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Skimming Technique to Enhance Students' Comprehension of Arabic Texts in the Test of Arabic as a Foreign Language

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ABSTRACT

Problems and Aim of the Study. Proficiency in Arabic, especially in reading comprehension, continues to be a major obstacle for students in Islamic universities. Many students have trouble understanding Arabic texts effectively, which has a detrimental effect on how well they perform on the Test of Arabic as a Foreign Language (TOAFL). The intricacy of Arabic sentence structures and the large vocabulary needed for understanding are two of the main obstacles. Ineffective reading strategies and rote memorization are frequently the focus of traditional teaching methods, which results in poor comprehension and slow reading speeds. Because of this, students struggle to extract important information from texts in the short amount of time allotted for language proficiency tests. This study intends to investigate how well the skimming method works to enhance students' reading comprehension of Arabic texts, especially in light of TOAFL preparation.

Approach. Two groups, Class A and Class B, from UIN Maulana Malik Ibrahim Malang's Special Program for Arabic Language Lectures participated in this study, which used a quasi-experimental design. The participants were 40 students who were enrolled in the program for the second semester. Three successive phases were used to carry out the study: the pretest, the intervention, and the posttest. Reading comprehension assessments were given both before and after the intervention in order to collect data. SPSS version 20 was used to analyze the gathered data. Mean comparison methods, such as the independent sample t-test and the paired sample t-test, were used to determine whether the differences were statistically significant.

Results. The findings showed that the skimming method had a statistically significant effect on students' ability to understand Arabic texts. This was demonstrated by the experimental group's significant improvement in posttest scores over pretest scores, with a p-value of 0.02, below the significance level of 0.05. Additionally, a comparison of the experimental and control groups' posttest results using the independent sample t-test revealed a significant difference (p-value of 0.000), confirming the intervention's efficacy.

Implications for Practice. The results demonstrate how effective skimming strategies are as a teaching tool for improving university students' Arabic reading comprehension. Therefore, it is advised that higher education instructors incorporate these tactics into their teaching methods. Using skimming strategies helps students process information more quickly and improves their performance on standardized tests like the Test of Arabic as a Foreign Language (TOAFL).

KEYWORDS

Arabic language; Reading Comprehension; scanning, Skimming; Arabic text, TOAFL

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INTRODUCTION

Among the world's oldest and most significant languages is Arabic. Arabic, which has been the United Nations' (UN) official language since 1973, is vital to international communication, diplomacy, and cross-cultural interactions. Arabic's standing as a global language has been further strengthened by UNESCO's recognition of it as one of its official and working languages. Arabic has made substantial contributions to literature, science, and human civilization over the centuries, which is the foundation for this recognition. Along with English, French, Spanish, Russian, and Mandarin, UNESCO has recognized Arabic as one of its official and working languages since December 18, 1973, when the United Nations General Assembly passed Resolution 3190 (XXVIII). This recognition emphasizes how important Arabic is to international communication and diplomacy [1].

Yusup et al. [2] emphasize the urgent need for an Arabic language curriculum that will foster diversity and inclusivity in a globalized, interconnected world, given the growing importance of Arabic. The need for curriculum development that considers diverse cultural backgrounds and learning styles is also evident in the general education discourse. Equal participation opportunities can be facilitated by curricula that are adaptable enough to accommodate a variety of learners.

Alfataftah and Jarrar Fatmawan et al. [3] elaborate on the evolution of Arabic as a Second Language (ASL) as a crucial area of study, referencing the pedagogical issues that non-native speakers encounter, in order to support this assertion. They cite the problems of the Arabic language, such as the complex grammar and orthography that render it highly demanding relative to other languages. As such, systematic and professional teaching is needed to offset the cognitive and linguistic demands of the learners.

Arabic language learning and teaching is a multidisciplinary field of inquiry that is rich in scholarly, cultural, and professional interest. Agustin et al. [4] highlights the significance of Arabic learning at the personal, academic, professional, and cultural levels. Arabic language proficiency actually unlocks a gate to a wealthy cultural heritage and enhances global competitiveness, particularly in the Middle East and North Africa, where Arabic is the predominant language. This is indeed corroborated by Abu-Rabia and Salfeety, who describe the unique challenges presented by Arabic orthography, demonstrating how these challenges can actually affect reading accuracy and comprehension among learners [5].

Farghaly Noerdjanah et al. [6] elaborates on the difficulty presented by the atypical structural features of the Arabic language, which requires learners to have deep linguistic awareness in reading Arabic texts. The requirement for cautious interpretive abilities and awareness of grammatical composition, rhetoric, and vocabulary underscores the intricacy in acquiring Arabic literacy.

Also, the idea that reading Arabic not only involves linguistic ability but also a high interpretative skill set is put forward by Paramitha et al. [7]. They posit that reading Arabic texts is a challenging skill that involves attention to detail and sensitivity to contextual differences, especially in classical and religious texts where meaning might be subtle and multi-layered.

A study by Gultom and Nainggolan [8] that looked at pedagogical solutions for enhancing Arabic reading abilities found that skimming skills was a workable method. The ability facilitates faster reading and comprehension, making it a useful tactic for both educators and learners. These results underline the necessity of focused, efficient instruction that gives students strong reading skills and makes learning Arabic both efficient and accessible.

The Value of Skimming Methods in Understanding Arabic Texts

One popular and widely used reading strategy that enables readers to quickly understand the main ideas and structure of a text is skimming. Skimming is the process of quickly scanning a text to find its most crucial components, such as headings and topics, rather than carefully going over each word.

This method is especially useful in situations where time is of the essence, such as during standardized testing or school exams, where comprehension efficiency is crucial. Readers can lessen cognitive overload and increase their mental capacity for coordinated interpretation by ignoring

unimportant details and concentrating on structure cues. This is a cognitive science-based approach, not a reading shortcut. By creating a cognitive map of the text, readers are better equipped to anticipate content and retain details when engaging in more in-depth reading. The role of skimming in reducing processing demands and facilitating purposive reading behavior has been emphasized by researchers such as [9] and Valızadeh [10]. This tool is a crucial scaffolding tool in educational settings when students need to learn a lot of knowledge within limited time frames.

Skimming has long been part of reading lessons and test preparation in English language education. Many studies have underlined its part in improving comprehension and reading speed. Studies by Fatmawan et al. [11] and Paramitha and Wachidah [7] for example show that students who receive skimming instruction do better in spotting important ideas and responding to comprehension questions. Moreover, Gultom and Nainggolan [8] contend that methodical practice in skimming helps students distinguish between core content and additional information, so enhancing not only understanding but also critical reading skills.

Apart from English, skimming has also been applied to teach other foreign languages. Different studies confirm that skimming helps students grasp different stories and texts. For instance, Oktaviani et al. showed that among Indonesian students, the reading comprehension of narrative text was much improved by using skimming in conjunction with pre-questions [12]. Agustin et al. also show that skimming not only helps one to identify relevant material but also strengthens metacognitive skills necessary for effective reading [4]. Particularly for language learners who have to deal with different text composition and vocabulary, it is imperative to be able to modify reading strategies in response to comprehension results.

Furthermore quite helpful in the classroom has been discovered the skimming approach. Research shows that skimming lets students actively engage with books in a way that might significantly raise their comprehension level. For instance, although Yusup et al.'s study concentrated more on how a given learning model would affect cognitive performance and less on skimming, it does imply that approaches of improving learning can maximize comprehension [2]. Moreover, Fatmawan et al. clarified that skimming helps readers evaluate which books are worth reading in more detail so optimizing their reading activity [11]. In an academic environment where time is usually limited, such a talent is especially vital since it helps one to evaluate.

Apart from improving knowledge, skimming techniques have also been connected to speed of reading improvement. Mambua underlined how careful application of skimming techniques helped students to greatly increase their reading speed and comprehension in narrative books [13]. For language learners who are usually hampered by inadequate knowledge in the structure or vocabulary of the language, this function is especially important.

Additionally, the global context of language acquisition underscores the importance of reading strategies like skimming. According to the argument of Dhillon et al., the pervasive use of skimming in most linguistic traditions allows learners to justify their processes of reading and enhance overall understanding [14]. This is particularly pertinent because educators across the globe increasingly recognize the necessity of providing students with efficacious reading techniques that transcend language-specific.

While it has been widely applied to other language contexts, the application of skimming to teaching Arabic as a foreign language is limited. Non-native instruction of Arabic, particularly for students who plan to take the TOAFL (Test of Arabic as a Foreign Language) proficiency examination, continues to rely too heavily on traditional reading techniques. These traditional techniques are more aimed at grammatical analysis, vocabulary memorization, and literal meaning rather than at rapid comprehension techniques. While these abilities are indeed useful, they will likely be insufficient in empowering students to manage timed test time constraints.

The minimal use of skimming in the teaching of Arabic is particularly to be lamented given the structural and linguistic intricacy of Arabic texts. The dense morphology, diglossic nature, and syntactic density of Arabic can pose significant barriers to reading fluency. Researchers such as Abu-Rabia and Salfeety [5] recognize the issues that students face in processing Modern Standard Arabic, especially in situations of time pressure. In such circumstances, strategies like skimming may be helpful in aiding students in retrieving key ideas and in processing hard-to-understand passages more effectively.

Research such as Chalik [15] has tried the broader range of reading skills in Arabic instruction but skimming lacks attention. A report by Meidina and Kasmawati [16] although centered on English texts, describes the potential cognitive benefit of skimming as enhanced preparation for access to core information and increased confidence in handling summaries of reading material. Implications of these findings suggest that the inclusion of skimming within Arabic reading curricula would help learners become more efficient and strategic readers.

Cognitive psychology and second language acquisition studies have evidence to support the transfer of skimming ability across languages. For example, Tran and Phan [17] reported significant improvement in reading performance among students who were trained in skimming and mentioned its advantage in developing reading fluency. Implications of such a study are that, modified suitably, skimming can be as effective in Arabic reading contexts as well, particularly when students are trained to identify patterns and thematic structure.

Additionally, the role of skimming in exam preparation for standard tests cannot be overemphasized. On tests like TOAFL, where fast reading and correct interpretation are required, separation of significant information within time limits is indispensable. Elsaid et al. [18] and Rosmarie and Mualimin [19] have established that summarization and metacognitive strategies, with the addition of skimming, lead to improved reading comprehension and test performance. This complementarity is especially useful in Arabic, where texts are often rich in elaborate rhetorical structures and nested senses.

Other studies still endorse the use of skimming in academic and professional settings. Rayner et al. [20] and Abdullah [21] found that skimming, when taught systematically, improved the ability of students to manage huge texts without compromising understanding. The findings suggest that skimming is not just a tool for faster reading but also a booster for greater understanding, particularly when paired with good vocabulary and prior knowledge.

The growing body of literature on metacognitive strategy use in learning Arabic suggests a move towards more learner-centered, strategic reading approaches. Arifitriyanti et al. [22] argue that skimming turns learners into active readers, promoting reading purpose awareness and enabling self-regulation. Transferred to Arabic texts, these metacognitive benefits may help learners deal with diglossia-related and complex syntax-related difficulties more effectively.

Although it has advantages, however, there is a definite research gap in the empirical study of skimming in Arabic teaching, especially in TOAFL preparation. Most studies available are either on general reading comprehension or conventional instructional approaches. There is an urgent need for experimental and quasi-experimental research that investigates how systematic skimming training can affect TOAFL reading scores and learner confidence. Such research would yield essential data to guide curriculum development and teaching practices.

Pressure for this research also comes from increasing demand for certification in the Arabic language, both at school and in the workplace. As employers and institutions increasingly recognize TOAFL as an indicator of proficiency in Arabic, pressure on students to perform better grows. Providing them with effective reading strategies such as skimming can give them a useful advantage, not only in test settings but also in real-life contexts of reading Arabic.

In summary, while skimming is an established reading strategy in English and other language learning contexts, its use in Arabic is sparse and little researched. There is therefore pedagogical and practical necessity to address this gap. The incorporation of skimming into Arabic language instruction—especially as a precursor to TOAFL preparation—is a workable path to greater comprehension, improved test performance, and bolder language usage. As educators and researchers work to enhance Arabic reading pedagogy, a focus on strategic reading instruction like skimming should be at the center of innovation and reform.

METHODS

This study uses a quantitative approach with a quasi-experimental design method [23]. The research was conducted using the Nonequivalent Group Pretest-Posttest Control [24] with measurements of the dependent variable, carried out in the experimental class repeatedly over a

week. The dependent variable in this study is the ability to read comprehension of Arabic texts. Before treatment, in both the practical and control classes, a pretest was carried out to determine the level of students' reading comprehension ability towards Arabic texts. After that, the skimming technique was applied to the experimental class reading Arabic texts. Students are trained to read Arabic texts with the skimming method to improve students reading comprehension skills.

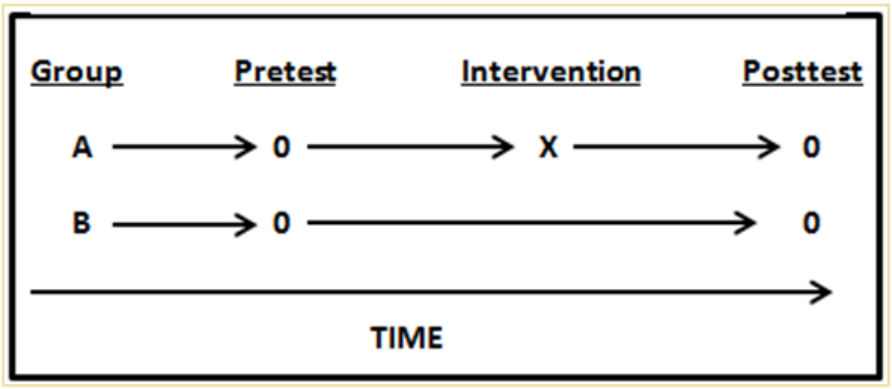

Figure 1 The research procedure uses Nonequivalent Group Pretest-Posttest Control

Reading comprehension is a behavior that can be observed and measured using appropriate reading comprehension instruments. The measurement results obtained were compared with other subjects. There are two stages carried out by researchers in measuring research results; First, the researcher compared the results of the pretest and posttest of the experimental class to determine the level of achievement of students' reading comprehension of Arabic texts internally. Second, the researcher compared the experimental class posttest with the control class posttest to determine the significance of the difference between the two.

This research was conducted in the second semester of the Intensive Arabic Lecture Program at UIN Malang, involving 40 students divided into two classes, A and B, with each class consisting of 20 students. The researcher did not choose the sample randomly because the researcher only grouped categories based on existing styles. But regarding quality, they are at the same level, namely the middle class.

To measure the increase in students' reading skills, the researchers used Test of Arabic as Foreign Language (TOAFL) questions, which were applied before and after treatment. In carrying out this skimming method treatment, the researcher takes the following steps:

(1) Generally, this research was conducted in five meetings, each lasting 60-90 minutes.

(2) At the first meeting, the researcher introduced himself to the students about the aims and objectives of the researcher coming to class to teach the skimming technique in reading Arabic texts. Afterward, the researcher distributed pretest questions to students and asked them to work on the questions according to their ability level. After carrying out the pretest, the researcher explained the skimming technique in reading and the steps.

(3) At the second, third, and fourth meetings, the researcher taught students how to practice the skimming technique in reading Arabic texts and its application to work on TOAFL questions.

(4) at the fifth meeting, the researcher conducted the posttest by re-applying the pretest questions with slight modifications without changing the substance for the posttest.

The researcher did the analysis process in two stages: comparing the results of the pretest and posttest of the experimental class and the results of the practical and control types. The researcher used the paired sample t-test menu in the SPSS version 25 program to compare pretest and posttest values for the experimental category. Meanwhile, to reach the posttest data for the practical class and the control class, the researcher used the independent sample t-test menu. Comparison of pretest and posttest data, both in the experimental course and the control class, is intended to determine whether there is a significant difference between students' learning outcomes using skimming and standard reading techniques.

RESEARCH RESULTS

In general, early research wanted to explain the effect of applying the skimming method in improving students' reading comprehension skills for increasing TOAFL scores. In practice, this test tool consists of 50 questions, each with a score of 2, so the total value obtained is 50 x 2 = 100. After the research process, the experimental class's pretest and posttest value data were explored in Table 1.

In the next stage, the researcher compare the test scores of the experimental and control classes to determine the significance level of the difference between the two. However, what is distinguished here is only the results of the posttest because knowing the difference in the scores of the posttest results can determine the effectiveness of using the skimming technique on students' reading comprehension abilities.

Table 1

Pretest and posttest results of experimental class students before and after being converted

No	Student's initial	Pretest-Result		Posttest-Result	
		Correct Answer	Converted Score	Correct Answer	Converted Score
1	ARB	23	46	34	68
2	SWJ	27	54	36	72
3	MAHD	31	62	42	84
4	SBD	33	66	39	78
5	SLJ	24	48	32	64
6	KMRD	21	42	34	68
7	STJM	25	50	31	62
8	SLST	32	64	41	82
9	SMR	29	58	38	76
10	KRN	32	64	40	80
11	RN	31	62	39	78
12	WRT	18	36	28	56
13	KML	23	46	31	62
14	MNR	19	38	29	58
15	STM	26	52	36	72
16	BKD	32	64	41	82
17	SKM	27	54	36	72
18	KTS	32	64	39	78
19	LLS	22	44	32	64
20	KWJ	24	48	36	72

The pretest and posttest values for the control class can be seen in the following data:

Table 2

Pretest and posttest results of control class students before and after being converted

No	Student's initial	Pretest-Result		Posttest-Result	
		Correct Answer	Converted Score	Correct Answer	Converted Score
1	KWB	24	48	29	58
2	KMN	26	52	30	60
3	PHD	28	56	32	64
4	SKP	31	62	36	72

5	MHD	27	54	30	60
6	SST	28	56	32	64
7	KMD	31	62	37	74
8	BBG	29	58	31	62
9	PJ	34	68	37	74
10	SLSH	33	66	35	70
11	DS	34	68	37	74
12	WNR	20	40	24	48
13	EDG	25	50	29	58
14	ROU	18	36	22	44
15	ALK	29	58	32	64
16	FLL	31	62	34	68
17	KST	34	68	36	72
18	TTJ	33	66	35	70
19	LSM	29	58	31	62
20	KWK	35	70	36	72

Data normality test

Table 3 shows the normality of students' achievement score data using Leven's test of equality of error variance—Levene's test measures whether the distribution of values in each variant of the dependent variable is homogeneous.

Table 3

Levene's Test of Equality of Error Variance

Dependent Variable: TOAFL Score			
F	df1	df2	Sig.
,671	7,4	162	,760

The primary measure used to measure homogeneity is if the significance value (sig) > 0.05, then the variance of the TOAFL score is homogeneous, and if the significance value (sig) <0.05, then the variance of the TOAFL score is not homogeneous. Based on the output in Table 3, it can be seen that the significance value is 0.760 > 0.05, so the variant of the TOAFL test score is homogeneous and meets the requirements of the two-way ANOVA test.

In the next stage, the researcher analyzed by comparing the pretest and posttest values of the experimental class. Research with paired sample t-test shows the following results:

Table 4

Descriptive statistics for the mean pretest and posttest values of the experimental class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53,10	20	9,503	2,125
	Posttest	71,40	20	8,388	1,876

The table above shows the descriptive statistics of the pretest and posttest scores with N=20. The standard deviation of the pretest score was 9,503, and the standard deviation of the posttest

was 8,388, far below the mean pretest score of 53.10 and the mean posttest score of 71.40, which means that the student's pretest and posttest scores were close to the average value. The difference in the average score between the pretest and posttest is 71.40-53.10 = 18.3.

Table 5

The correlation value between the pretest and posttest scores of the experimental class

Dimension		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	,925	,000

Based on the results of the correlation analysis between the pretest and posttest data for the experimental class shows a correlation value of 0.925 and a significance level of 0.000, which means that the pretest and posttest values are not related to one another.

Table 6

Results of data analysis pretest and posttest experimental class with paired sample t-test

Dimension		Mean	Std. Deviation	t	Sig. (2-tailed)
Pair 1	Pretest - Posttest	18,300	3,629	22,553	,000

Table 6 shows that the results of the different tests using the paired sample t-test show that the significance value of 2-tailed is 0.000, which means that there is a significant difference between the pretest and posttest scores of experimental class students with a difference of 18.3. The results of this analysis indicate that the skimming technique significantly increases students' reading comprehension of Arabic texts, which is reflected in the increase in TOAFL scores.

The success rate of the skimming technique in improving students' reading comprehension is also evident from the results of a comparative analysis of the posttest scores of the experimental class and the control class, which are reflected in the following table:

Table 7

Comparison of the mean for the posttest values of the experimental and control classes

Group		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Exsperiment	20	71,40	8,388	1,876
	Control	20	64,50	8,407	1,880

Table 7 shows the descriptive statistical comparison of the mean posttest scores for the experimental and control classes. The table shows that the mean value of the practical course is 71.40, with a standard deviation of 8.388. At the same time, the mean posttest value for the control class was 64.50, with a standard deviation of 8.407.

Judging from the N-Gain value, as shown in Figure 2, shows a significant difference between the Experimental and control classes' N-Gain values. In the practical course, the difference in scores obtained before and after treatment was 18.3 points, and in the control class, between the pretest

and posttest, there was a difference of 6.6 points. Meanwhile, when compared, the difference between the N-gain achievements of the experimental and control classes is 11.7 points.

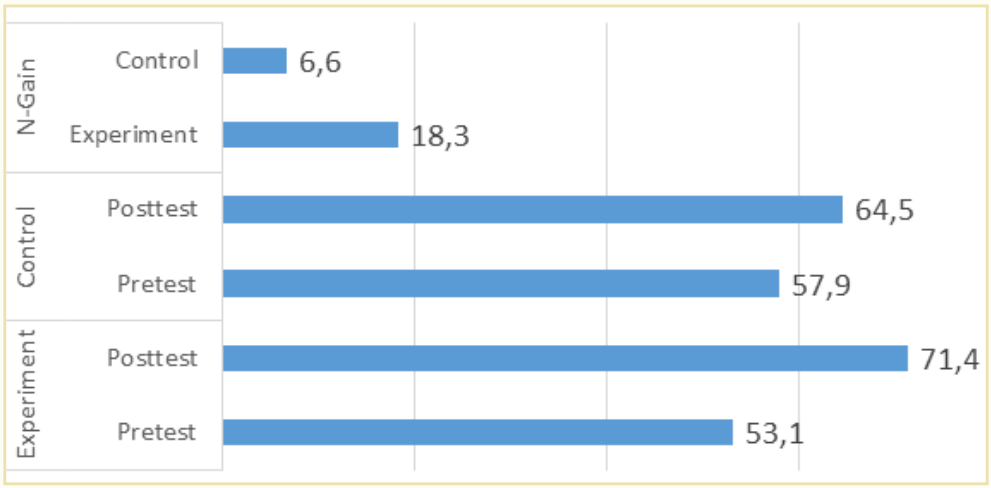

Figure 2 N-Gain of experimental class when differed from the control class

The level of difference will be even more apparent if analyzed by a different test with an independent sample t-test showing the following results:

Table 8

The results of analysis using the independent sample t-test

Dimension		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Posttest	Equal variances assumed	,060	,807	2,598	38	,013	6,900	2,656

Table 8 shows the results of the different tests using the independent sample t-test, which compares the experimental and control classes' post-test scores. The significance value of 2-tailed shows a value of 0.013 <0.05, which means a significant difference between the postest value of the experimental class and the control class of 38 points. This data also shows that the implementation of the skimming technique increased students' reading comprehension, which was reflected in the increase in the TOAFL test scores of the experimental class students.

DISCUSSION

Skimming is an acknowledged speed reading method used to grasp the gist or overall concept of discourse immediately. Glancing over a passage to spot major concepts and themes while avoiding an exhaustive perusal of every detail and piece of information takes place. This method is of immense value in processing the central themes in lengthy text, notably in the classroom where learners might be expected to glean major information quickly from passages to read [12]. Sectional attention by the reader in skimming focuses on material central to the overall narrative or argument while enabling effective processing of the vital stuff without being overwhelmed by useless information [11].

This study seeks to ascertain whether the implementation of the skimming approach to the study of Arabic enhances the comprehension skills of learners' reading that has the effect of boosting learners' TOAFL scores. The results of the hypothesis test presented differences in learners' scores pre-and post-treatment, differing by 18.3 points. The increase in student TOAFL scores was also

seen when compared between the experimental and control classes, where the score of the practical course was 11.7 points higher than that of the control class. Analysis of differences with paired sample t-test showed a significance of 0.000 <0.05. The results of the different tests with the independent sample t-test also showed a significance value of 0.013 <0.05, so it can be said that the implementation of skimming techniques in learning Arabic can improve students' reading comprehension skills which has an impact on increasing students' TOAFL scores.

The findings of this study are in line with several previous studies which found the effectiveness of applying the skimming technique to improve students' reading comprehension [13], student reading speed rates [25], and understanding of reading English text [26]. Several studies have even found that skimming techniques can also increase students' level of flexibility in learning [27], and accelerate students' understanding of sports management training. Thus it is increasingly clear that the skimming technique is a reading technique that can be utilized for various kinds of human activities, including in learning Arabic, so that students can read more comprehensively, quickly, and precisely so that their learning achievement increases.

The application of skimming in educational environments, particularly for language learning, has been shown to enhance reading comprehension. While specific studies on skimming in Arabic language learning are scarce, general research has shown that students who utilize skimming techniques demonstrate improvements in reading comprehension abilities [28]. For instance, studies on skimming techniques in various educational contexts have reported improved learning outcomes, indicating that skimming is effective in enhancing reading speeds and overall understanding of texts [29].

Seeing the importance of the skimming technique in increasing students' understanding of Arabic texts, language institutions that teach Arabic should also introduce skimming reading techniques to their students so that they are even more motivated to learn Arabic so that their learning achievements increase. Especially if they are required to get a high TOAFL score, the skimming technique needs to be taught to students so that when faced with long reading questions, they can easily understand it and get essential points from the text to answer questions correctly.

Skimming techniques are, of course, valuable for reading written texts and can also be used to see situations and conditions humans face in everyday life. If someone is used to seeing problems quickly, he can indirectly understand phenomena that occur in his daily life too rapidly. Therefore, the effect of skimming learning in reading Arabic texts is limited to understanding the text and can have a broad meaning in a more comprehensive understanding of life.

CONCLUSION

The results of this study accept the first research hypothesis that there is a significant difference in outcomes between the pretest and posttest scores of students who are treated with skimming to improve their reading comprehension skills of Arabic texts. This difference can be seen by comparing the pretest and posttest scores of students before and after the treatment showing that the mean score of the experimental class was 18.3 points higher than the mean value of the control class. This difference can be seen even more clearly from the results of the tests with the Paired Sample t-test, which shows a two-tailed significance level of 0.000.

This study also accepts the second research hypothesis, which states that there is a significant difference in results between the posttest scores of students in the experimental class and the control class in the ability to read comprehension of Arabic texts. Acceptance of this hypothesis can be seen from the difference in the practical course's posttest score, which is 11.7 points higher than the posttest value of the control class. Acceptance of the hypothesis about the difference in the posttest scores of the experimental class and the control class can also be seen from the results of the different tests with the independent sample t-test, which shows a two-tailed significance level of 0.013 <0.05 so that it can be said that the application of skimming techniques in learning Arabic can improve reading comprehension competence—students who have an impact on increasing student TOAFL scores.

RECOMMENDATION

This study recommends introducing skimming techniques to Arabic language students in tertiary institutions. The skimming method, usually only taught to students of English or other subjects, should also be introduced to students taking Arabic courses to have good reading comprehension skills to read Arabic texts in general and to face TOAFL exam questions. Especially at this time, like TOEFL, TOAFL has also become an official measurement tool in several tertiary institutions, both as a requirement for entering college and graduation requirements. Therefore, to encourage them to succeed in facing the problematic TOAFL exam, especially in understanding long reading texts, the skimming technique will help students understand it by finding essential points that can help answer questions.

It is suggested to further researchers to broaden the scope of research by comparing this skimming technique with different techniques, such as scanning techniques and brainstorming to provide a broader picture to improve students' reading skills. The next researcher can also conduct this research using a mixed method approach that combines qualitative and quantitative approaches. So that internal elements that cannot be detected quantitatively can be explored more profoundly and qualitatively with interview or evaluation techniques because student learning success cannot be separated from psychological factors, which can only be observed or asked directly to the student concerned.

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