THE APPLICATION OF SKIMMING TECHNIQUES IN THE READING TEST TOEFL OF OCCUPATIONAL THERAPY STUDENTS

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ABSTRACT

This study analyzes the application of the skimming technique in the TOEFL reading test ability of Occupational Therapy Department students of the Surakarta Polytechnic of Health. The research method used is a quantitative experimental research method with One group Pre and Post Test Design to know the proper technique used in the TOEFL reading test. The sample in this study was 94 fourth-semester Occupational Therapy students from two classes with sampling carried out using a census or saturated sample. The TOEFL reading test consists of 50 numbers because the number of questions is by the standard questions on the TOEFL. Test result can be stated that there is a difference between the values *of Reading T*est TOEFLfor the pretest and post-test, so it was concluded that there was an effect of using the skimming method on scores *Reading Test* TOEFL in students of the Department of Occupational Therapy, Surakarta Polytechnic, Academic Year 2023.
Keywords: *TOEFL Reading Test,* skimming technique, *Pretest, Posttest*

INTRODUCTION

The development of science and technology demands the creation of a society that likes to learn. An effective learning process, among others, is done by activity reading. People who like to read gain new insights and knowledge that will further increase their intelligence so that they are better able to respond to life's challenges in the future (Nurwida, 2016). Reading is a complex activity. In addition to adding insight and knowledge, reading can also be used to train concentration. By reading, we will train our minds to understand a text, starting from reading skills as well, we can learn and master other language skills. The main purpose of reading is to seek and obtain information. In connection with reading as a language skill, when a person learns a language, he must also know reading skills. For example, someone studying English, then he must be able to master or understand readings in English.

For a language learner, especially English, to deepen reading skills not only to obtain information or absorb new experiences from the readings they read but also to use these skills to work on reading questions on the TOEFL (Test of English as a Foreign Language). TOEFL is a standardized test of English proficiency or ability aimed at people who are not native speakers (native speakers of the language). The main purpose of the TOEFL is to measure English proficiency. Someone who has passed or has a TOEFL certificate is considered to be able to communicate, understand and understand English, both orally and in writing (Prastowo, 2016). Because TOEFL is one of the indicators an English learner is said to have language competence or not. In answering questions on the TOEFL, a technique or trick is needed, so that the time spent answering questions becomes more effective and efficient.

So far, many students still have difficulty understanding reading and answering questions in reading the TOEFL test. According to the results of research by experts, most students encounter difficulties in reading comprehension caused by several reasons. A limited understanding of the reading text is one of the factors (Ali, 2012). Limited vocabulary and some phrases can prevent students from understanding the whole text (Fitriani, 2015). As well as, Octarina (2018) in his study stated that the obstacles in the TOEFL test which were followed by sixth-semester English students included finding main ideas, implicit and unmentioned answers, and vocabulary. In another study, Chawwang (2008) find three difficulties that are often found, among others; reading foreign words, unable to identify topics and limited vocabulary. However, research by Muhammad (2014) involving a sample of non-English students facing difficulties in answering the TOEFL test caused by problems as reported in this study. The results show some misunderstandings such as inadequate basic English skills, lack of English language training, and different conditions including age and social status.

To understand the TOEFL reading test, students must also master reading techniques. Therefore, it is not surprising that linguists put forward several reading methods or techniques such as scanning, *skimming*, intensive reading, extensive reading, or SQ3R. This method is closely related to reading skills which are included as a form of

language skills. Of the several reading techniques that have been mentioned, one of the most frequently used reading techniques to obtain information from what is read is skimming. *Skimming* is a technique used to find out whether a text needs to be read or not (Lubis, Syahputri, & Rambe, 2022). The skimming technique is defined as a high-speed reading technique to look for important things or main ideas from a text that are arranged systematically to obtain efficient results, for various purposes, such as (1) to identify reading topics, (2) to find out opinions. (opinions) of people, (3) to get the important parts we need without reading the whole thing, (4) to know the organization of writing, the order of main ideas, and all of that is arranged in a unified mind and look for relationships between the parts of the reading, and (5) to refresh whatever read (Muhtarom & Habsah, 2019).

Based on the description above, the researcher is interested in analyzing and conducting a more in-depth study of students' mastery of reading techniques in answering reading questions on the TOEFL. Based on this background, the researcher formulated the title "Application of the Skimming Technique in the Reading Test TOEFL (Test of English as a Foreign Language) Occupational Therapy Surakarta Polytechnic".

METHOD

The research method used is a quantitative experimental research method with One group Pre and Post Test Design design to know the proper technique used in the TOEFL reading test. This research will be conducted on the campus of the Department of Occupational Therapy at Surakarta Polytechnic. The research implementation is planned from February to May 2023in Learning English III about TOEFL in doing the Reading Test on the TOEFL (Test of English as a Foreign Language). The research was conducted for 3 months because previously in semester II (two) and semester III (three), there were English I and English II courses for two semesters. The subjects or population in this study were all fourth-semester students of class A and class B of the Bachelor of Applied Occupational Therapy study program at the Surakarta Polytechnic of the 2023 academic year, totalling 94 students. Sampling was carried out using a census or saturated sample technique so that all populations were used as research samples.

The instrument used in this study was a reading test on the TOEFL. The reading test consists of 50 numbers because the number of questions is appropriate for standard TOEFL questions. The data collection technique used was to collect the samples in a room and give each sample a TOEFL reading test before and after being treated with the skimming technique. In giving treatment, students are explained the skimming technique in doing the reading test. Technique *skimming* is a technique of reading at high speed. This technique is used to get a general understanding of a reading or book or its main thoughts. The first step is to read the title of the passage, followed by reading the first sentence in each paragraph carefully because, in the first sentence, the opening paragraph contains general information about the reading text. However, if the reading text is long, you can also read the second paragraph, because the second paragraph contains the main thoughts. Read every heading and sub-heading and pay attention to every picture, chart, and graph, every word or phrase in bold. Then read the conclusion or the last paragraph as quickly and more carefully as possible. Data on TOEFL reading test scores were then processed using the paired sample t-test if the data were normally distributed, but if the data were not normally distributed then the data were processed using the Wilcoxon test.

RESULTS

Data Description

Data on students' TOEFL Reading Test pretest and posttest scores can be described in TOEFL Reading Test Scores. Based on the table above, the pretest results obtained a minimum score of 26.67 and a maximum of 108.30 with an average of 72.38. While the post-test results obtained a minimum score of 75 and a maximum of 92.01 with an average of 83.63.

Normality test

Before testing, the pretest and posttest data were tested for normality first. This normality test uses the Kolmogorov-Smirnov test. Based on the results of the analysis as shown in the table above, it is known that the Asymp value. Sig. (2-tailed) pretest of 0.006 and Asymp. Sig. (2-tailed) posttest of 0.001, so that the pretest and posttest data are not normally distributed.

Difference Test

Based on the results of the normality test above, the pretest and post-test data are not normally distributed so the statistical test used is non-parametric. To test the effect of skimming techniques on value *reading T*est TOEFL using the Wilcoxon sign rank test.

Table 3. Wilcoxon Test Rank

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	12(a)	24.50	294.00
	Positive Ranks	82(b)	50,87	4171.00
	Ties	0(c)		
	Total	94		

a Posttest < Pretest
b Posttest > Pretest
c Posttest = Pretest

Based on the table above it can be explained that:
a. Negative Ranks or difference (negative) between mark *Reading T*est TOEFL for Pretest and Posttest is 12 on the value of N. This value of 12 indicates a decrease (reduction) from the Pretest score to the post-test score. The Mean Rank or average decrease is 24.50, while the number of negative ratings or Sum of Ranks is 294.00.
b. Positive Ranks or difference (positive) between mark *Reading T*est TOEFL for Pretest and post-test. Here there are 82 positive data (N) which means that the 82 students experienced an increase mark *Reading T*est TOEFL from pretest scores to post-test scores. The Mean Rank or average increase is 50.87, while the total positive rankings or Sum of Ranks is 4171.00.
c. Ties are the similarity of pretest and posttest values, here the Ties value is 0, so it can be said that there are no similar values between pretest and posttest.

Table 4. Wilcoxon Test Results

	Posttest - Pretest
Z	-7,310(a)
asymp. Sig. (2-tailed)	,000

a Based on negative ranks.
b Wilcoxon Signed Ranks Test

Based on the "Test Statistics" output above, it is known that Asymp. Sig. (2-tailed) is worth 0.000. Because the value of 0.000 is smaller than <0.05, it can be concluded that there is a difference between the values *Reading Test*TOEFLfor the pretest and posttest, so it can also be concluded that there is an effect of using the skimming method on scores *Reading Test*TOEFLin students of the Department of Occupational Therapy, Surakarta Polytechnic, Academic Year 2023.

DISCUSSION

The results of the normality test that the pretest and post-test data are not normally distributed so the statistical test used is non-parametric. To test the effect of skimming techniques on value *reading T*est TOEFL using the Wilcoxon sign rank test. The results of the Wilcoxon test show that the skimming technique affects the TOEFL reading test. Using skimming techniques can increase the value *of Reading Test* TOEFL in students of the Department of Occupational Therapy, Surakarta Polytechnic.

Based on the results of the pretest and post-test scores showed an increase in the average score of the TOEFL reading test. This shows that the majority of students can understand the contents of the reading text and can answer the questions to find the main idea correctly. One of the main goals of skimming is to identify the main ideas in the text. Skimming which means reading quickly and aims to find ideas in a text makes the reader more efficient in learning the material. By applying skimming properly, the reader can get the gist of the reading material without having to read the whole word. When they can apply skimming techniques appropriately, they will be able to decide whether the reading material is useful and needs to be read carefully.

The results of this study are in line with research from Maryani, Triyadi, & Setiawan (2023), Meidina & Kasmawati (2022), Al-Ghozali, Pratama, & Fata (2020), Dhillon, Herman, & Syafryadin (2020), Rosmarie & Mualimin (2020), Gultom & Nainggolan (2019), and Paramitha & Wachidah (2018) who stated skimming techniques could improve students' speed reading skills. Munawaroh, Madyono, & Suwarti (2018) explains skimming is done to do general speed reading in reading material. In skimming, the reading process is done in skips by looking at the main

ideas in the reading material while understanding the main theme. In addition to skimming, skimming is useful in many other reading processes.

Based on the observation results, it can be seen that the skimming technique is very helpful for students, especially in completing reading comprehension tests which they often find in exams. In this study, researchers can investigate that students have a high interest in learning reading texts through skimming. This is as stated by Gulo (2020) that most students responded positively that the skimming technique gave them benefits in their reading activities, such as increasing their interest in learning English, saving time, making it easier for students to predict content, helping students find main ideas, and keeping them informed about the text.

CONCLUSION

The observation results can be seen that the skimming technique is very helpful for students, especially in completing reading comprehension tests which they often find in exams. In this study, researchers can investigate that students have a high interest in learning reading texts through skimming. The results of research that have been done it can be concluded that the use of skimming techniques can increase the value of *Reading T*est TOEFL students of Applied Undergraduate Semester IV, Department of Occupational Therapy, Surakarta Polytechnic.

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