

**THE USE OF SKIMMING TECHNIQUE TO IMPROVE
STUDENTS' READING SKILL**

**(A Classroom Action Research in the Second Year Students of Junior
High School 1 Tumpang in the Academic Year 2014/2015)**

UNDERGRADUATE THESIS

BY

HIGAR IMAN PRIBADI

(115110507111038)

UNIVERSITAS BRAWIJAYA



ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

MALANG

2016

**THE USE OF SKIMMING TECHNIQUE TO IMPROVE
STUDENTS' READING SKILL**

(A Classroom Action Research in the Second Year Students of Junior
High School 1 Tumpang in the Academic Year 2014/2015)

UNDERGRADUATE THESIS

Presented to:
Universitas Brawijaya
In partial fulfillment of the requirements
For the degree of *Sarjana Pendidikan*

BY
HIGAR IMAN PRIBADI
(115110507111038)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
MALANG**

2016

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Higar Iman Pribadi

NIM : 115110507111038

Address : Krajan, Ds. Bunut Wetan, Kec. Pakis, Kab. Malang

declare that :

1. This skripsi is the solve work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If a later time it is found that this skripsi is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang, 20 Januari 216

(Higar Iman Pribadi)

NIM. 115110507111038

This is to certify that the *Sarjana* thesis of **Higar Iman Pribadi** has been approved by the Board of Supervisor.

Malang, 27 Januari 2016
Supervisor

(Widya Caterine Perdhani, M.Pd)
NIK. 201009 860621 2 001



This is certify that the *Sarjana* thesis of Higar Iman Pribadi has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan Bahasa Inggris*

Dr. Sugeng Susilo Adi, M.Hum, Chair
NIP. 19680521 200801 1004

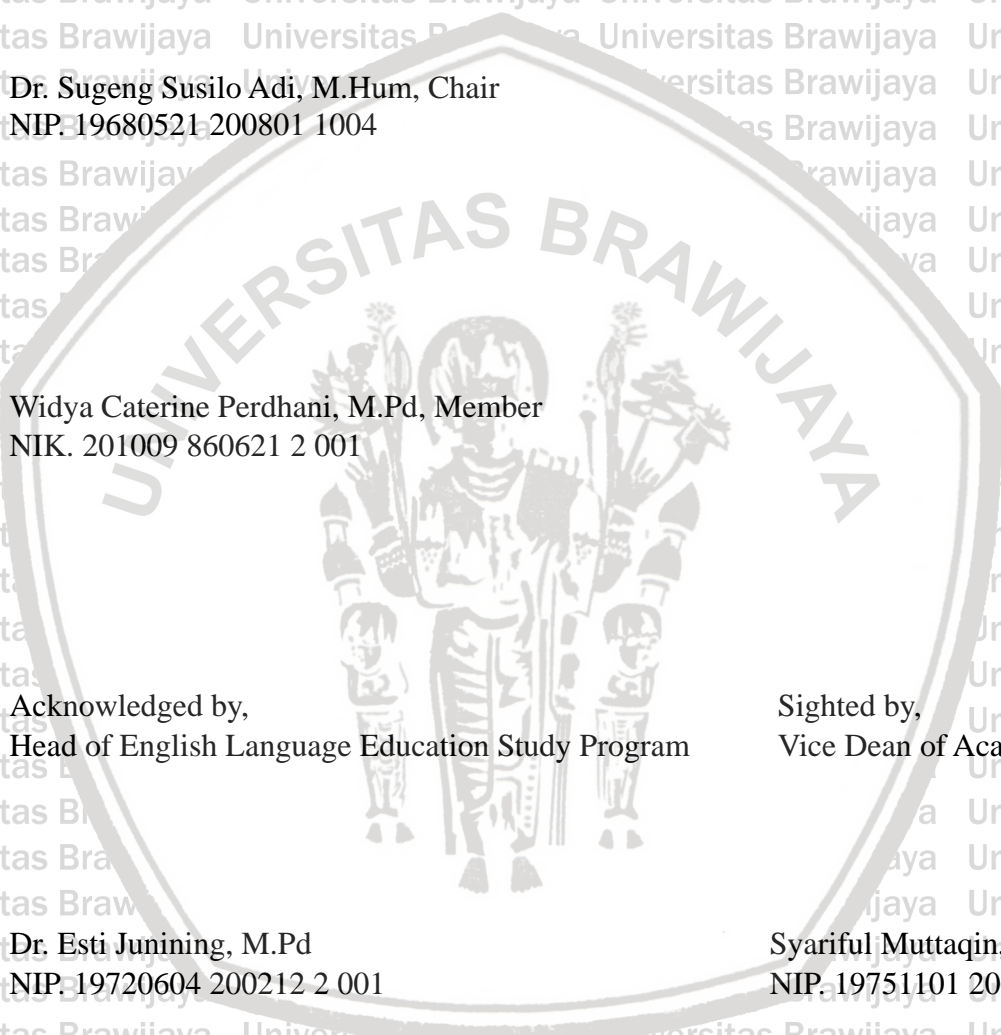
Widya Caterine Perdhani, M.Pd, Member
NIK. 201009 860621 2 001

Acknowledged by,
Head of English Language Education Study Program

Sighted by,
Vice Dean of Academic Affair

Dr. Esti Junining, M.Pd
NIP. 19720604 200212 2 001

Syariful Muttaqin, M.A
NIP. 19751101 200312 001



ACKNOWLEDGEMENTS

Foremost, the writer would like to express his sincere gratitude to Widya Caterine Perdhani, M.Pd. for the support, encouragement, insightful comments, suggestions, patience and advice during the writing of this thesis. He would like to express his sincere gratitude also to Dr. Sugeng Susilo Adi, M.Hum for the support and valuable suggestions in finishing this thesis.

The writer's sincere thanks also go to his parents, Suyanto and Luluk Wahyuningsih who have provided their great deal of encouragement during his study in Universitas Brawijaya Malang and his sister Amanda Perdhani Putri who gives him cheerful and wonderful days, his grandmother, aunt, uncle, cousins, and all of his big family who gives him a lot of laughter, spirit, and strength. Thank you to the big family of Junior High School 1 Tumpang, Mr. Jatmiko, S.Pd. as the English teacher of Junior High School 1 Tumpang, and also for all of 8B class students who participate in this research as the subjects of the study.

Last but not least the writer would like to thanks to his last four years college best friends Pambuko, Sholeh, Bhayu, Aka, Alfi, Andhika, Joe, Berly, Fahmi, Awing, Ramang, Sugab, KANTATA families Giri, Billy, Eritsa, Rajif, Wigo, Satrio and whose names cannot be mentioned one by one, thank you for being the part of his life and have taught him the true meaning of life.

The Writer

ABSTRACT

Pribadi, Higar Iman. 2016. **The use of Skimming Technique to Improve Students' Reading Skill**. Thesis, English Education Study Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Widya Caterine Perdhani M.Pd.

Keywords: skimming technique, reading skill.

Reading is one of four skills which has a huge aspect in students' knowledge development, especially in Junior High School 1 Tumpang. In this point, the reading process will be more effective if the students make a note or summarize what they have read to help them memorize in finding the main idea and supporting ideas in a text. Based on the interview with the English teacher of Junior High School 1 Tumpang, the students of the eight grades (8B) in Junior High School 1 Tumpang as the subjects of this research have the difficulties in reading activity in the class. Students feel bored and hard to concentrate when facing reading exam especially in long text. Furthermore, the students' ability in identifying the vocabulary became the main issue in reading a text. The objective of the present study was to know how skimming technique improves students' reading skill in eighth grade of Junior High School 1 Tumpang in academic year 2014/2015.

Therefore, to achieve the objective, the researcher conducted a classroom action research design. This research was conducted in two cycles where the cycle 1 had 3 meetings and cycle 2 had 2 meetings. The data were analyzed by calculating the result of pre-test and post-test. The analysis of the post-test in cycle II showed the significant improvement from the pre-test to post-test. In pre-test, was 32.35 % from all students; there was 11 students' who achieved the minimum passing grade. In post-test I which was 55.88 % with only 19 students' achieved the minimum passing grade. The analysis data showed that the students' score in the last post-test of cycle II was 79.41 % with 27 students' achieved the minimum passing grade. The result of this research showed that Skimming Technique was successfully improve the students' reading skill

In conclusion, Skimming Technique has a significant effect on reading comprehension achievement. Based on the result of the research, it is recommended for the English teacher to use Skimming Technique as an alternative teaching technique in teaching English especially teaching reading skill.

ABSTRAK

Pribadi, Higar Iman. 2016. **The use of Skimming Technique to Improve Students' Reading Skill**. Thesis, English Education Study Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Widya Caterine Perdhani M.Pd.

Keywords: teknik skimming, kemampuan membaca

Membaca adalah salah satu kemampuan yang juga memiliki peranan yang besar pada perkembangan kemampuan siswa terutama di SMPN 1 Tumpang. Di sini, proses membaca akan menjadi lebih efektif jika siswa membuat sebuah catatan atau rangkuman tentang apa yang telah mereka baca untuk membantu dalam menemukan ide pokok atau informasi dalam sebuah teks. Berdasarkan wawancara dengan guru bahasa Inggris di SMPN 1 Tumpang, siswa kelas 8B di SMPN 1 Tumpang sebagai subyek penelitian memiliki kesulitan dalam aktivitas membaca di dalam kelas. Siswa merasa bosan dan kesulitan untuk berkonsentrasi ketika menghadapi ujian membaca terutama pada teks yang panjang. selanjutnya kemampuan siswa dalam memahami kata menjadi bagian yang sangat sulit dalam membaca sebuah teks. Tujuan penelitian ini adalah untuk mengetahui bagaimana teknik skimming memperbaiki kemampuan membaca siswa kelas 8B di SMPN 1 Tumpang pada tahun ajaran 2014/2015.

Oleh karena itu, untuk mencapai tujuan, peneliti memakai desain penelitian tindakan kelas. Penelitian ini telah dilaksanakan dalam 2 siklus dimana dalam siklus pertama terdapat 3 pertemuan dan siklus kedua terdapat 2 pertemuan. Data telah dianalisis dengan membandingkan hasil dari pre-test dan post-test. Dalam pre-test, terdapat 32.35 % atau 11 siswa yang mencapai nilai KKM. Dalam post-test 1 terdapat 55.88 % atau hanya 19 siswa yang mencapai KKM. Data analisis menunjukkan bahwa nilai siswa pada post-test terakhir di siklus kedua adalah 79.41 % dengan 27 siswa mencapai KKM. Selanjutnya Penelitian ini menunjukkan bahwa teknik skimming telah dijalankan dengan berhasil dalam memperbaiki kemampuan membaca siswa.

Dengan kesimpulan, teknik skimming memiliki efek yang berarti dalam mencapai pemahaman membaca. Berdasarkan hasil penelitian, guru bahasa Inggris direkomendasikan untuk menggunakan teknik skimming sebagai alternatif teknik mengajar dalam pembelajaran bahasa Inggris terutama dalam pembelajaran kemampuan membaca.

TABLE OF CONTENTS

| | |
|--|------|
| TITLE PAGE | i |
| DECLARATION OF AUTHORSHIP | ii |
| SUPERVISOR APPROVAL | iii |
| BOARD OF EXAMINERS' APPROVAL | iv |
| ACKNOWLEDGEMENTS | v |
| ABSTRACT | vi |
| ABSTRAK | vii |
| TABLE OF CONTENTS | viii |
| LIST OF FIGURES | x |
| LIST OF APPENDICES | xi |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Problem of the Study | 6 |
| 1.3 Objective of the Study | 6 |
| 1.4 Significance of the Study | 6 |
| 1.5 Limitation of the Study | 6 |
| 1.6 Definition of Key Terms | 6 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 8 |
| 2.1 Nature of Reading | 8 |
| 2.2 Types of Classroom Reading Performance | 8 |
| 2.2.1 Oral Reading | 9 |
| 2.2.2 Silent Reading | 10 |
| 2.3 Reading Strategies | 11 |
| 2.4 Skimming Technique | 14 |
| 2.5 Steps in Skimming | 15 |
| 2.6 Previous Studies | 16 |
| CHAPTER III RESEARCH METHOD | 20 |
| 3.1 Research Subject | 20 |
| 3.2 Research Design | 21 |
| 3.3 Research Procedure | 24 |
| 3.4 Methods of Data Collection | 25 |
| 3.5 Method of Data Analysis | 26 |
| 3.6 Preliminary Study | 27 |
| 3.7 Criteria of Success | 28 |
| CHAPTER IV FINDING | 29 |
| 4.1 Findings | 29 |
| 4.1.1 Finding in Cycle 1 | 30 |
| 4.1.2 Finding in Cycle 2 | 34 |
| 4.1.3 Data Analysis | 37 |

| | |
|---|----|
| CHAPTER V DISCUSSION | 38 |
| 5.1 Discussion..... | 38 |
| CHAPTER VI CONCLUSION AND SUGGESTION | 40 |
| 6.1 Conclusion..... | 40 |
| 6.2 Suggestion..... | 41 |
| REFERENCES | 43 |
| APPENDICES | 46 |



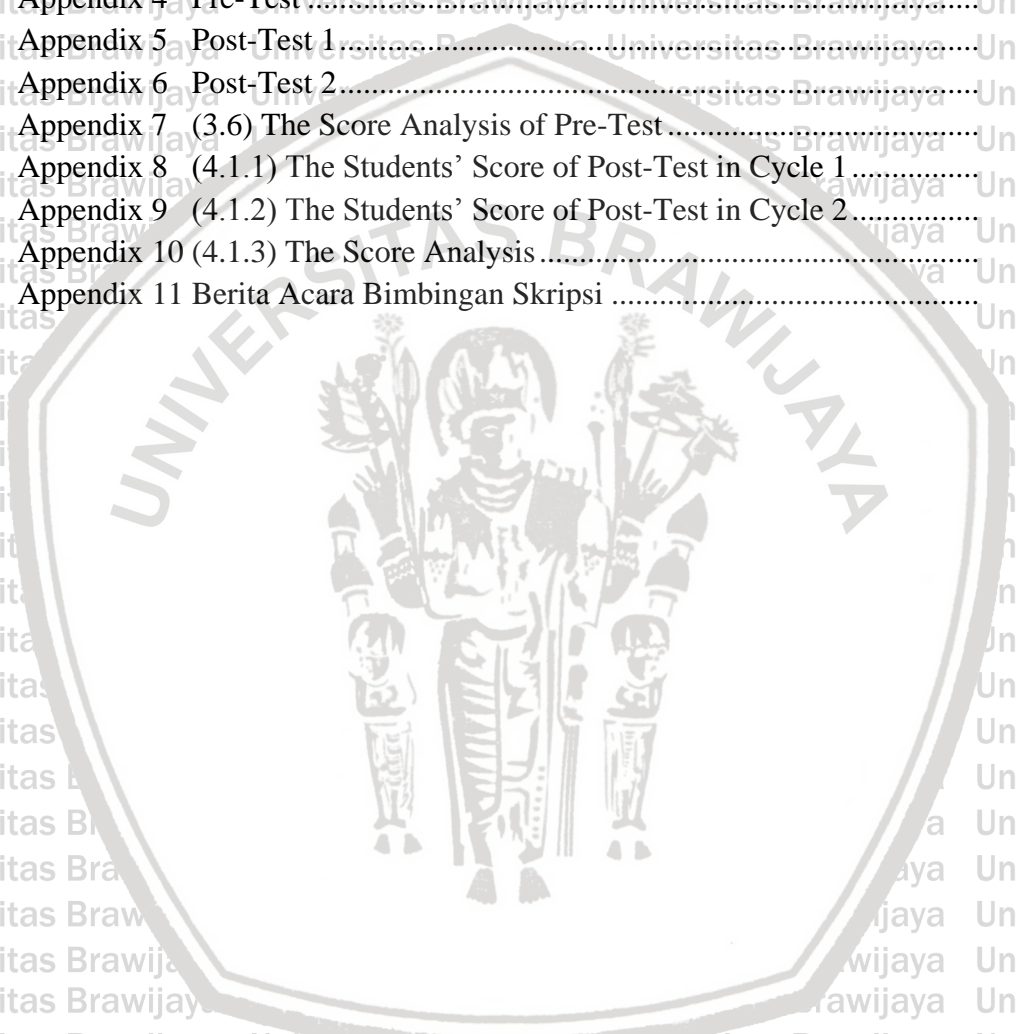
LIST OF FIGURES

| | |
|---|----|
| Figure 2.2 Classroom Reading Performance | 19 |
| Figure 3.2 Classroom Action research Procedure by Kemmis, S. & McTaggart..... | 22 |
| Figure 3.5 Scoring Rubric for the Students' Reading Achievement..... | 26 |
| Figure 4.1.2 The Diagram of Students who could Passed the Minimum Criterion Mastery in Pre-Test to Post-test..... | 39 |
| Figure 4.1.3 The Diagram of Students who could Passed the Minimum Criterion Mastery in Pre-Test to Post-test..... | 41 |



LIST OF APPENDICES

| | | |
|-------------|--|----|
| Appendix 1 | Teacher's Interview Guide..... | 47 |
| Appendix 2 | Result of Teacher's Interview..... | 48 |
| Appendix 3 | Lesson Plan..... | 50 |
| Appendix 4 | Pre-Test..... | 57 |
| Appendix 5 | Post-Test 1..... | 62 |
| Appendix 6 | Post-Test 2..... | 67 |
| Appendix 7 | (3.6) The Score Analysis of Pre-Test..... | 71 |
| Appendix 8 | (4.1.1) The Students' Score of Post-Test in Cycle 1..... | 72 |
| Appendix 9 | (4.1.2) The Students' Score of Post-Test in Cycle 2..... | 73 |
| Appendix 10 | (4.1.3) The Score Analysis..... | 74 |
| Appendix 11 | Berita Acara Bimbingan Skripsi..... | 75 |



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is the one of two language receptive skill. It is also the most important skill which has a big cause of the students' knowledge development. It is not just depend on one subject, but to learn everything in life, students necessary to read a book. Through read a book or a newspaper, students will get new information that will be a new knowledge for their life. Brown (2007) stated that the goals of reading will be the best achieved by capitalizing on the connections between reading and the other modes of performance, especially the reading-writing relationship. Here, the reading processes will be more effective if the students make a note or summarize what they have read to help them memorize in finding the main idea and supporting ideas in a text.

Alyousef (2005) defined that the most important of all, specific attention is given to interactive approaches to reading, which argue that reading comprehension is a combination of identification and interpretation skills. From that statement, the writer decided to use the skimming technique to achieve the criteria of success. Sometimes students who got an exercise about reading comprehension will get troubles in understanding a text, further if they got a long text. Reading activity can open the students' mind and makes them know what is happening in the world. Because of those things, it has been the responsibility of every parents and teachers to make their students love to read.

There are several strategies to develop the students reading skill, and one of them is skimming technique. In other side the researcher found some data that reading activity is a bored activity for some students. From those statements the writer concludes to use skimming technique to develop the students reading skill in Junior High School 1 Tumpang. By using skimming students do not need to read all paragraphs or sentences in a topic of a book. They just need to find the main ideas or just the general sentences to understand what the text about. In other words, it will not make the students boring.

Brown (2007) states that the reader brings information, knowledge, emotion, experience, and culture to printed word. This statement shows that background knowledge is a helpful tool when a person faces a text since he can reorganize his knowledge and put it together better. To comprehend a reading it is necessary that the reader can extract the key words in order to capture the whole sense of the text. Another consideration can be expressed like this: Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions.

Good readers do not typically guess the meaning of unknown words from context, because they do not need to (Grabe, 2009). Based on this statement, the skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process. The process of reading is very important because it helps to develop thought and active cognitive processes such as inferring, categorizing, arguing, predicting, etc.

There are different techniques to make the reading process more effective.

For this project the researcher concentrated on the skimming technique. It is an activity which requires an overall view of the text in order to find the general contents and ideas of the written material. Also, skimming is going through the reading material quickly to find out how it is organized or to get an idea of the intention of the writer.

Alyousef (2005) defined that Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). When someone is reading a book or an article, they will prepare things they need to read for. Someone who loves to read will make a condition where they can read without any interference from outside. Sometime they read while listen a song or just bring some snacks to accompany them while reading. Those activities unconsciously will help them in understanding the content of a book.

Klein et al. (1991) states that strategic readers attempt the following while reading: Identifying the purpose of the reading before reading, Identifying the form or type of the text before reading, Think about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion, Projecting the author's purpose for writing the text (while reading it), Choosing, scanning, or reading in detail, Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Here we can see, there are a lot of steps have to face by students. So, the using of skimming in this paper aims to open the garbage and also help students to know what the purpose or reading itself. Because skimming helps them to know what the text is about from identifying the main idea first. Then students have to develop their reading ability by themselves by doing fluently and consciously in their daily life. When the students did a process of reading activity, they need to find the main idea of the paragraph first. When used skimming as technique, Teacher has to guard their students to repeat 3 until 4 times what have been read by the students. After that, students have to find the main idea of a topic and present what they have found in that text.

There are so many relevant studies to this topic. In this Thesis, the researcher put three relevant studies as references. One of them entitled "*An Experimental Study on the Use of Skimming Technique to Improve Students' Achievement in Reading Narrative Text (A Study of the Eighth Grade Students of Smpit Nurul Islam Tengaran in Academic Year 2013/ 2014)*". By Siti Rofiqoh (2013). Salatiga. Educational Faculty. State Institute for Islamic Studies (STAIN).

This study is mainly purposed to describe and analyze the effectiveness of skimming technique in reading narrative text. The researcher used quantitative descriptive method by doing test. The writer took two experimental classes to do the test, the first class was skimming class and the second was not skimming class. There are two kinds of tests, pre-test and post-test. The pre-test was given in the beginning of the research before the skimming treatment begun, both the skimming class and non-skimming. The post-test was given after the skimming

treatment has finished. To analyze the data, the writer used t-test simple randomized design formula to find the differences ability between the skimming class and non-skimming class. It shows that using skimming in teaching reading comprehension is more effective than teaching reading comprehension without skimming (Rofiqoh: 2013).

The reason why the researcher focuses on the use of skimming technique to improve students' reading skill in the second year students of Junior High School 1 Tumpang because the preliminary study showed that students of the eight grade (8B) in Junior High School 1 Tumpang as the subjects of this research have the difficulties in reading activity in the class. Students feel bored and hard to concentrate when facing reading exam especially in long text. Further, the students' ability in identifying the vocabulary became the most difficult thing in reading a text. Besides that, the researcher found that this topic needed to be explained deeper. Based on the previous studies, the researcher will used a Classroom Action Research in applying this research which is has a different method with the previous studies to see how the use of classroom action research can improves the students' reading skill.

Based on the description above, the researcher decided to discuss THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS' READING SKILL (A Classroom Action Research in the Second Year Students of Junior High School 1 Tumpang in the Academic Year 2014/2015).

1.2 Problem of the Study

The discussion of the study is aimed to answer the question: How is skimming technique improves students' reading skill in eighth grade of Junior High School 1 Tumpang?

1.3 Objective of the Study

The objective of this study is to know how skimming technique improves students' reading skill in eighth grade of Junior High School 1 Tumpang.

1.4 Significance of the Study

The result is expected to be useful for:

1. Teacher of the school in improving teaching learning strategy and activities in classroom by using skimming as a technique to improve students reading skill in identify the main ideas of a text.
2. Students who have difficulty in reading ability.
3. For next researcher who have same idea as reference.

1.5 Limitation of the Study

This study will be limited only in the improving students' reading skill by using skimming technique. The population of this study will be limited to the second year students of Junior High School 1 Tumpang in the academic year 2014/2015.

1.6 Definitions of Key Terms

1. **Skimming Technique:** is used to quickly identify the main ideas of a text.

Skimming is done at a speed three to four times faster than normal

reading. Skimming in this study used some texts about Indonesian cultures which are close to the background of the students.

2. **Reading Skill:** Skill is ability to understanding knowledge. So, reading skill means the students' ability to understanding in reading a text.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading

Reading is one of four skills that must be mastered by students. Reading is also one of two receptive skills. In teaching and learning process, reading activity reputed as an activity that can make students bored. There are so many masters who defined about reading. One of them is Alyousef (2005) through his research entitled "Teaching Reading Comprehension to ESL/EFL Learners". He define that Reading can be seen as an "interactive" process between a reader and a text which is lead to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used.

Reading activity is also the most important skill in learning language. Through reading activity, students will receive a new knowledge about the other skill when they learn language. Reading activity can open the students minded and change their concept of thinking. Developing effective reading management skills is an important part of learning.

2.2 Types of Classroom Reading Performance

In teaching and learning process is needed to know the whole things about what will be learned. To understand a thing, we cannot just see from one side only. Reading is an activity which students will develop their knowledge by doing reading fluency by themselves. In reading contained some types of it. Brown

(2007) states that there are two types of classroom reading performance, they are oral reading and silent reading. They are described on figure 2.2:

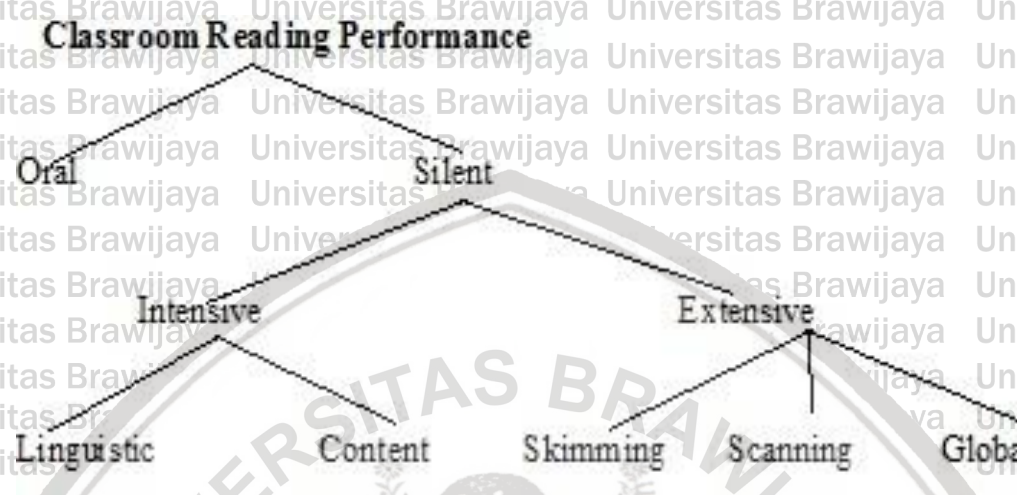


Figure 2.2 Classroom Reading Performance (Brown, 2007)

The figure above explained that there are two kind of classroom reading performance. There are oral reading and silent reading. Silent reading divided into two parts, there are intensive reading and silent reading. This figure will be explained deeper in a few points below.

2.2.1 Oral Reading

Yildirim and Ates (2012) in their international journal entitled “Silent and Oral Reading Fluency: Which one is the Best Predictor of Reading Comprehension of Turkish Elementary Students?” suggested that for oral reading fluency, we assessed the students’ rate (automaticity). Reading rate means that the total numbers of words read correctly in a text in one minute. According this statements, the researcher realize that oral reading is where a student perform in front of the class or just read aloud while the teacher will check his/her pronunciation. However, in oral reading the students will concern how to spell the words correctly rather than to understand the context of the text.

An article by Fuchs et al. entitled “Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis” states that Reading is a complex performance that requires simultaneous coordination across many tasks. To achieve simultaneous coordination across tasks, instantaneous execution of component skills is required. With instantaneous execution, reading fluency is achieved so that performance is speeded, seemingly effortless, autonomous, and achieved without much consciousness or awareness (Logan and Fuchs et al, 2001).

By this statement researcher thought that by doing the oral reading fluency, students’ performers will stimulate their brains in receiving a new vocabulary. Unconsciously, they will understand the whole text by understanding the new vocabularies first.

2.2.2 Silent Reading

Yildirim and Ates (2012) in their international journal entitled “Silent and Oral Reading Fluency: Which one is the Best Predictor of Reading Comprehension of Turkish Elementary Students?” suggested that the scoring practices of silent reading fluency skill consisted of counting the words the students identified correctly in 3 minutes through the text attempted.

By this statement, researcher realized that silent reading is a reading activity where the students will concern about the context of a text. To know the context of a text, first students need to know the meaning of each word. And try to make connections between words to get an idea of the text.

There are two kinds of silent reading. First is intensive reading and the second is extensive reading. Brown (2007) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. While extensive reading is carried out "to achieve a general understanding of a text. By doing the intensive reading, students will be focused to the specific word while the extensive reading will help students just to understand what the text is about or just looking for the main idea of the text.

2.3 Reading Strategies

McCarthy (1999) has called this view 'outside-in' processing, referring to the idea that meaning exists in the printed page and is interpreted by the reader then taken in. As students' progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. The key of their success in understand and use the information in a text is based on how they use reading strategies. There are a lot of strategies in reading. Brown (2007) defined 10 strategies which can be applied as the classroom technique.

2.3.1 Identify the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading something (Brown, 2007).

2.3.2 Use Graphemic Rules and Patterns to Aid in Bottom-Up Decoding

Brown (2007) stated that consider how you might provide hints and pointers on such pattern as these:

- “Short” vowel sound in VC pattern (*bat, him, leg, wish, etc.*)
- “Long” vowel sound in VCe (vinal silent *e*) patterns (*late, time, bite, etc.*)
- “Long” vowel sound in VV patterns (*seat, coat, etc.*)
- Distinguishing “hard” *c* and *g* from “soft” *c* and *g* (*cat* vs. *city, game* vs. *gem, etc.*)

2.3.3 Use Efficient Silent Reading Technique for Improving Fluency

Brown (2007) stated that your intermediate-to-advance level students need not be speed readers, but you can help them increase reading rate and comprehension efficiency by teaching a few silent reading rules:

- You don’t need to “pronounce” each word to yourself.
- Try to visually perceive more than one word at a time, preferably phrases.
- Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

2.3.4 Skim the Text for Main Ideas

Skimming consists of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist (Brown, 2007). Skimming is useful in three different situations:

1. Pre-Reading: Skimming is more thorough than simple previewing and can give a more accurate picture of the text to be read later.

2. Reviewing: Skimming is useful for reviewing text already read.

3. Reading: Skimming is most often used for quickly reading materials that, for any number of reasons, does not need more detailed attention.

2.3.5 Scan the Text for Main Ideas

Scanning is quickly searching for some particular piece or pieces of information in a text (Brown, 2007).

2.3.6 Use Semantic Mapping or Clustering

Semantic mapping is grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos (Brown, 2007).

2.3.7 Guess When You Aren't Certain

Brown (2007) stated that learners can use guessing to their advantage to do the following:

- Guess the meaning of a word
- Guess a grammatical relationships (e.g., a pronoun reference)
- Guess a discourse relationship
- Infer implied meaning (“between the lines”)
- Guess about a cultural reference
- Guess content messages

2.3.8 Analyze Vocabulary

Brown (2007) defined several techniques are useful here:

- Look for prefixes (*co-*, *inter-*, *un-*, etc.) that may give clues.

- Look for suffixes (*-tion, -tive, ally*, etc.) that may indicate what part of speech it is.
- Look for roots that are familiar (e.g., *intervening* may be a word a student doesn't know, but recognizing that the root *ven* comes from latin "to come" would yield the meaning "to come in between").
- Look for grammatical contexts that may signal information.
- Look at the semantic context (topic) for clues.

2.3.9 Distinguish between Literal and Implied Meanings

The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

Implied meaning usually has to be derived from processing pragmatic information (Brown, 2007).

2.3.10 Capitalize on Discourse Markers to Process Relationships

A clear comprehension of such markers can greatly enhance learners' reading efficiency (Brown, 2007).

2.4 Skimming Technique

There are a lot of techniques in reading activity. One of them is skimming technique. Skimming is a technique where students must find the main idea of a text. The students must read quickly about 3 – 4 times without using a dictionary or any references to help them. Brown (2007) defined that skimming consists of quickly running one's eyes across a whole text for its gist.

Students will get a lot of benefits when use skimming in their reading activity. Skimming will help students locate the information quickly while making sure students to use time wisely. It is can be used students when face the reading test and also find a long text with limited time. "Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas." (Brown, 1994). It is an activity which requires an overall view of the text in order to find the general contents and ideas of the written material. Also, skimming is going through the reading material quickly to find out how it is organized or to get an idea of the intension of the writer. Skimming is very useful for the readers.

Sometimes readers doing skim when they are pre-viewing, doing research, rushed, studying for a test, or need to find the general idea of the material. When students are rushed, skimming is the best strategy they need to choose. It does not take the place of reading the text and also can refresh their memory before class starts, and they will get an overview of the subject. Skimming will tell students whether or not an article will be useful for them. If it looks relevant, take down notes for later. This will make it easier for them to remember what caught their interest.

2.4.1 Steps in Skimming

Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

There are steps in doing skimming. An article from Anne Arundel Community

College entitled “Reading and Study Skill Lab” Seek Optimum Skills, defined a few steps in skimming an article.

Steps in Skimming by Anne Arundel Community College:

- Read the title – it is the shortest possible summary of the content.
- Read the introduction or lead-in paragraph.
- Read the first paragraph completely.
- If there are subheadings, read each one, looking for relationships among them.
- Read the first sentence of each remaining paragraph.
 - a. The main idea of most paragraphs appears in the first sentence.
 - b. If the author’s pattern is to begin with a question or anecdote, you may find the last sentence more valuable.
- Dip into the text looking for:
 - a. Clue words that answer who, what, when, why, how
 - b. Proper nouns
 - c. Unusual words, especially if capitalized
 - d. Enumerations
 - e. Qualifying adjectives (best, worst, most, etc.)
 - f. Typographical cues-italics, boldface, underlining, asterisks, etc.
- Read the final paragraph completely.
- Mastering the art of skimming effectively requires that you use it as frequently as possible.
- Skimming can usually be accomplished at about 1000 words per minute.

2.5 Previous Studies

The researcher use the previous studies to takes some data analysis as references to complete this research. The first previous studies entitled: “*The Effect of Applying Skimming Technique on Grade XI Students’ Reading Comprehension*” By Benny Jefri Wijaya Hutabarat and Tina Mariany Arifin (2012). This study was conducted as an attempt to discover the effect of applying skimming technique on Grade XI students’ reading comprehension. It was an experimental research. The subject was students of Grade XI, Private Senior High School (*Sekolah Menengah Atas Swasta: SMA*) Methodist-7, which consisted of

60 students. The research was divided into two groups: experimental and control groups. The instrument used to collect the data was reading comprehension test.

The result of the reliability was 0.89. The data were analyzed by using t-test formula. The analyze showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance 0.05 with the degree of freedom (df) 60, t-observed value $3.71 >$ t-table value 2.00. Based on the reliability of the test, it was found that the test was reliable. The findings indicated that using Skimming Technique significantly affected the students' reading comprehension. So, English teachers are suggested to use Skimming Technique in order to improve students' reading comprehension (Hubarat and Arifin: 2012).

Rofiqoh, Siti. (2013).An Experimental Study on the Use of Skimming Technique to Improve Students' Achievement in Reading Narrative Text (A Study Of The Eighth Grade Students of Smpit Nurul Islam Tengaran in Academic Year 2013/ 2014). *A Graduating Paper*. Salatiga. Educational Faculty. State Institute for Islamic Studies (STAIN).

This study is mainly purposed to describe and analyze the effectiveness of skimming technique in reading narrative text of the eight grade students of SMPIT Nurul Islam Tengaran. In academic year 2013/2014. The writer used quantitative descriptive method by doing test to the second year students of SMPIT Nurul Islam Tengaran. In collecting the data the writer tested than she described the result of the data analysis. The writer took two experimental classes to do the test,

the first class was skimming class and the second was not skimming class. There are two kinds of tests, pre-test and post-test.

The pre-test was given in the beginning of the research before the skimming treatment begun, both the skimming class and non-skimming. The post-test was given after the skimming treatment has finished. To analyze the data, the writer used t-test simple randomized design formula to find the differences ability between the skimming class and non-skimming class. It shows that using skimming in teaching reading comprehension is more effective than teaching reading comprehension without skimming. (Rofiqoh: 2013)

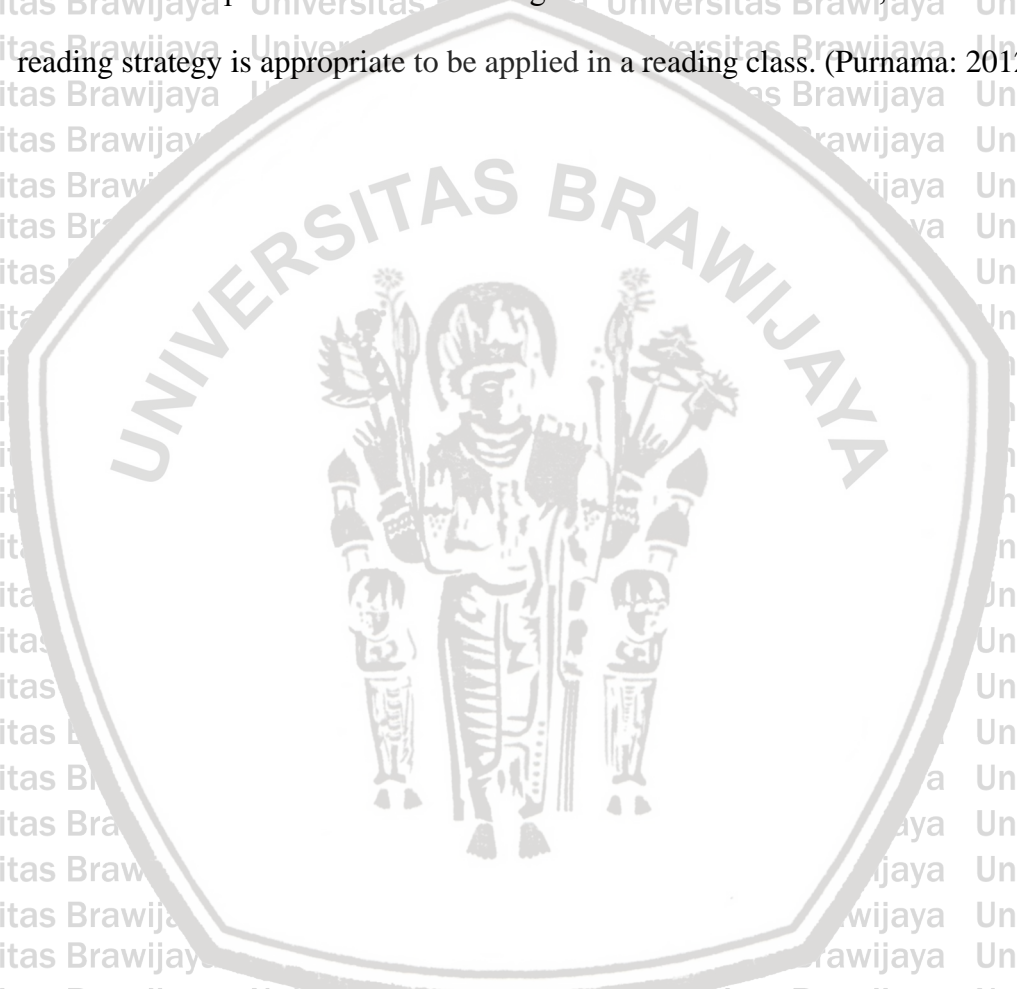
Purnama, Yohan heru. (2012).The Effectiveness of the Use of Scanning Strategy to Improve Students' Reading Achievement of the Second Year of Mts N Wonosegoro in the Academic Year 2011/2012. *A Graduating Paper*. Salatiga. Educational Faculty. State Institute for Islamic Studies (STAIN).

Scanning in reading is regarded as a strategy to help readers quickly go through a text to find a particular piece of information. This strategy can be used to help students achieve their reading effectively. Thus, the aims of conducting this research are to find out the data of students' reading achievement that have been taught using scanning strategy, as well as to get a real evidence of the effectiveness of the use of this particular strategy. The techniques of collecting the data applied by the writer are documentation, observation, pre-test, and post-test.

The data, which have been collected, are analyzed by using some books for the theoretical data and using t-test for the quantitative data. From the calculation of the t-test, the result of the effectiveness between students' reading

achievement taught with scanning strategy and without scanning strategy is 3.56.

It means that the effectiveness of the use of scanning strategy to improve students reading achievement of the second year of MTs N Wonosegoro in the academic year 2011/2012 is in sufficient level. It means that the use of scanning strategy is effective to improve students' reading achievement. Therefore, the scanning reading strategy is appropriate to be applied in a reading class. (Purnama: 2012)



CHAPTER III

RESEARCH METHODS

This chapter discusses about research subject, research design, research procedures, method of data collection, method of data analysis, preliminary study, and criteria of success.

3.1 Research Subject

This study has been conducted in Junior High School 1 Tumpang. There were 27 classes in this school. There were 8 classes in every grade. There were 34 students in each class. The time allocation in each material of class was 2 x 40 minutes.

Junior High School 1 Tumpang is one of the Adiwiyata junior high school in Tumpang, Malang Regency. This school was built in 1961, but it definitively by the Decree of the Directorate of Education and Culture of East Java Province No. 43 / SK / B / III / 63 dated 1 February 1963, then in 2008 the status of school turned into a national standard school through the Decree of the Ministry of National Education Directorate General for Primary and Secondary Education Directorate of Secondary school No. 1375 / C3 / DS / 2008 in 3 September 2008.

There are 3 English teachers in Junior High School 1 Tumpang which consisted of one male teacher and two female teachers. One of the teachers is Mr. Jatmiko who teaches second graders in Junior High School 1 Tumpang. One of the classes that he teaches is 8B class which consists of 34 students.

This research has been conducted in 8B class which consists of 24 female students and 10 male students. Mr. Jatmiko as the English teacher of 8B class became the collaborator in this research. In addition, the researcher was the substitute teacher of this research. Here, the English teacher has given the feedback to the researcher as the reflection in every meeting.

Based on the preliminary study through the interview to the English teacher (see Appendix 1 and 2), the students of 8B class was the heterogeneous which the female students were more active than male students. The researcher found that the students of 8B class were generally weak in English especially in reading comprehension. The students would have given less attention when facing a long text and also were been hard in understanding the content of the text.

Based on the description above, the English teacher and the researcher agreed to use 8B class as the subject of the research to be applied in this research.

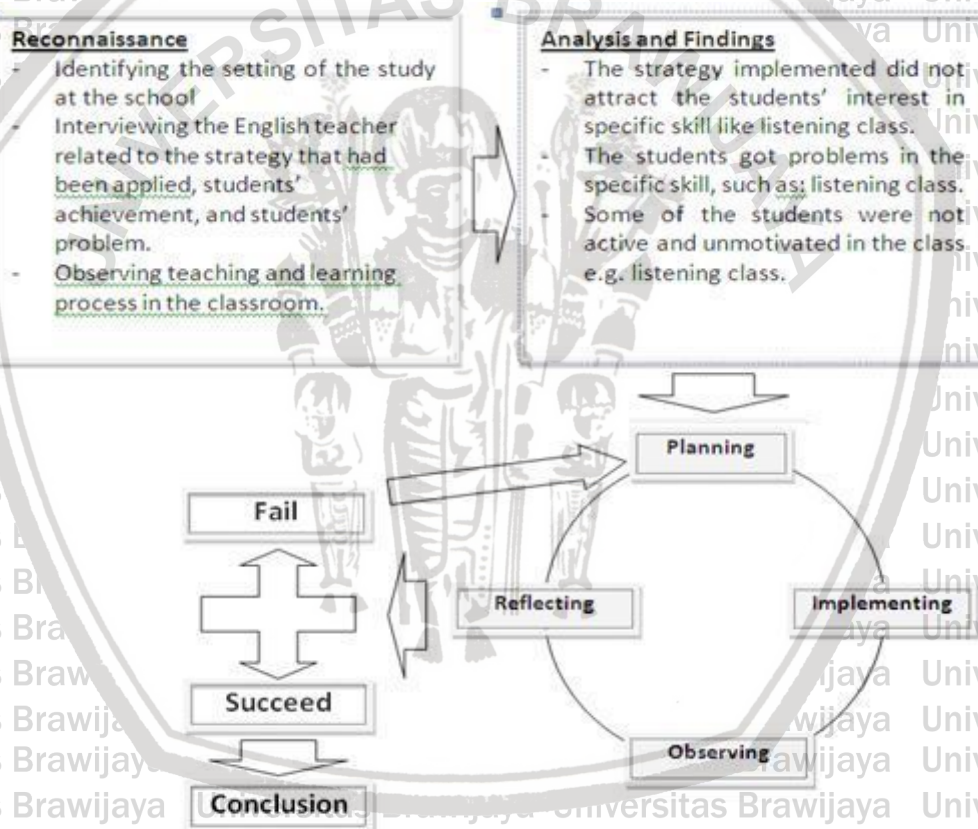
3.2 Research Design

This study has been conducted as Classroom Action Research (CAR). McNiff (2002) states that action research is a process of finding out the problems which happened in the classroom and the solution upon those problems in order to improve the educational environment, so the process of teaching and learning can be meaningful for the student. The researcher believed that Classroom Action Research was the most appropriate method in answering the problem in the class.

Kemmis and McTaggart (1988) stated that action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational

practices, as well as their understanding of these practices and the situations in which these practices are carried out. This action research helped the researcher focus on how to improve students' reading skill in the class. By those statements, the researcher through the preliminary study found the problem faced by students and how to solve it.

This is the figure of the classroom action research procedure by Kemmis, S. & McTaggart:



Adapted from Kemmis & McTaggart (1992)

Figure 3.2 Based on Kemmis, S. & McTaggart, R. (1992)

The figure above illustrated the steps in Classroom Action Research. There were planning, implementing, observing, and reflecting. Those steps were included in 1 cycle. And will be explained in the paragraphs below.

3.2.1 Planning

After formulating the problem and analyzing the causes, the researcher planned the solution. The solution shall be appropriate and based on the relevant theories. Besides, the researcher also had to consider the possibility of the implementation. At this stage, the researcher prepared lesson plan and instructional media.

3.2.2 Implementation

This is part of start the action of Classroom Action Research. In this stage, the researcher followed planning that has been created before. Then, the researcher as the substitute teacher had to develop the class activity through the observation in the class. The researcher would prepare the planning options as the changer if the main planning runs into trouble.

3.2.3 Observation

The following step was monitoring the students in the class on how the effect of the action. The observation might be carried out while the researcher took the action. Observation and action occurred simultaneously. The observation was not only the teaching learning process but also the learning progress the students achieve.

3.2.4 Reflection

Reflection refers to activity of analyzing what has been done in the action.

Reflection covers the success and failure of the action and its effect. It is useful information for preparing the next action. In this study, the researcher analyzed to what extend the implementation of skimming technique was successful based on the criteria of success. From the result of reflection, the researcher could prepare a plan for the next cycle if this research failed.

3.3 Research Procedure

There were 3 meeting of one cycle in this research. Time allocation for each meeting is 2X40 minutes. In the first meeting, for the pre activity and main activity the researcher explained about how to use the skimming technique in finding the main idea and how to understand the content of the text. After that, the researcher asked the students to read a simple text and find the main ideas, the researcher asked the students to underline the main idea of each paragraph of the text. In post activity, the researcher guarded the students to reflect the class activity.

In the second meeting, the pre activity and main activity the researcher explained and asked students what they have learned in last meeting, and then the researcher asked students to make groups, every group consists of 5-6 members, there are 6 group in this class from 34 students. After that the researcher gave some texts to each group to identify the context of the text and the main idea of each paragraph. And for post activity, students made a note in piece of paper

about the main idea they have found in the text. For reflections, teacher and students discussed together about the criteria of the main idea.

In the third meeting, there was a final test. The researcher gave each student the exam. There were 80 minutes for the time allocation to do the final test. From the action, the researcher started to take the data as the result of the implementation.

3.4 Methods of Data Collecting

3.4.1 Instruments

a. Interview

The interview has been used for the researcher when looking for problem and to solve problem (see Appendix 1 and 2). Through the interview, the researcher would know how to face the students during the implementation of the research. The subject of the interview is the English teacher of Junior High School 1 Tumpang.

b. Test

A test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring (Brown, 2007). The test has been used for looking students' score in the class by using skimming technique in teaching reading. There were two kinds of tests that have been accepted by students. There were pre-test and post-test (see Appendix 4-6).

3.4.2 Types of Data

The types of data in this research were qualitative and quantitative data.

The qualitative data has been collected from the observation and the interview through the English teacher (see Appendix 1 and 2), while the quantitative data has been explained in students' achievements in scores. Students' achievement in score could be seen from the result of the test (see Appendix 7-10). There were 2 kind of test to collecting the data. There were pre-test and post-test.

3.4.3 Source of Data

The data of this research have been collected from the teacher and students. The data from the students has been conducted from the pre-test and post-test. While the data from the teacher has been conducted from the interview in the preliminary study in order to know what is the problem faced by the students and how to solve it.

3.5 Method of Data Analysis

The data analysis have been collected from the observation that explained students' activity during the class, the interview through the English teacher that explained the problem of the students in the class, and result of students' reading achievements in scores. There were two tests in scoring students' reading achievements, there were pre-test and post-test. There were 20 questions multiple choices in each test about reading comprehension.

The test designed by the researcher by giving reading test to the students and then the researcher analyzed the score. In giving score to the students, the

researcher has been created the formula. The formula could be seen in the figure below:

The score rubric for the students' reading achievements:

$$N = \frac{B}{5}$$

N: means the final score

B: means the total of the correct answer

Figure 3.5 scoring rubric for the students' reading achievements

Based on the figure above, the total of questions in a test were 20 questions of multiple choices.

3.6 Preliminary Study

Preliminary study was conducted on Friday, April, 7th and 10th 2015.

Preliminary study was conducted in order to find out the students' ability in reading before the treatment. Preliminary study has been done through the interview (see Appendix 1) with English teacher and gave the students pre-test (see Appendix 4). The result of the interview (see Appendix 2) showed that the students' ability in reading comprehension was under the average, it proved by the reading achievement in score had been given by the English teacher.

The students' ability in reading especially when they faced a long text, need to be repaired. There were 33 students of 8b class who took the test. The purpose of the test was to know how far the students could understand a reading text without skimming technique and also to set the criteria of success. In this

meeting, the researcher as the substitute teacher explained the material used in the test. The genre of the text used in the test was recount text. As the brainstorming, the researcher gave a little explanation about the recount text, because this genre has been explained or analyzed by the English teacher of Junior High School 1 Tumpang.

After gave the explanation about the recount text, the researcher gave the test. The test was consisted of 10 multiple choices questions and an analyzing question (see appendix 4). The score of the test would be explained in the table 3.6 (see Appendix 7).

According to the table, score analysis of the pre-test was counted using the formula as follows:

$$\underline{N = \frac{BX}{5}}$$

Where: N: means of total score.

B: means the total of the correct answer.

From the pre-test result, it found that only 11 or 32, 35% students that achieved score 75 above. In this stage, the researcher started to set the criteria of success.

3.7 Criteria of Success

The criteria of success would be the product oriented criterion which was 70% of students should reach minimum score 75 in range score between 0 – 100.

In this class there were 34 students. So, there should have been 25 students reached minimum score 75.

CHAPTER IV

FINDING

This chapter presents the finding and discussion of the research during the implementation. The implementation of this research contained of cycle 1 and cycle 2. The data presented would show the improvement of students' reading skill through skimming technique.

4.1 Findings

In this research, the researcher used the classroom action research. It consisted of cycle 1 and cycle 2. This section described the research findings during the implementation of cycle 1 and cycle 2. The purpose of the research was to know the improvement of students' reading skill especially using skimming technique. In those findings, the researcher explained about analysis of students' achievement before using technique, result, and data analysis. The first discussed about analysis of students' achievement before using technique. Then the result, it discussed about result of the first test in cycle 1 and result of the second test in cycle 2. The last was the data analysis. It discussed about analysis of the first cycle and analysis of the second cycle.

In this research implementation, the researcher arranged pre-test and post-test. The test of pre-test was equal with the test of post-test in every cycle. It meant that the materials and the goal of both of the test must be in the same line.

The materials and the test were about recount text. The test was aimed to measure the students' achievement in reading.

In this research, the researcher was conducted in two cycles. Each cycles consisted of four steps, they were planning, implementing, observing, and reflecting. After each cycle was done the researcher conducted post-test, to know the improvement of students' reading ability. The description of each cycle can be explained as follows.

4.1.1 Finding in Cycle 1

The first cycle was started on April, 17th, 18th and 20th 2015. The time allotment for each meeting was 2 X 40 minutes. In this stage, the researcher implemented the research based on the research procedures. There were planning, action, observation, and reflection.

1. Planning

After formulating the problem and analyzing the causes, the researcher planned the solution. The solution was appropriate and based on the relevant theories. Besides, the researcher also had to consider the possibility of the implementation. At this stage, the researcher prepared lesson plan and instructional media. The lesson plans based on the syllabus used by the school.

Then the researcher and the teacher discussed the materials used in this implementation. The teaching material was about the recount text. The researcher also created the test instruments and worksheet were done in this cycle.

2. Action

There were two meetings in this cycle. The implementation in this cycle was started on April, 17th, 18th and 24th 2015. In the first meeting, for the pre activity and main activity the researcher explain about a recount text. Then, the researcher guided the students to found the main idea and how to understand the content of the text. After that, the researcher asked students individually to read a simple text and find the main ideas, the researcher asked the students to underline the main idea of each paragraph of the text. In post activity, the researcher guarded students to reflect the class activity.

In the second meeting, for the pre activity and main activity the researcher explained and ask students what they have been learn in last meeting. Then the researcher explained about skimming technique. After that the researcher give some recount text to each student to identify about the main idea by using skimming technique, and for post activity students made a note in piece of paper about the main idea they found in the text. For reflections, teacher and students discussed together about the criteria of the main idea.

In the third meeting, there was a post test. The researcher was giving each student the exam. There were be 80 minutes for the time allocation in the post test.

From the action, the researcher started to take the data as the result of the implementation.

3. Observation

In observing phase, the researcher observed about students' attitude, students' feeling expressed during teaching and learning process. In this stage, the

researcher observed students during teaching and learning process by monitoring the students' activity and students' attention during the action. The students' attitude during and learning process were cooperate and enthusiastic.

The students' expressions were good when the students used skimming technique in reading activity. The students were very interested when the reading activity was going on. The students also more active during teaching and learning process. It proved from the questions asked by the students. They were very excited in used skimming technique.

There was improvements of students' reading achievement during did skimming technique. The students could found out the main ideas or supporting ideas or understanding the content of the text easily without focus on the meaning of each word in a paragraph. And also they were not afraid anymore when they got a long text in reading activity.

4. Reflection

Reflecting is analyzing the result of test in cycle 1. The activities in this phase were the researcher analyzed the data from result of the test to find out the improvement of the students' reading skill in using skimming technique and also the researcher discussed the teaching learning process that did in order to know the weakness found in the previous activities and to plan the better activities in cycle 2. After analyzing the data and evaluating the result of the test in cycle 1, the researcher should give more attention and kept approaching the students who did not achieved the Minimum Mastery Criterion.

From the result of post-test was only nineteen students who passed the minimum Mastery Criterion (see appendix 4.1.1). So, the researcher still needed at least 6 students who could pass the criteria of success. The students' motivation actually was increased in the class activity. The researcher realized that some students need more attentions and explanation. Because of the ability of each student in the class was not same. And also because of some students really did not like to read a text. Because in first cycle did not get the criteria of success. So the researcher had to move to the next cycle.

From the result of the test in cycle 1 (see Appendix 8), there were only 19 students or 55, 88% who passed the criteria of success. From the result of the cycle 1, the researcher had to move to the next cycle or cycle 2.

5. Revision

The result of post-test in the cycle 1 showed that the students' reading comprehension had increased. However, the researcher had to continue the implementation to the next cycle to reach the criterion of success. In the next cycle, the researcher made some revision in the teaching and learning process by implementing skimming technique. The revisions made based on the result of analysis on the test result concerning to the students' problem during the implementation of skimming technique.

The revisions included changing the texts in the test became some simple texts of recount texts. By changed of the texts in the test became some simple texts, students would have much time to finished the test than before. The researcher also improved his teaching activities based on the difficulties faced by

students in the class. So, the researcher helped by other students who achieved the minimum criterion mastery would guide the other students who did not pass the minimum criterion mastery by their questions.

Besides, to minimized cheating did by students in the post-test 2, the researcher would helped by the English teacher to accompany students while the test. There were 20 questions multiple choices that had to be worked by students.

The time allocations were 80 minutes.

4.1.2 Finding in Cycle 2

Cycle 2 consisted of two meetings. It was conducted based on the result of post-test in cycle 1. The result of the post-test in cycle 1 showed that only nineteen students who passed the criteria of success. The researcher needed at least 25 students who could pass the criteria of success in this cycle. This cycle was started on April, 24th 2015 and continued on April, 25th 2015. The time allocation for each meeting was 2 x 40 minutes.

1. Planning

In this phase was started from making lesson plans. The lesson plans were modified based on the lesson plan in cycle 1 to make the teaching learning process better than before. The teaching materials were same with the cycle 1.

2. Action

This action was conducted on 24th and 25th of April 2015. The action still used the skimming technique in the process of reading activity. The materials were same with the first cycle. Based on the result of cycle 1 before, it found that

the some students was still confused to found the main ideas or supporting ideas and also weak to focus in reading activity. The researcher emphasized to the students about how to found the main ideas or supporting ideas and how to be more focus when read a text.

In the first meeting the researcher explained slowly about the materials and gave more explanation how to skim the text to found the main ideas or supporting ideas. Then the researcher asked the students to read a text in order found the content of the text, after that the researcher asked the students to discuss the text deeply. Then, the researcher gave opportunities the students to ask the difficulty in understanding the content of the text. Then the researcher with the other students gave the feedback and fixed the problems that found in this activity.

So the students were ready to do the final post-test of cycle 2.

In the last meeting the students did the post-test individually. The materials of the test were same with the post test of cycle 1. In this cycle the researcher gave a little modification for the test to get the better result than before.

3. Observing

There were improvements of the action in the cycle 2. The observation done by the researcher through collected students' score in post-test. The test participated by 34 students of 8B class. It was meant that all of the students of 8B class followed the test. In this phase, the students did the test well done. Students could be worked the test individually. During the teaching and learning process, almost all of the students gave their participation in the class. Some of them asked

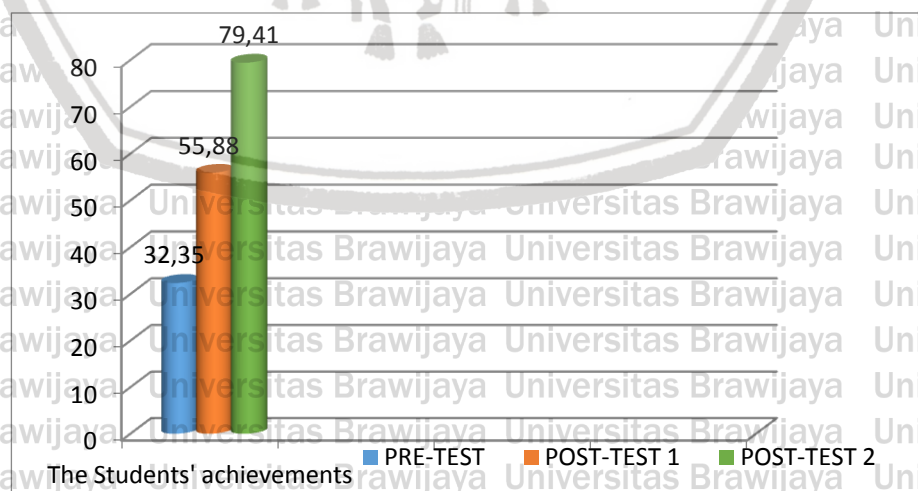
to the teacher about their difficulty, and the other students tried to answer the questions guided by the teacher.

4. Reflection

From the post-test result in the cycle 2, the most of the students showed the improvement in reading ability (see table 4.1.2). The Students' score of the test in the cycle 2 achieved the criteria of success which at least 25 students or 70% students passed Minimum Criterion (*KKM*) in the score of 75. It meant that the researcher did not move to the next cycle. So, the researcher could stop the cycle because the target indicator was achieved.

From the result of the test in cycle 2 (See Appendix 9), There were 27 students or 79, 41% who passed the criteria of success. From the result of the cycle 2, it meant that the researcher did not need move to the next cycle. So, the researcher could stop the cycle because the target indicator was achieved.

Figure 4.1.2
The Diagram of the Students who could pass the Minimum Criterion Mastery in Pre-Test to Post-test 2



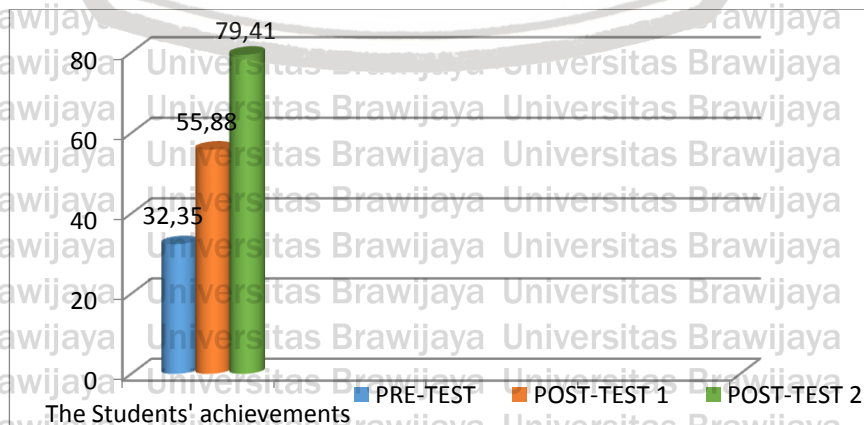
4.1.3 Data Analysis

There was improvement of students' reading achievement from the table 4.1.3 (see Appendix 10). There was comparison between implementation of skimming technique and without the implementation of skimming technique of taking students' reading score. The improvement in the result of the test from the pre-test until post-test 2 was clear enough.

In the pre-test, there were 11 or 32.35% students that pass the minimum criterion mastery. After the implementation of the cycle 1, there were 19 or 55.88% students that pass the criteria of success. Based on the result of the test in the cycle 1, there still need at least 6 students more who have to pass the minimum criterion mastery in order to achieve the criteria of success. After revised a plan and applied the cycle 2, there were 27 or 79.41% students that pass the minimum criterion mastery. It meant that the researcher did not need to conduct the next cycle, because the criteria of success have been achieved. The improvement of students' reading skill could be seen in the figure 4.1.3

Figure 4.1.3

The Diagram of the Students who could pass the Minimum Criterion Mastery in Pre-Test to Post-test 2



CHAPTER V

DISCUSSION

4.2 Discussion

This research was closed in the second cycle since the criteria of success was achieved in cycle II. This research was ended based on the result of the last post-test in cycle II where the students' ability in reading comprehension was gradually improved.

The implementation of skimming technique as a technique in reading activity helped students to increase their understanding in identifying the content of the texts without focusing on any details. The improvement of students reading skill could be seen from the implementation of the cycles. In the cycle 1, there was improvement of students' achievements in score. But, it was the beginning of the implementation of skimming technique. Students need to train their ability to use skimming as much as possible. So, the result of the cycle 1 did not achieve the criteria of success.

In the cycle 2, the researcher revised the lesson plan and gave more treatment to some students who still have the difficulties to use skimming technique. The treatment has been done through some exercises in pairs. After discussed the exercises, the researcher let students to ask deeper about their difficulty. This was the last preparation before conducted the Post-Test 2.

Moreover, skimming technique taught students to increase their vocabulary by themselves. Because when doing skimming, students did not need

to focus on the meaning by each word. So, they have to increase their knowledge of vocabularies by themselves if they want to be a master of skimming. Brown (2007) states that the reader brings information, knowledge, emotion, experience, and culture to printed word.

This study was also in line with the previous study by Rofiqoh (2013) entitled "An Experimental Study on the Use of Skimming Technique to Improve Students' Achievement in Reading Narrative Text". The result of this study constantly showed the improvement of students' scores based on every test given by the researcher. Rofiqoh (2013) took two experimental classes to do the test, the first class was skimming class and the second was not skimming class. It showed that using skimming in teaching reading comprehension is more effective than teaching reading comprehension without skimming.

Skimming technique helped students when they faced the exam. By doing Skimming, students would be found the main idea of a paragraph with a good times management. Good readers do not typically guess the meaning of unknown words from context, because they do not need to (Grabe, 2009).

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents a general conclusion and suggestion for the English teacher, students and also for the next researcher related to the previous chapters, i.e. Findings and Discussion as presented in chapter IV and V.

5.1 Conclusions

Some conclusions are drawn in a final part of this study from the findings and discussion that were presented in the previous chapters. There were some strategies could be used in teaching reading. From the preliminary study through the interview, the researcher guided by the English teacher decided to use skimming technique to improve students' reading skill. There were complex reasons why the researcher used skimming technique as a solution to improve students' reading skill. It was because skimming helped students in identifying the main idea of a paragraph especially when they were facing the exam in limited time.

Further, the focus in this research was based on the research problem "how can skimming technique improve students' reading skill?". Through this technique, the researcher could be taught students how to understand the content of the text without forcing students to identify any detail in the text. And also skimming technique helped students to finish their worked in the limited time.

The improvement of students' reading skill could be seen in by implementing skimming technique in teaching reading, the students have increased their speed in understanding the content of a text. Skimming is a

different technique that could be effective to teach the students in the process of teaching reading. Skimming was also useful for students who face the exam with limited time. Finally, the students' reading skill of 8B class at Junior High School 1 Tumpang has improved.

Based on the improvement of the students' scores, the result of the pre-test to the post-test 2 showed the significant improvement. Before the implementation of skimming technique, the students who could pass the minimum mastery criterion (KKM) were 11 or 32.35% students then after the implementation of jigsaw, there were 27 or 79.41% students who could pass the minimum mastery criterion (KKM). Based on the result above, the researcher concluded that the skimming technique can improve the students' reading achievement.

5.2 Suggestions

Regarding the implementation of skimming technique in reading skill, there were several suggestions given to next researchers who will do a research on the same topic and the English teachers.

1. English teachers were suggested to use skimming technique to train students understanding the content of the text. Also, the teachers should ask the students to increase their vocabulary by themselves to help them apply the skimming technique.
2. Students were suggested to use and train their ability to mastering skimming as a technique to improve their ability to identifying the main idea of a paragraph and a context of a text.

3. The next researchers who want to conduct studies that relate to the skimming technique in teaching reading comprehension were suggested to conduct by using skimming technique connected with another technique like “skimming-scanning” in improving the students’ reading skill.



REFERENCES

Adler, C. R. (2001). *Seven Strategies to Teach Students Text Comprehension*.
<http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension> (Accessed on November 13, 2014).

Alyousef, H. S. (2005). *Teaching Reading Comprehension to ESL/EFL Learners*.
Vol. 5, No. 2. The Reading Matrik.

Aqudelo, Avila, and Lopez, A. Y. G (2007). *How to Improve Sixth Graders' Reading Comprehension through the Skimming Technique*. Institución Educativa Distrital Venecia, Colombia.

Beale, A. M. (2007). *Excerpted with permission from Chapter 9 "Success Skills: Strategies for Study and Life Long Learning. 3rd Edition"*. Published by Thomson/Cengage.

Beale, A. M. (2013). *Skimming and Scanning: Two Important Strategies for Speeding up Your Reading*.
<http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/> (Accessed on November 13, 2014).

Bell, T. (1998). *Extensive Reading: Why? And How?*. The Internet TESL Journal, Vol. IV, No. 12. <http://iteslj.org/Articles/Bell-Reading.html> (Accessed on November 13, 2014).

Bhagora, Dr. C. (2012). *Developing Student's Reading Skills in Classroom*. Shri H. N. Shukla College of Teachers Education.

Bogdan, R. C and Biklen, S. K. (2003). *Qualitative Research for Education: An introduction to Theories and Methods*. (4th edition). New York: Pearson Education Group.

Brown, H. D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Upper Saddle River, Prentice Hall Regents.

Brown, H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy, Second Edition*. New York: Addison Wesley Longman Inc.

Brown, H. D. (2007). *Teaching by principles: an interactive approach to language pedagogy, Third Editio*. San Francisco State University.

Pambudi, I. P. (2012). *The Implementation of Three-Phase Technique in Teaching Reading to Eight Grade Students of Rsbi Class at Smpn 5 Malang*. Malang. Faculty Of Letters, State University Of Malang.

Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

Diaz and Laguado, J. C. (2013). *Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research*. Pamplona, Colombia.

Erten, Hakki, I., and Karakas, M (2007). *Understanding the Divergent Influences of Reading Activities on the Comprehension of Short Stories*. Vol. 7, No. 3. The reading Matrik.

Franklin, M. (2013). *18 Contoh Recount Text Bahasa Inggris*. <http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html> (Accessed on April 14, 2015).

Fujianto (2013). *5 Contoh Singkat Recount Text Bahasa Inggris*. <http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html> (Accessed on April 15, 2015).

Grabe, W. (2009). *Reading in a Second Language*. Cambridge: Cambridge University Press.

Hong, N. C. (2013). *Teaching of Skimming at Tertiary Level: Theoretical and Pedagogical Issues*. Singapore, National Institute of Education, Nanyang Technological University.

Howell, Dr. R. T. (2002). *Classroom Action Research: A Case Study Assessing Students' Perceptions and Learning Outcomes of Classroom Teaching Versus On-line Teaching*. <http://scholar.lib.vt.edu/ejournals/JITE/v40n1/schmidt.html> (Accessed on November 13, 2014).

Hubarat, B. J. W., and Arifin, T. M. (2012). *The Effect of Applying Skimming Technique on Grade XI Students' Reading Comprehension*. A graduate of English Language and Literature Department of UNIMED. Improving Reading Skills, Source: Skyline College.

Kemmis, S. and McTaggart, R. (1988). *The action research planner*. Deakin University Press.

Kemmis, S. and McTaggart, R. (1992). *The Action Research Planner*. Deakin University Press.

Klein, M. L., Peterson, S., and Simington, L. (1991). *Teaching Reading in the Elementary Grades*. Needham Heights, Mass.: Allyn and Bacon.

Logan, G. D. et al, Fuchs, L. S., Lyns S., Funch, D., and Hosp, M. K. (2001). *Oral Reading Fluency as an Indicator of Reading Competence: "A Theoretical, and Historical Analysis"*'s. Peabody College of Vanderbilt University.

Maxwell (1972). *Skimming and Scanning Improvement: The Needs, Assumptions and Knowledge Base Journal of Reading Behavior*. Vol. 5, No. 1, from: <http://jlr.sagepub.com/content/5/1/47.full.pdf+html> (Accessed on January 15, 2015).

McCarthy, C. P. (1999). *Reading theory as a microcosm of the four skills*. Applied Linguistics Series.

McNiff, J. (2002). *Action Research: Principles and Practice*. London: Routledge.

Purnama, Y. H. (2012). *The Effectiveness of the Use of Scanning Strategy to Improve Students' Reading Achievement of the Second Year of MtsN Wonosegoro in the Academic year 2011/2012*. Salatiga. English Department of Educational Faculty, State Institute for Islamic Studies (Stain).

Rahmawati (2008). *Six Strategies To Improve Reading Comprehension Action Research Of The Senior High School Students At The Indonesian School Of Bangkok*. from: http://litu.tu.ac.th/2012/images/litu/Research/student/2550/Agustinah_4921032183pdf (Accessed on November 10, 2014).

Rofiqoh, S. (2013). *An Experimental Study on the Use of Skimming Technique to Improve Students' Achievement in Reading Narrative text*. Salatiga. English Department of Educational Faculty, State Institute for Islamic Studies (STAIN).

Stanley, G. (2005). *Extensive Reading*. <http://www.teachingenglish.org.uk/think/read/extensive.shtml> (Accessed on January 15, 2015).

A

P

P

E

N

D

I

C

E

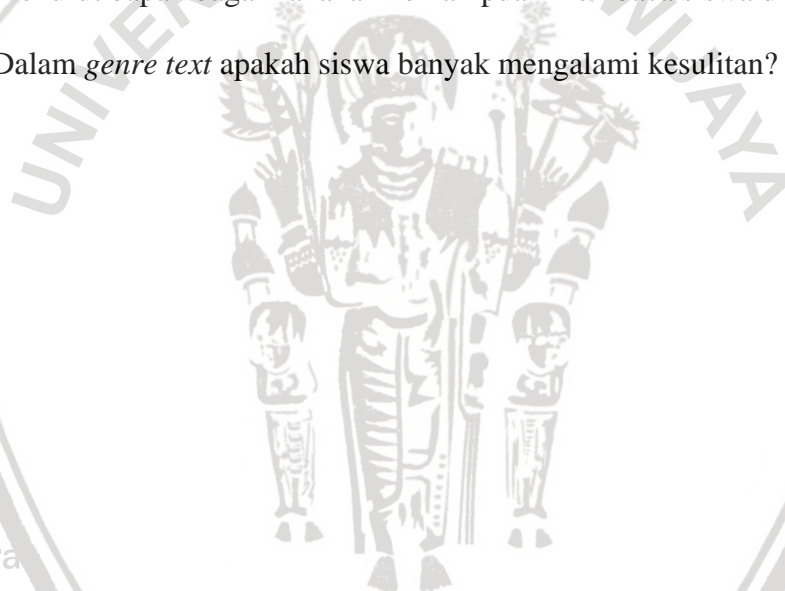
S



APPENDIX 1

Interview Guide

1. Apakah masalah yang dihadapi siswa dalam mata pelajaran bahasa Inggris?
2. Jika dikategorikan dalam 4 skill (*listening, speaking, writing, reading*), di skill manakah para siswa mengalami kesulitan?
3. Menurut bapak, adakah solusi agar siswa khususnya di kelas 8B dapat meningkatkan kemampuan berbahasa Inggris?
4. Menurut bapak bagaimanakah kemampuan membaca siswa di kelas 8B?
5. Dalam *genre text* apakah siswa banyak mengalami kesulitan?



APPENDIX 2

The Result of Interview

1. Apakah masalah yang dihadapi siswa dalam mata pelajaran bahasa inggris?

Pada dasarnya, kemampuan siswa dalam menyerap pelajaran bahasa inggris cukup bervariasi. Dalam hal ini, kebanyakan siswa khususnya di kelas 8B memiliki kesulitan dalam mengungkapkan pendapat dalam berbahasa inggris dikarenakan lemah dalam vocabulary, kurang membaca, kurang percaya diri, dll.

2. Jika di kategorikan dalam 4 skill (*listening, speaking, writing, reading*), di skill manakah para siswa mengalami kesulitan?

Sebenarnya, kami tidak pernah memfokuskan hanya pada 1 *skill* saja. Akan tetapi kita memberikan porsi yang rata pada setiap *skill*. Untuk menguasai bahasa inggris, maka ke 4 *skills* tersebut harus dikuasai dengan baik. Untuk menguasainya maka siswa diharuskan untuk melatih dirinya secara pribadi, selain mendapat pelajaran di sekolah.

3. Menurut bapak, adakah solusi agar siswa khususnya di kelas 8B dapat meningkatkan kemampuan berbahasa inggris?

Menurut saya bagian terpenting untuk meningkatkan kemampuan berbahasa inggris atau mata pelajaran lain adalah membaca. Membaca adalah bagian terpenting dalam mempelajari suatu ilmu. Maka dari itu kita sebagai tenaga pendidik harus berusaha meningkatkan kemauan dan kemampuan siswa dalam membaca.

4. Menurut bapak bagaimanakah kemampuan membaca siswa di kelas 8B?

Menurut hasil UTS semester lalu, kebanyakan siswa 8B mengalami kesulitan dalam mengerjakan soal dengan text yang panjang. Mereka kesulitan dalam memahami isi sebuah text atau untuk menemukan *main idea* pada sebuah paragraf.

5. Dalam *genre text* apakah siswa banyak mengalami kesulitan?

Dalam reading skill, pembelajaran di kelas 8b telah berjalan sesuai dengan kurikulum dan silabus yang berlaku saat ini, yaitu KTSP. Di dalam silabus sendiri, untuk siswa kelas 8 mendapatkan genre text descriptive text, recount text, dan narrative text. Setiap genre text di atas memiliki kesulitan masing2. Namun, dalam hal ini menurut saya yang paling sulit untuk dipahami siswa adalah recount dan narrative text. Karena di text tersebut menggunakan past tense. Sedangkan untuk descriptive text menggunakan present tense.

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|------------------|--------------------------------|
| Sekolah | : SMP Negeri 1 Tumpang, Malang |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : 8B / Dua |
| Materi Pokok | : <i>Recount text</i> |
| Skill | : Reading |
| Alokasi Waktu | : 2 x 40 menit (3 x pertemuan) |

A. Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar dan Indikator

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount*.

C. Indikator

1. Mengidentifikasi tujuan komunikatif teks *recount*.
2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount*.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi sosial dan struktur bahasa yang terdapat pada *recount text*.
2. Menjawab pertanyaan tentang informasi yang terdapat dalam *recount text*.

D. Materi Pembelajaran

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened.
- **Events** tell what happened and in what sequence
- **Reorientation** consists of optional-closure of events/ending.

Sunday the Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball led me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice.

After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can. But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house.

My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more. That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

1. Unsur kebahasaan

- Kata-kata terkait dengan kegiatan siswa dan kejadian lampau yang banyak dibicarakan.
- Past: Simple, Continuous, Perfect tense
- Adverbial dan frasa prepositional yang menyatakan waktu, cara, dsb.
- Ucapan, rujukan kata tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

Metode pembelajaran : *Skimming Technique*

F. Media, Alat, dan Sumber Pembelajaran

1. Media

- Teks *recount*

Wonderful Beach, Parangtritis Beach

Parangtritis beach was one of beach that I ever met beside Pangandaran , and Kute beach. I went to Parangtritis beach when I was in senior high school. I

went to this beach beside for finding the data for my final report; it was also used to fill the holiday time.

The first impression when I arrived in Parangtritis beach was very beautiful and very extraordinary. It was because the sea's wave was so big and the sand on that beach was so white. Then, when I and my friends saw those things, we run to that beach. Nevertheless, it was very hard for us when running. It was because I and my friends used sandals or shoes when I and my friends run on the sands. For that, I and my friends decided to put off our sandals and shoes to be put another area. After that, I and my friend run to the wave easily.

Then, one thing that I wanted you to know was when you would visit this beach. You might not wear shirt or skirt (clothes) in green color. It was caused by the existence of myth in that area about the existence of Nyi Roro kidul, the master in that beach. That myth was about if there were people who would visit this beach, they were forbidden to wear clothes in green color, if those people opposed it. The people would get bad luck, or even that people would be lost in the sea and their bodies would not be found.

From the myth above, I and my friends were not brave to wear cloth in green one when we playing in that beach. Nevertheless, if there was anybody who worn the green, she/he changed into other colors. Then, if we did not bring another cloth which had another color, we were no afraid. It was caused that we could find many stores which provided clothes; especially cloth only was used on beach there. Besides, the facility above, I and my friends also got other facilities like horse (it was used to go round the beach), surfing tools and others. I and my friends really enjoyed that holiday.

Steps of Skimming Technique:

- Read the title – it is the shortest possible summary of the content.
- Read the introduction or lead-in paragraph.
- Read the first paragraph completely.
- If there are subheadings, read each one, looking for relationships among them.
- Read the first sentence of each remaining paragraph.
 - a. The main idea of most paragraphs appears in the first sentence.
 - b. If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.
- Dip into the text looking for:
 - a. Clue words that answer who, what, when, why, how

- b. Proper nouns
- c. Unusual words, especially if capitalized
- d. Enumerations
- e. Qualifying adjectives (best, worst, most, etc.)
- f. Typographical cues-italics, boldface, underlining, asterisks, etc.
- Read the final paragraph completely.
- Mastering the art of skimming effectively requires that you use it as frequently as possible.
- Skimming can usually be accomplished at about 1000 words per minute.

2. Alat: Buku paket, LKS, Handout

3. Sumber Pelajaran

Suparmin, dkk. 2013. *Bahasa dan Sastra Inggris (Peminatan Bahasa dan Budaya) untuk SMA dan MA kelas X*. Surakarta : Mediatama.

Azar, Betty Schramper. 1997. *Fun with Grammar: Communicative Activities for The Azar Series*. America: Prentice Hall Regents.

Langkah-langkah Kegiatan pembelajaran

Pertemuan 1

| Phase | Activities | Time |
|----------------|---|---------------------|
| Opening | <ul style="list-style-type: none"> - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa. - <i>Assalamualaikum wr.wb, the captain of the class, please lead the prayer.</i> - Guru menanyakan kondisi siswa - <i>How are you today? I'm fine, thank you</i> - Guru memeriksa kehadiran peserta didik - Guru mereview tentang materi yang telah dipelajari di pertemuan minggu lalu. - Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. | 10 menit |

| | | |
|----------------------------|--|----------------------------|
| <p>Main</p> | <ul style="list-style-type: none"> - Guru menjelaskan <i>Skimming technique</i> - Guru menanyakan pengalaman apakah yang pernah dialami oleh siswa dan guru memberikan <i>feedback</i> (memberi contoh dan menjelaskan <i>recount text</i>) atas jawaban yang diberikan siswa. - Guru memberikan teks bacaan yang sudah ada pada buku paket tentang teks <i>recount</i> - Siswa diminta untuk membaca secara detail isi dari paragraf tersebut. - Siswa diminta memahami isi secara detail isi dari teks bacaan dan mengidentifikasi <i>main idea/ide</i> pokok text - Siswa diberikan soal tentang teks <i>recount</i>. - Siswa mengerjakan <i>comprehension questions</i> berdasarkan teks <i>recount</i> yang diberikan oleh guru. - Siswa dan guru berdiskusi tentang jawaban dengan metode <i>Skimming</i> untuk menjawab <i>comprehension questions</i>. - Siswa memberikan respon jika mengalami kesulitan - Guru memberikan <i>feedback</i> pada siswa | <p>65 menit</p> |
| <p>Closin g</p> | <ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - <i>What we have learnt today?</i> - Guru menjelaskan tentang pyoyek yang harus dikerjakan di rumah yaitu mengasah reading comprehension dengan mengerjakan tugas pada buku paket - Guru menutup pelajaran dengan menanyakan kesan kepada siswa. - <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> - Siswa dan guru mengucapkan salam perpisahan. | <p>5 menit</p> |

Pertemuan 2

| Phase | Activities | Time |
|----------------|---|---------------------|
| Opening | <ul style="list-style-type: none"> - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa. - <i>Assalamualaikum wr.wb, the captain of the class, please lead the prayer.</i> - Guru menanyakan kondisi siswa <i>How are you today? I'm fine, thank you</i> - Guru memeriksa kehadiran peserta didik - Guru mereview tentang materi yang telah dipelajari di pertemuan minggu lalu. | 10 menit |
| Main | <ul style="list-style-type: none"> - Guru meminta agar siswa mengumpulkan PR - Guru menanyakan kesulitan yang dihadapi siswa dalam PR tersebut - Guru memberikan <i>feedback</i> berupa penjelasan mendalam tentang <i>Skimming technique</i> - Guru membagi siswa dalam beberapa kelompok - Setiap siswa dalam kelompok diberikan teks yang berbeda. - Setiap siswa diminta mencari <i>main idea</i> pada setiap paragraph di dalam teks. - Siswa diminta berdiskusi dengan anggota kelompok untuk menentukan jawaban yang benar - Siswa dan guru berdiskusi tentang jawaban yang benar. - Guru memberikan <i>feedback</i> pada siswa | 65 menit |

Closing

- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- *What we have learnt today?*

- Guru menjelaskan agar siswa mempersiapkan diri untuk menghadapi tes di pertemuan selanjutnya

- Guru menutup pelajaran dengan menanyakan kesan kepada siswa.

- *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*

- Siswa dan guru mengucapkan salam perpisahan.

**5
menit**

APPENDIX 4

Pre-Test

Answers the questions bellow correctly and carefully!

Text 1

Watching Movie

My sister and I went to see a film last night. It was an American movie called *The Lost Flight*. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean. Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

1. What is the main Idea of the text above?
- | | |
|---|--|
| A. A plane crashed on a small empty island. | C. My sister and I enjoyed the film. |
| B. How to catch fish from the sea. | D. Went to see film called the Los Flight. |

Text 2

Travelling Around the World

Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary. I spent a week in New York and then flew to London and enjoyed several weeks in Europe. When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia. First, I flew from his home in Mexico City to New York City. After through Asia, I went to South America and finally back home to Indonesia. Deri felt tired but he was very excited and wanted to travel again.

2. What is the main Idea of the text above?
- | | |
|------------------------------------|--------------------------------|
| A. Traveling around the world. | C. Deri felt tired but exited. |
| B. Wrote his journey in his diary. | D. Spent a week in New York. |

Text 3

Going to School

My mother got me ready for school, then I had to wait for her to brush my hair and place every strand in the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied, would I be allowed to rush out of the front door. I would leave home at 8 am on the dot and make my way down

the lane. After a walk of about 700 meters, I would be able to see the tall steeple of the school. The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

3. The statements below are not the main idea, except?

- A. leave home at 8 am. C. Ready for school.
B. Get into a good game of football. D. The playground would be full in the summer.

Text 4

My Great Day of Proposing Girl

I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl. After praying and taking a bath, I had my early breakfast. At about nine o'clock, I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her. At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines to almost all girls I met at my lunch. Yes, I was a little bit crazy. Finally, it was three o'clock. I remembered all my lines. I wrapped my works and got ready to pick her up and of course proposed her. I met her at four o'clock, took a little walk and went to a movie. At seven, we had a romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon. She smiled. I reached my pocket to get a ring and put it around her finger. Then she said "Yes." After driven her home, I went back to my house.

4. What is the main idea of the text above?

- A. I woke up at about five o'clock yesterday. C. Propose a girl.
B. I was thinking about the lines. D. We had a romantic dinner.

Text 5

My Bad Day on Sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly and I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

5. In the statements below, which one is the main idea?

- A. I woke up an hour late. C. I walked the three miles to my school
B. I had a terrible day. D. I burned my hand.

Text 6

Going Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. On Monday, we packed our bags and got ready to go home.

6. What is the main idea of the text above?

- A. Observe plant and insect. B. Built a fire camp. C. Went to camping.
D. Perform in the ground.

Text 7

Holiday in Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home. Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed. Last Saturday I got on the bus and went to the north of the island, It was much quieter there than here—very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages. I learned Balinese but couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

7. What is the main idea of the text above?

- A. Learned spoke Balinese C. Friendly people in Bali
B. A good weather in Bali D. A wonderful holiday in Bali

Text 8

Meeting a Star

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!

8. What is the main idea of the text above?

- A. Looking for a record store in Sunda Street. C. Meeting a star.
D. D' Masive's new record. D. Surprised by D' masive's singer.

Text 11

The Independent day of Indonesia

Yesterday my friend and I celebrated the independent day of Indonesia in the school. There were a lot of things we have done. First, we followed the contest of marbles race. There were 10 contestants that participated in that contest. From 10 contestants, I took a lead as the winner. I got a beautiful gift from the committee of the contest. Second, we followed the contest of ball dancing. Here, my friend and I became a team. Then we must dance by holding a ball through our head. Actually, I was ashamed to dance in front of a lot people. But I tried to be confident and gave my best. And finally, we were in the third place and got a nice gift. After that we felt tired and hungry. So, I asked my friend to went to the canteen for lunch.

11. A. Write the main idea of the paragraph above by using your own words!

B. Write two supporting ideas of the paragraph above by using your own words!



APPENDIX 5

Post-Test 1

Text 1 (for number 1-4)

Unforgettable Moment

Two days ago, Jenny and Eric had dinner at an Italian restaurant. Both of them ordered one medium pizza. Jenny had a bowl of soup as the appetizer and Eric had a bowl of fruit salad. They ordered soft drink for Eric and orange for Jenny. They enjoyed their meal until Jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was very sorry about it and gave them the replacement of the soup.

- Based on the text above we know that
 - The manager of the restaurant didn't feel sorry
 - The appetizer that Jenny had was pizza
 - Jenny had orange juice
 - Both Eric and Jenny enjoyed their meal in the restaurant
- What is the main idea of the second paragraph?
 - Jenny and Eric complained about the soup
 - Jenny and Eric had dinner together
 - The manager asked for apology
 - Eric ate a bowl of fruit of salad
- Why did Jenny make a complaint?
 - She found a piece of button in her soup
 - She asked for replacement
 - The meal was very nice
 - The manager was angry
- What is the purpose of the writer to write the text above?
 - To tell the writer's experience in the past
 - To describe an Italian restaurant
 - To inform to eat in a restaurant
 - To entertain the readers

Text 2 (for number 5-7)

Hide and Seek

When I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees.

We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank God, a friend finally came and helped me. He, then called others, and I was saved.

5. What made the yard a perfect place for the game? It was ...

- A. surrounded by dense banana trees. B. just behind the writer's house.
C. a place where he takes a bath. D. near a river.

6. Why was the writer scared when he fell into the river?

- A. He had never been to the river at night. B. He had never been to the river before.
C. He found the river was very deep. D. He didn't like the water.

7. What is the main idea of paragraph two?

- A. The river was very dark.
B. The writer played until late at night.
C. The writer was hiding among the banana trees.
D. Something strange was tickling the writer's feet.

Text 3 (for number 8-10)

Horrible Nightmare

"Don't eat just before going to bed!" my mother used to tell me. "You might get a nightmare." How right she was. I never believed her until it happened to me.

It was a night when I felt hungry just as I was about to go to bed. So I made myself a peanut-butter sandwich and a large cold glass of milk. After consuming them I went to bed.

Soon I drifted off into a troubled sleep. I dreamt that I was with a group of people looking for an old woman. I was not sure why we were looking for her but we all seemed afraid of her. Somehow we had to find her. So there I was, searching high and low for her in frightful places I had never been before. Sometimes I seemed to be flying while at other times I seemed unable to move. The whole atmosphere was one of fear, like a dreadful horror-movie in which I was a victim. After some searching I entered a darkened room and saw a figure sleeping on a bed. As I got nearer the figure suddenly threw away the blanket, got up and stared at me. It was an ugly old woman with shiny golden teeth. She raised her claw-like fingers and walked towards me. I wanted to run but was unable to. I tried to scream but found that I could not. In horror I struggled and struggled to get away from the frightful woman.

The next moment I gave a muffled yell and found myself panting on my bed. My goodness, what a horrible nightmare it was! For a minute or so I lay on my bed not daring to close my eyes for fear of falling asleep again and continuing the nightmare. Then I sat up on my bed until the horrible feeling passed. From then on I never eat just before going to sleep.

Source: http://www.englishdaily626.com/junior_english_essays.php?011.

8. Why did writer never eat again before going to sleep?

- A. He was afraid being a fat boy.
B. He was afraid to meet an old woman.
C. He didn't want to have a trouble sleep.
D. He didn't want to get a horrible nightmare.

9. What is the main idea of the the paragraph 3?

- A. get away from the frightful woman
- B. Drifted off into a troubled slept
- C. seemed unable to move
- D. a figure sleeping on a bed

10. Why the writer sat up on his bed?

- A. To make him fall asleep
- B. to make the horrible feeling passed
- C. to get away from the frightful woman
- D. to help the writer closes his eyes

Text 4 (for numbers 11-13)

Embarrassing Experienced

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.

Soon the bus was noisy with gulping sounds. Everyone was enjoying his/her own drink. Everyone? Well, no ... I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! This soft drinks are already expired. The expiry date is last May." At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, "You fool, that's May next year, not May this year!" Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor.

11. What does the text above tell us about?

- A. The new product of soft drink.
- B. Tiring journey to the museum.
- C. Embarrassing experience of the writer.
- D. The advertisement of the soft drink.

12. What did the writer do when he looked at the expired date of the drink?

- A. He threw the drink in the bin.
- B. He gave the drink to his friend.
- C. He asked his friend to stop drinking soon.
- D. He kept the drink under his seat.

13. From the text we know that...

- A. knew the exact expired date of the drink
- B. the writers' friends thanked him for reminding them

- C. the writer knew that the flavor of the drink was not good
 D. the writer had made mistakes looking at the expired date of the drink.

Text 5 (for number 14-16)

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.

There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But since then Thomas never pulled my hair again.

14. The writer started studying in his school when she was...years old.

- A. 3 B. 4 C. 5 D. 7

15. Thomas never pulled the writer's hair again because

- A. He was afraid of the writer B. He was afraid of the teacher
 C. He moved to another school D. The writer was bigger than he was

16. What is the main idea of paragraph 2?

- A. Thomas never pulled my hair again B. The teacher was very angry with me
 C. A little boy called Thomas D. Thomas used to pull my hair

Text 6 (for number 17-20)

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning, we went to Yogyakraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

17. The text above mainly discussed about?

- A. The writer's trip to Yogyakarta B. The writer's first visit to Prambanan
 C. The writer's impression about the guide D. The writer's impression about Borobudur

18. The structure of the first paragraph called?

- A. Event B. Reason C. Re-orientation D. Orientation

19. Which of the following statement is TRUE?

- A. The writer and the students went to Yogyakarta for having research.
B. The writer went to Borobudur first and then to Kraton.
C. The writer was very disappointed with the guide.
D. The writer left for Jakarta on Friday

20. Which temple was being renovated?

- A. Syiwa B. Brahma C. Wisnu D. Syiwa and Wisnu



APPENDIX 6

Post-Test 2

Text 1 (for number 1-7)

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; IntanPariwara)

1. Why did the people gather under the Town Hall clock?
 - A. To welcome the New Year
 - B. To see the newly bought clock
 - C. To strike the laughing people
 - D. To stop people who shouted
2. Based on the text, where was the writer?
 - A. At the center of the town
 - B. At home
 - C. AT the beach
 - D. At the market
3. When did the event happen?
 - A. in the middle of the year
 - B. the end of the year
 - C. Christmas celebration
 - D. at the weekend as usual
4. Which of the following is not true according to the text?
 - A. the writer was waiting to celebrate the New Year.
 - B. the writer brought a watch.
 - C. the writer was very happy.
 - D. The writer celebrated the New Year with his family.
5. What probably happened when someone shouted that the clock stopped?
 - A. Everybody directly celebrated the New Year
 - B. everybody sings and laugh.
 - C. everybody looked for a watch.
 - D. everybody shouted too.
6. What does the first sentence tell you?
 - A. The problem that the writer met
 - B. The funny thing in the story
 - C. The opening of the story
 - D. The past event
7. "It would strike twelve in twenty minutes' time."
The underlined word refers to ...
 - A. the clock
 - B. author's watch

After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship.

12. Where did the writer go for vacation?

- A. Indonesia B. Atlantic Ocean
C. Australia D. New Zealand

13. What were animals seen by the writer in the swimming pool?

- A. snake, seahorse, and dolphins B. whales, dolphins, and sealions
C. sea lions, seahorse, and whales D. whales, dolphins, and seahorse

14. What is the main idea of the text above?

- A. visited a marine park called Sea World B. enjoyed my vacation in Australia
C. watched a wonderful water ski show D. watch performing animal

Text 4 (for number 15-18)

Last month, the eight year students of SMP 1 visited Yogyakarta Palace. There were five buses taking them to Yogyakarta. Early in the morning, they gathered at the school yard. Each student brought some snacks and drink.

After a small ceremony, at seven o'clock they left for Yogyakarta. At nine thirty the buses arrived in Magelang. They went to Borobudur temple. There, the students enjoyed the scene of the temple. They were there until lunch time and they had their lunch in a restaurant nearby. After lunch they continued the trip and arrived at Yogyakarta Palace at 2 p.m. In Yogyakarta Palace the students studied many things related to the Palace. They learned the history of Yogyakarta Palace and also some ceremonies conducted in the palace.

At 4 in the afternoon the buses left Yogyakarta. Then the buses stopped at Secang, a little town in the north of Magelang. The students bought some souvenirs there. The buses arrived back at school at 7 p.m. The students were tired but very happy.

15. What is the purpose of the text above?

- A. to describe Borobudur and Yogyakarta Palace. B. to tell the experience of the students.
C. to tell how to go to Yogyakarta. D. to entertain the readers.

16. Which statement is NOT TRUE based on the text?

- A. The students had lunch in a restaurant near the temple.
B. Yogyakarta Palace conducted ceremonies in the palace.
C. The students brought some snacks and drinks.
D. The buses arrived back at school late at night.

17. What did the students do in Borobudur temple?

- A. They ate in a restaurant. B. They bought some souvenirs.
C. They brought some food and drink. D. They enjoyed the scene of the temple.

18. What is the main idea of the text above?

- A. Visited Yogyakarta palace
 B. They learned the history of Yogyakarta Palace
 C. The students were tired but very happy
 D. Went to Borobudur temple

Text 5 (for number 19-20)

Bad experience

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue jeans.

That was on Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you...! Stop!!" Then, he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

19. What does the text talk about?

- A. The writer's fault at the blue jeans shop.
 B. The writer's bad experience at a fashion shop.
 C. The shop assistant's activity.
 D. The security officer's fault.

20. Why did the detector beep?

- A. The security officer shouted at the writer.
 B. The security officer took the writer to the manager's room.
 C. The shop assistant forgot to take the censor clip on the blue jeans.
 D. The shop assistant found that the writer stole a pair of blue jeans.

APPENDIX 7

Table 3.6

The Score Analysis of Pre-Test

| NO | CODE | NAME | L/P | SCORE |
|----------------------|-------|----------------------------------|-----|-----------|
| 1 | 12955 | ADHA ZIHAN FADILLILLAH | L | 25 |
| 2 | 12956 | AFKE AFRISA RAMADHANI | P | 75* |
| 3 | 12957 | ALVIAN DWI PRASETYO | L | 30 |
| 4 | 12958 | AUDINA PUTRI WAHYUNINGRUM | P | 95* |
| 5 | 12959 | CORNELY MAHARANI WIDODO | P | 75* |
| 6 | 12960 | DADANG AMARTA | L | 40 |
| 7 | 12962 | DIANI RISMA DHANI | P | 50 |
| 8 | 12963 | DINDA ALIFIA DARMAJIK | P | 75* |
| 9 | 12964 | DYAN NOVITASARI | P | 35 |
| 10 | 12965 | EKA WIWIN YULIANTI | P | 75* |
| 11 | 12966 | EKO WAHYUDI | L | 75* |
| 12 | 12967 | FANIA NAFDILA FERDI ANANDA | P | 50 |
| 13 | 12968 | FARISKA NUR NAZILLAH | P | - |
| 14 | 12969 | INTAN NAFARA | P | 40 |
| 15 | 12970 | JESICA PUTRI AYU SABRINA INDRIAN | P | 50 |
| 16 | 12971 | KHARIS DONI ARYAN SYAH | L | 35 |
| 17 | 12972 | KLARISA DIFA RAHMASARI | P | 50 |
| 18 | 12973 | LIDYA SUKMA AREMANITA | P | 75* |
| 19 | 12974 | MADHA ILHAM AKBAR HADI SEPTIYA | L | 35 |
| 20 | 12975 | MAYA WAHYUNINGTYAS | P | 75* |
| 21 | 12976 | MOCHAMAD NAUFAL DAFFAUN SHIDQ | L | 45 |
| 22 | 12977 | MUHAMAD ROHMAN | L | 30 |
| 23 | 12978 | MUHAMMAD IQBAL | L | 25 |
| 24 | 12979 | NUR TAOUFIQ | L | 50 |
| 25 | 12980 | RURI AISIA ZAKZKI | P | 30 |
| 26 | 12981 | SALSABILLAH YUNIARTA SARI | P | 85* |
| 27 | 12982 | SEPTYAN DWI CAHYONO | L | 50 |
| 28 | 12983 | SILVIA REVALINA ANGGRAENI | P | 75* |
| 29 | 12984 | SISKA FITRIANA | P | 40 |
| 30 | 12985 | SOELTAN ACBAR ADRIANSYAH | L | 35 |
| 31 | 12987 | UMAMI ZULFAIDAH | P | 50 |
| 32 | 12988 | VIKRI AFRIANTO ANWAR | L | 80* |
| 33 | 13192 | VIGO ANUGRAH RANGGA PUTRA | L | 35 |
| 34 | 13229 | NURUL PUTRI RAMADHANI | P | 45 |
| TOTAL OF PASS | | | | 11 |

APPENDIX 8

Table 4.1.1

The Students' Score of Post-Test in cycle 1

| NO | CODE | NAME | L/P | SCORE |
|----------------------|-------|----------------------------------|-----|-----------|
| 1 | 12955 | ADHA ZIHAN FADILLILLAH | L | - |
| 2 | 12956 | AFKE AFRISA RAMADHANI | P | 79* |
| 3 | 12957 | ALVIAN DWI PRASETYO | L | 22 |
| 4 | 12958 | AUDINA PUTRI WAHYUNINGRUM | P | 76* |
| 5 | 12959 | CORNELY MAHARANI WIDODO | P | 76* |
| 6 | 12960 | DADANG AMARTA | L | 61 |
| 7 | 12962 | DIANI RISMA DHANI | P | 76* |
| 8 | 12963 | DINDA ALIFIA DARMAJIK | P | 76* |
| 9 | 12964 | DYAN NOVITASARI | P | 66 |
| 10 | 12965 | EKA WIWIN YULIANTI | P | 67 |
| 11 | 12966 | EKO WAHYUDI | L | 76* |
| 12 | 12967 | FANIA NAFDILA FERDI ANANDA | P | 68 |
| 13 | 12968 | FARISKA NUR NAZILLAH | P | 92* |
| 14 | 12969 | INTAN NAFARA | P | 76* |
| 15 | 12970 | JESICA PUTRI AYU SABRINA INDRIAN | P | 68 |
| 16 | 12971 | KHARIS DONI ARYAN SYAH | L | 79* |
| 17 | 12972 | KLARISA DIFA RAHMASARI | P | 90* |
| 18 | 12973 | LIDYA SUKMA AREMANITA | P | 84* |
| 19 | 12974 | MADHA ILHAM AKBAR HADI SEPTIYA | L | 76* |
| 20 | 12975 | MAYA WAHYUNINGTYAS | P | 76* |
| 21 | 12976 | MOCHAMAD NAUFAL DAFFAUN SHIDQ | L | 79* |
| 22 | 12977 | MUHAMAD ROHMAN | L | 76* |
| 23 | 12978 | MUHAMMAD IQBAL | L | 58 |
| 24 | 12979 | NUR TAOUFIQ | L | 52 |
| 25 | 12980 | RURI AISIA ZAKZKI | P | 79* |
| 26 | 12981 | SALSABILLAH YUNIARTA SARI | P | 76* |
| 27 | 12982 | SEPTYAN DWI CAHYONO | L | 76* |
| 28 | 12983 | SILVIA REVALINA ANGGRAENI | P | 58 |
| 29 | 12984 | SISKA FITRIANA | P | 58 |
| 30 | 12985 | SOELTAN ACBAR ADRIANSYAH | L | 53 |
| 31 | 12987 | UMAMI ZULFAIDAH | P | 84* |
| 32 | 12988 | VIKRI AFRIANTO ANWAR | L | 69 |
| 33 | 13192 | VIGO ANUGRAH RANGGA PUTRA | L | 60 |
| 34 | 13229 | NURUL PUTRI RAMADHANI | P | 63 |
| TOTAL OF PASS | | | | 19 |

APPENDIX 9

Table 4.1.2

The Students' Score in the Post-Test of Cycle 2

| NO | CODE | NAME | L/P | SCORE |
|----------------------|-------|----------------------------------|-----|-----------|
| 1 | 12955 | ADHA ZIHAN FADILLILLAH | L | 75* |
| 2 | 12956 | AFKE AFRISA RAMADHANI | P | 75* |
| 3 | 12957 | ALVIAN DWI PRASETYO | L | 65 |
| 4 | 12958 | AUDINA PUTRI WAHYUNINGRUM | P | 75* |
| 5 | 12959 | CORNELY MAHARANI WIDODO | P | 95* |
| 6 | 12960 | DADANG AMARTA | L | 75* |
| 7 | 12962 | DIANI RISMA DHANI | P | 75* |
| 8 | 12963 | DINDA ALIFIA DARMAJIK | P | 75* |
| 9 | 12964 | DYAN NOVITASARI | P | 95* |
| 10 | 12965 | EKA WIWIN YULIANTI | P | 85* |
| 11 | 12966 | EKO WAHYUDI | L | 75* |
| 12 | 12967 | FANIA NAFDILA FERDI ANANDA | P | 65 |
| 13 | 12968 | FARISKA NUR NAZILLAH | P | 75* |
| 14 | 12969 | INTAN NAFARA | P | 75* |
| 15 | 12970 | JESICA PUTRI AYU SABRINA INDRIAN | P | 100* |
| 16 | 12971 | KHARIS DONI ARYAN SYAH | L | 70 |
| 17 | 12972 | KLARISA DIFA RAHMASARI | P | 70 |
| 18 | 12973 | LIDYA SUKMA AREMANITA | P | 75* |
| 19 | 12974 | MADHA ILHAM AKBAR HADI SEPTIYA | L | 75* |
| 20 | 12975 | MAYA WAHYUNINGTYAS | P | 95* |
| 21 | 12976 | MOCHAMAD NAUFAL DAFFAUN SHIDQ | L | 75* |
| 22 | 12977 | MUHAMAD ROHMAN | L | 75* |
| 23 | 12978 | MUHAMMAD IQBAL | L | 75* |
| 24 | 12979 | NUR TAOUFIQ | L | 75* |
| 25 | 12980 | RURI AISIA ZAKZKI | P | 75* |
| 26 | 12981 | SALSABILLAH YUNIARTA SARI | P | 65 |
| 27 | 12982 | SEPTYAN DWI CAHYONO | L | 70 |
| 28 | 12983 | SILVIA REVALINA ANGGRAENI | P | 75* |
| 29 | 12984 | SISKA FITRIANA | P | 75* |
| 30 | 12985 | SOELTAN ACBAR ADRIANSYAH | L | 75* |
| 31 | 12987 | UMAMI ZULFAIDAH | P | 95* |
| 32 | 12988 | VIKRI AFRIANTO ANWAR | L | 75* |
| 33 | 13192 | VIGO ANUGRAH RANGGA PUTRA | L | 80* |
| 34 | 13229 | NURUL PUTRI RAMADHANI | P | 70 |
| TOTAL OF PASS | | | | 27 |

APPENDIX 10

Table 4.1.3

The Score Analysis in Pre-Test, Post-Test 1, and Post-Test 2

| NO | CODE | NAME | L/P | SCORE | | |
|----------------------|-------|----------------------------------|-----|-----------|-------------|-------------|
| | | | | Pre-Test | Post-Test 1 | Post-Test 2 |
| 1 | 12955 | ADHA ZIHAN FADILLILLAH | L | 25 | - | 75* |
| 2 | 12956 | AFKE AFRISA RAMADHANI | P | 75* | 79* | 75* |
| 3 | 12957 | ALVIAN DWI PRASETYO | L | 30 | 22 | 65 |
| 4 | 12958 | AUDINA PUTRI WAHYUNINGRUM | P | 95* | 76* | 75* |
| 5 | 12959 | CORNELY MAHARANI WIDODO | P | 75* | 76* | 95* |
| 6 | 12960 | DADANG AMARTA | L | 40 | 61 | 75* |
| 7 | 12962 | DIANI RISMA DHANI | P | 50 | 76* | 75* |
| 8 | 12963 | DINDA ALIFIA DARMAJIK | P | 75* | 76* | 75* |
| 9 | 12964 | DYAN NOVITASARI | P | 35 | 66 | 95* |
| 10 | 12965 | EKA WIWIN YULIANTI | P | 75* | 67 | 85* |
| 11 | 12966 | EKO WAHYUDI | L | 75* | 76* | 75* |
| 12 | 12967 | FANIA NAFDILA FERDI ANANDA | P | 50 | 68 | 65 |
| 13 | 12968 | FARISKA NUR NAZILLAH | P | - | 92* | 75* |
| 14 | 12969 | INTAN NAFARA | P | 40 | 76* | 75* |
| 15 | 12970 | JESICA PUTRI AYU SABRINA INDRIAN | P | 50 | 68 | 100* |
| 16 | 12971 | KHARIS DONI ARYAN SYAH | L | 35 | 79* | 70 |
| 17 | 12972 | KLARISA DIFA RAHMASARI | P | 50 | 90* | 70 |
| 18 | 12973 | LIDYA SUKMA AREMANITA | P | 75* | 84* | 75* |
| 19 | 12974 | MADHA ILHAM AKBAR HADI SEPTIYA | L | 35 | 76* | 75* |
| 20 | 12975 | MAYA WAHYUNINGTYAS | P | 75* | 76* | 95* |
| 21 | 12976 | MOCHAMAD NAUFAL DAFFAUN S. | L | 45 | 79* | 75* |
| 22 | 12977 | MUHAMAD ROHMAN | L | 30 | 76* | 75* |
| 23 | 12978 | MUHAMMAD IQBAL | L | 25 | 58 | 75* |
| 24 | 12979 | NUR TAOUFIQ | L | 50 | 52 | 75* |
| 25 | 12980 | RURI AISIA ZAKZKI | P | 30 | 79* | 75* |
| 26 | 12981 | SALSABILLAH YUNIARTA SARI | P | 85* | 76* | 65 |
| 27 | 12982 | SEPTYAN DWI CAHYONO | L | 50 | 76* | 70 |
| 28 | 12983 | SILVIA REVALINA ANGGRAENI | P | 75* | 58 | 75* |
| 29 | 12984 | SISKA FITRIANA | P | 40 | 58 | 75* |
| 30 | 12985 | SOELTAN ACBAR ADRIANSYAH | L | 35 | 53 | 75* |
| 31 | 12987 | UMAMI ZULFAIDAH | P | 50 | 84* | 95* |
| 32 | 12988 | VIKRI AFRIANTO ANWAR | L | 80* | 69 | 75* |
| 33 | 13192 | VIGO ANUGRAH RANGGA PUTRA | L | 35 | 60 | 80* |
| 34 | 13229 | NURUL PUTRI RAMADHANI | P | 45 | 63 | 70 |
| TOTAL OF PASS | | | | 11 | 19 | 27 |


KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145 Indonesia
Telp. (0341) 575875 Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id <http://www.fib.ub.ac.id>
BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Higar Iman Pribadi
2. NIM : 115110507111038
3. Program Studi : S1 Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : “ THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS’ READING SKILL (A Classroom Action Research in the Second Year Students of Junior High School 1 Tumpang in the Academic Year 2014/2015) “
6. Tanggal Mengajukan : 12 Januari 2015
7. Tanggal Selesai Revisi : 27 Januari 2016
8. Nama Pembimbing : Widya Caterine Perdhani, M.Pd
9. Keterangan Konsultasi :

| No | Tanggal | Materi | Pembimbing | Paraf |
|----|------------------|------------------------|-------------------------------|-------|
| 1 | 17 Januari 2015 | Pengajuan Judul | Widya Caterine Perdhani, M.Pd | |
| 2 | 24 Februari 2015 | BAB I | Widya Caterine Perdhani, M.Pd | |
| 3 | 7 Maret 2015 | BAB I | Widya Caterine Perdhani, M.Pd | |
| 4 | 13 Maret 2015 | BAB I dan II | Widya Caterine Perdhani, M.Pd | |
| 5 | 2 April 2015 | BAB I, II, dan II | Widya Caterine Perdhani, M.Pd | |
| 6 | 20 April 2015 | BAB I, II, dan III | Widya Caterine Perdhani, M.Pd | |
| 7 | 4 Mei 2015 | Seminar Proposal | Widya Caterine Perdhani, M.Pd | |
| 8 | 8 Oktober 2015 | BAB I, II, III, dan IV | Widya Caterine Perdhani, M.Pd | |
| 9 | 19 Oktober 2015 | BAB IV dan V | Widya Caterine Perdhani, M.Pd | |
| 10 | 21 Desember 2015 | BAB IV dan V | Widya Caterine Perdhani, M.Pd | |

| | | | |
|----|-----------------|---------------------------|----------------------------------|
| 11 | 5 Januari 2016 | BAB I - V | Widya Caterine Perdhani, M.Pd |
| 12 | 8 Januari 2016 | BAB I- V | Widya Caterine Perdhani, M.Pd |
| 13 | 11 Januari 2016 | Abstrak dan appendix | Widya Caterine Perdhani, M.Pd |
| 14 | 13 Januari 2016 | Seminar Hasil | Widya Caterine Perdhani, M.Pd |
| 15 | 25 Januari 2016 | Abstrak dan BAB I – VI | Widya Caterine Perdhani, M.Pd |
| 16 | | Abstrak dan BAB I – VI | Widya Caterine Perdhani, M.Pd |

Telah dievaluasi dan diuji dengan nilai:

Pembimbing I

Malang,

Sighted by,
Vice Dean of Academic Affair

Widya Caterine Perdhani M.Pd
NIK. 201009 860621 2 001

Syariful Muttaqin, M.A
NIP 19751101 200312 1 001