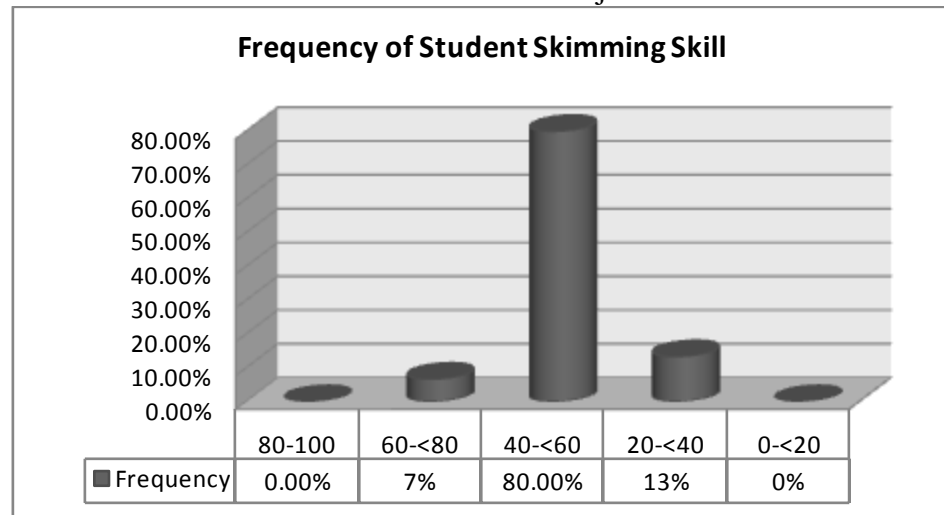
Let see this table below, the percentage of students' score category for getting clearer the partition of the students category.

Table 4.2 Percentage of Student's Ability in Skimming Skill of Seventh Semester Students at Antasari State Institute for Islamic Studies Banjarmasin

No	Score	Frequency	Percentage (%)	Category
1	80-100	0	0	Excellent
2	60-<80	2	6.66 %	Good
3	40-<60	24	80 %	Fair
4	20-<40	4	13.34 %	Low
5	0-<20	0	0	Poor
Total		30	100 %	

From the data above, it can be seen that there is no students (0%) who get 0-<20 that is classified in Poor category. There are 4 students (13.34 %) who get score 20-<40 that is classified in Low category. And then, there are 24 students (80 %) who get 40-<60 that is classified in Fair category. 2 students (6.66 %) who get score 60-<80 that is classified in Good category. And there is no student (0 %) who gets 80-100 that is classified in excellent category. To make the data clearer, let see this chart below that classifying the category of the score of student test result of the ability in skimming skill of Seventh semester students at Antasari State Institute for Islamic Studies Banjarmasin.

Diagram 4.1 The Chart of Frequency of Student's Ability in Skimming Skill of Seventh Semester Students at Antasari State Institute for Islamic Studies Banjarmasin



2. The Problems of student's skimming skill of Seventh semester students at Antasari State Institute for Islamic Studies Banjarmasin

Based on the test which has been conducted, the writer found many problems with the students' answer from the answer sheet. It is shown after the writer analyze their answer from the students' answers table (see appendix 3). There are several questions that were answered by the students wrongly. Here is the list of the students' answer; it is just answered more than 50% students. The numbers of mostly wrong are 2, 6, 7, 8, 16, 17, 18, 19, 21, 22, 23, 24, and 25.

Table 4.3 Students Problem in Skimming

NO	The Tittle of Article	Wrong Number
1	Blue Jeans, the all-American fashion...	2
2	Healthy Landscape Starts With Simple Soil Test	6,7, and 8
3	Photographer's Journal	-

4	The History of Islam: Pre-Islamic	16, 17, 18, and 19
5	Technical English: Living without Energy	21, 22, 23, 24, and 25

According to the data which have been collected, it is found some surprising facts about the seventh semester students of English Department at Antasari State Institute for Islamic Studies Banjarmasin academic year 2014/2015 about their reading habits.

- 1) *First fact.* 22 from 30 students as the sample from this research (73, 34%) attending the Reading course simply because of the obligation from their major. And only 4 of them (13.3%) which is interested in Reading course.
- 2) *Second fact.* 25 from 30 students (83.34%) seldom re-learn the lesson that had been learned at class. Just 1 of them who always re-learn the lesson and 4 of them (13.3%) never.
- 3) *Third fact.* 53.34% from 30 students (16 students) sometimes asking misunderstand/not understand lesson from Reading lecturer about the course. Surprisingly, 33.34% students (10 students) never. And just 4 students (13.33%) who always ask questions.
- 4) *Fourth fact.* 27 from 30 students (90%) read English articles is sometimes. Only 3 students (10%) who read English article a lot.
- 5) *Fifth fact.* When they are asked about the quantity of reading English text in a week which is read, 50 % students (15 students) read 3- 5 English

texts in a week. 43, 34 % students (13 students) who read 1-3 English text weekly, and 2 students read English text more than 5 English texts.

- 6) *Sixth fact.* 40 % students (12 students) read a book because of their interesting in the topic, 33.34% students (10 students) read a book because of their duty, and just 26.66% (8 students) think that reading is their obligation.

From the questionnaire that has been distributed by the writer, it shows that the students have some problems about how to skim an article to get the general idea faster than normal reading. It is found some data, as follow:

Table 4.10 Data about Students' Problems in Skimming a Text. (30 Respondents with Multiple Choice (>1))

No.	Students' Problems	Total
1	Slowness in Understanding a text content	16 Students
2	Limited Vocabularies	15 students
3	Reading focus	9 Students
4	The topic is not interest	7 Students

From the data above, it can be concluded that the most problems for the students to skim an article correctly are because their understanding to an article is too slow, limited vocabulary, too little focus on reading, and also the topic is not interest.

B. Discussions

This research aimed to know the students' skimming skill and had been conducted on 1st and 2nd December 2014 at seventh semester classes (A,

B, and C) with some questions having a form multiple choices, and to seek the students' problems or problems for mastering skimming strategy effectively.

1. Students' Skimming Skill of Seventh semester students at Antasari State Institute for Islamic Studies Banjarmasin

Based on the data above about the students' skimming skill of Seventh semester students at Antasari State Institute for Islamic Studies Banjarmasin, the result of the test can be described as $M_x = 46.66$ and it is fair category.

From the result, the writer concluded that the mean score of the seventh students is not appropriate with the writer's assumptions that believe the students will be able to get higher score because they have taken Intensive Reading classes and also they should be able to skim easily those articles which have been given by the researcher. This means that the writer assumptions are rejected.

2. The Problems or Problems of student's skimming skill of Seventh semester students at Antasari State Institute for Islamic Studies Banjarmasin

After interpreting the data about students' problems that is known with distributing questionnaire after they were skimming a text, the writer got some facts about the students' reading habits that is really have great influence with their skimming skill. As we know that reading is one of 4 skills, and also it is a receptive skill in learning English. So that, reading habits should always be increased by the students to improve their reading skill.

From the questionnaire which has been distributed, it is found that the main problem about skimming a text by the students is their rapidness in understanding a text is too slow. The next problems are the limited vocabularies of them, and also their focus on article is so low, and the last problem is because the topic is not interesting. However, all of these problems should have the roots problem with their reading skill and finally has an impact to their skimming skill.

Based on the facts about the students' reading habits above, it should answer the question, why their skimming skill in fair category is. The first reason is because they didn't like the reading itself. This feeling should be available for every English student, especially at English Department student of Antasari State Institute for Islamic Studies Banjarmasin.

Second reason, they almost never re-learn the lesson which had been given by the lecturer about reading in class. The lesson will be forgotten by the students. Related to this research, this habit has an influence to the skimming skill which is one of strategy in mastering reading. This fact has a meaning that they almost never absorb the lesson about skimming skill deeply, so that it has an impact this result of skimming skill test by this research.

Third reason, when we learn reading in class, we receive new knowledge from lecturer. Normally, if we do not understand what the lecturer explained, we have to ask them to make it clear and finally we

will understand the lesson. From the data of the seventh semester students about their learning reading process, the writer knew that they seldom ask a misunderstood lesson to the lecturer. The writer believes that it has a correlation with their dislike with reading. Feeling love to the reading course is the basic fund to learn it, and also to the English itself in general.

Fourth reason is the daily reading English article or other texts. This kind of activity will be able to improve their skill in English; not only will their reading skill, but also it improve their speaking, listening, and writing skills. In an online article (newsinlevels.com, 2010) stated that “if the students read and listen to two articles every day, their reading and listening skills can improve fast. And finally they can learn quickly and after some time they will not have to translate into their own language”. A good learner should have this kind of good habit in reading for increasing their English ability.

Fifth reason about why their skimming skill in fair category is, because, mostly, the quantity of English texts that they read weekly is not more than 5 English texts. The previous theory about daily reading need is about 2 or more English texts that should be read each day. The writer believes that if the students always read much English text, it will increase the students of English department reading skill especially, and their English generally. If we count in a week, we should read 14 articles intensively.

The last reason is their habitual feeling that mostly like reading English text just as the topic which should be interesting. Not all of them have an intention to read an English article for increasing their English skill seriously.

Consequently, the writer concludes that the fair category result of this research have a relation with their own problem in reading. The students' slowness in understanding, their vocabulary is so limited, their reading focus, and also their interest in topic are the obstacle to their skimming result.