

**THE USE OF SKIMMING TECHNIQUE TO ENHANCE READING SKILL
AT THE ELEVENTH GRADE STUDENTS
OF MA MUHAMMADIYAH 1 PONOROGO**

THESIS



By

RISKA DWI PRASETIYOWATI

NIM. 204180159

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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ABSTRACT

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Keywords: *Skimming Technique, Reading, Senior High School*

Reading is one of the language skills that must be mastered well by the students because reading is an important factor that influences one's activity in communication. Students who have difficulty in reading will be disturbed in understanding the lessons especially English text. The skimming technique is the ability to in common ideas finds information on or from the text. This skimming technique helps students get an overview of the text by seeing the relationships between sentences and understanding the relevant details and content of what they read. While reading is recommended to read the text, first and last paragraph sentences for the main idea of the text is usually listed in this section.

The purpose of this study are 1.) To describe the use of skimming technique to enhance reading skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo. 2.) To describe the behavior changes at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo after they are taught reading skill using skimming technique.

The approach applied in this research was qualitative and the method used was descriptive qualitative design. The research was conducted in the eleventh grade students of MA Muhammadiyah 1 Ponorogo. The data sources of this research are the eleventh grade students and English teacher at MA Muhammadiyah 1 Ponorogo. The technique of data collection, the researcher used observation, interview, and documentation. To analyze the data, the researcher used data reduction, data display, and conclusion drawing or verification.

The results of this research are: 1.) The use of skimming technique to enhance reading skill there are several ways, first, read the title, then read the introduction or the first paragraph. Then read the first sentence of another paragraph. After that, read each title and subtitle. Pay attention to pictures, charts, or graphics, also pay attention to words or phrases that are italicized or bold. Finally, read the summary or last paragraph. 2.) Several changes in student behavior after they are taught reading skill using skimming technique, such as students better understanding the material given by the teacher, students can improve understanding after learning to read using skimming techniques, students find it easier to find answers to questions using skimming techniques, students directly answer questions without reading first, students are enthusiastic in reading class, students are enthusiastic during learning to read using skimming techniques, students pay attention to the explanations given by skimming technique teachers, active students in class often ask and have opinions, students have the courage to convey conclusions from the reading text.

APPROVAL SHEET

This is certify that Sarjana's thesis of:

Name : Riska Dwi Prasetyowati
Student Number : 204180159
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Use of Skimming Technique to Enhance Reading Skill at the
Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo

Has been approved by the advisors and is recommended for approval and acceptance.

Advisor



Dr. Tintin Susilowati, M.Pd
NIP. 19771116 200801 2 017

Date, 28 April 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Dr. Puspa Kirana, M.Pd
NIP. 19830327 201101 2 007



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is certify that Sarjana's thesis of:

Name : Riska Dwi Prasetyowati
Student Number : 204180159
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Use of Skimming Technique to Enhance Reading Skill at the
Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo

Has been approved by the board of examiners on

Day : Thursday
Date : 2nd June 2022

and has been accepted as the requirement for the degree the *sarjana* in English Education on:

Day : Wednesday
Date : 8th June 2022

Ponorogo, 8th June 2022

Certified by

The Acting Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. H. Moh. Miftachul Choiri, M. A

NIP. 197404181999031002

Board of Examiners

1. Chairman : Dr. Dhinuk Puspita Kirana, M. Pd (.....)
2. Examiner I : Wiwin Widyawati, M. Hum (.....)
3. Examiner II : Dr. Tintin Susilowati, M. Pd (.....)

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Yang bertanda tangan dibawah ini:

Nama : Riska Dwi Prasetyowati
NIM : 204180159
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/ Tesis : The Use of Skimming Technique to Enhance Reading Skill at the
Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo

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Ponorogo, 22 Juni 2022

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Riska Dwi Prasetyowati

NIM 204180159

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Saya yang bertanda tangan dibawah ini:

Nama : Riska Dwi Prasetyowati
NIM : 204180159
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo
Judul Skripsi : The Use of Skimming Technique to Enhance Reading Skill at the Eleventh Grade Students of MA Muhammadiyah I Ponorogo

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CHAPTER I

INTRODUCTION

The research background, research focus, research statement, research purpose, and thesis organization are all described in this chapter.

A. Background of the Study

Language is one of the most important tools for conveying what people are thinking and communicating with others around the world. People can exchange knowledge, beliefs, ideas, commands, and sentiments by using language. When humans utilize language, Andrea Tyler claims, they do so for a specific reason. One of them is always a contextual conversation with other people.¹

Language plays an important role in the world of education. In other words, support the learning process. The intellectual, social and emotional development of students supports the success of learning. Language aims to help students know themselves and their environment. Students are expected to improve their ideas analytically and imaginatively.

From elementary school to university, English is a required subject. Studying English aims to improve students' ability to communicate correctly, both orally and in writing. Students' reading comprehension can be achieved through the reading process which is one of the four language skills. Reading comprehension is very important because it can support other language skills.

With reading, students gain knowledge that is very beneficial for the growth and development of their reasoning, social, and emotional powers. Anderson argues that reading is a

¹Andrea Tyler, ed., *Language in Use: Cognitive and Discourse Perspectives on Language and Language Learning*, Georgetown University Round Table on Languages and Linguistics Series (Georgetown University Round Table on Languages and Linguistics, Washington, D.C: Georgetown University Press, 2005), xi.

basic life skill that is the basis of children's success at school and throughout their lives.² Reading, according to Serravallo, entails thinking about, comprehending, and accepting the meaning of the text.³ Furthermore, reading ability is a cognitive capacity that allows a person to connect with written content.⁴ Reading is more than just gazing at the symbols written on the page. A reader can use a variety of abilities to ensure that the stuff he or she reads is understood.

In learning, especially in English subjects at MA Muhammadiyah 1 Ponorogo, there are several obstacles occurred in the class, including the lack of interest from the students themselves to want to read, the limited time for students to read, students still spelled using their fingers/other pointing devices when reading, students answering questions often linger the reading text is too long when the teacher explains students do not pay attention to the teacher's explanation during the learning process, students quickly feel bored because they have difficulty understanding the meaning of difficult words from the reading.

This means that so far, reading learning has been carried out only in ordinary reading lessons. Learning to read is considered complete when students can answer questions from the text presented. The learning is considered very boring so it reduces students' interest in reading and is not able to measure reading ability optimally.

Reading is a difficult process for all students learning to read because English is a foreign language and it is difficult to understand English texts. Narrative, procedure, descriptive, report, and recount are all forms of reading texts that students in high school are taught and required to understand.

²Richard C Anderson et al., *Becoming a Nation of Readers: The Report of the Commission on Reading*. (Washington D.C.: The National Academy of Education., 1985), 1.

³Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers* (Portsmouth, NH: Heinemann, 2010), 43.

⁴M Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," *Celje, Slovenia, University of Kragujevac*, September 2010, 1.

Among four categories of text, A recount text is a text that tells you a part of experience. The purpose of a fact-based story is to document things and assess their importance in some way. A recount story is an expression of an attitude or emotion that is usually done by a narrator about an event. A biographical story is a text that narrates a person's life using him, her, that, and third-party narrators like him. A biographical story includes a factual story or a person's life story.

From some of the description above, to enhance students' reading skills, it is felt that there is a need for the teacher to have innovation and creativity in determining reading learning techniques. The selection of the right technique is expected to motivate students to take part in reading lessons because they feel that there is a different experience when taking lessons and their ability to understand the contents of the reading increase.

Wallace states that for an efficient reader, the reader does not have to read every word in the text.⁵ This means the reader needs to find information. To manage your time effectively, you should read the text instead of reading the entire text. There are several techniques you can use to save time, one of which is skimming.

Skimming technique is the ability to find the same idea to find information inside and outside the text. According to Brown, the technological process of skimming is a simple cover for reading a text to determine key points and key ideas.⁶ This shows that students should avoid reading the text, but should seek conclusions to get an overview of the text. This skimming technique helps students get an overview of the text by seeing the relationships between sentences and understanding the relevant details and content of what they read. Although reading the

⁵Michael J. Wallace, *Study Skills in English: A Course in Reading Skills for Academic Purposes*, 2nd ed (Cambridge [Eng.]; New York: Cambridge University Press, 2004), 10.

⁶H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco, California: longman.com, 2003), 213.

material is recommended, this portion usually consists of the primary statement in the first and last paragraphs of the text's major theme.

According to the facts of data from previous studies, the use of skimming techniques is very necessary for the reading process. Research conducted by Bobby Paramjit Singh Dion, et al. The title of his research was “The Effect of Skimming Method to Improve Students Ability in Reading Comprehension on Narrative Text”. The purposes of this research are to find out the students’ ability in reading without using the skimming method at grade XI students in SMK N 2 Pematangsiantar to read the narrative text and to find out the students’ ability to read by using the skimming method to the skill of grade XI students in SMK N 2 Pematangsiantar to reading the narrative text. This study employed quantitative research. As experimental research, it aims to know the effect of the technique that is given and apply whether it influences the object or not. In this research in collecting the data the researcher has to do three steps, they are pre-test, treatment, and post-test. The researchers find out that the effect of using the skimming method can increase the students’ skill in reading narrative text. It can be proven from the test of students’ scores in the post-test of the experimental class in which the treatment the researchers did the treatment by using the skimming method. By using the skimming method, the students can increase their ability in reading narrative text.⁷

Research conducted by Andini Ayu Lestari. The title of his research was “Improving Reading Comprehension Skill by Using Skimming Technique at the Tenth Grade of SMA 4 PALOPO”. The Objective of this research are to find out whether the skimming technique is effective to improve students’ reading skill at the tenth grade of SMA 4 Palopo and find out students’ response in using skimming technique in reading at the tenth grade of SMA 4 Palopo.

⁷Bobby Pramjit Singh Dhillon, Herman Herman, and Syafryadin Syafryadin, “The Effect of Skimming Method to Improve Students’ Ability in Reading Comprehension on Narrative Text.,” *Linguists : Journal Of Linguistics and Language Teaching* 6, no. 1 (July 13, 2020): 77, <https://doi.org/10.29300/ling.v6i1.2991>.

This research with pre-test design and one group of post-test. The result of this research shows that there was significant development in students reading comprehension at the tenth graders of SMAN 4 Palopo after conducting the treatment by using the skimming technique. In which the score of the t_{count} (2.609) is bigger than the score of t_{table} (2.052). It means that the skimming technique gives significant improvement to the students' reading comprehension. In addition, the researcher found almost all the students gave positive responses to the skimming technique in learning reading.⁸

In this case, the researcher investigates the use of the skimming technique to enhance reading skills. The researcher uses the skimming technique to quickly find information, facts, and key ideas in the reading text. This skimming technique also does not waste much time finding what you want.

In this study, the researcher chose the skimming technique to enhance reading skills. From some of the descriptions above, the researcher is interested in researching topics related to these problems. The researcher decided to conduct a study with the title **“The Use of Skimming Technique to Enhance Reading Skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo”**.

B. Focus of the Study

Focus of researcher doing research entitled The Use of Skimming Technique to Enhance Reading Skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo.

⁸Andini Ayu Lestari, “Improving Reading Comprehension Skill by Using Skimming Technique at the Tenth Grade of SMA 4 PALOPO,” (Thesis, *English Study Program of Tarbiyah and Teacher Training of State Institute for Islamic Students (IAIN) PALOPO*, 2016), 130.

C. Statements of the Problems

The following is the formulation of the difficulties produced in relation to the background and emphasis of the research:

1. How is the use of skimming technique to enhance reading skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo?
2. How is the behavior changes at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo after they are taught reading skill using skimming technique?

D. Objectives of Study

Based on the problem formulation, the researcher explained the next purpose of this research:

1. To describe the use of skimming technique to enhance reading skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo.
2. To describe the behavior changes at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo after they are taught reading skill using skimming technique.

E. Significances of the Study

The findings of this study are expected to contribute theoretically and practically to English and the learning process.

1. Theoretically

The researcher believes that this research can be useful as a contribution to the success of the English teaching and learning process.

2. Practically

The results of this study can contribute to the practice of teaching and learning English as a foreign language, especially if:

a. English Teacher

Teachers can obtain experience dealing with challenges in the teaching and learning process and identify solutions to help them enhance their teaching abilities. As well as being a reference and input for the teaching and learning process.

b. Student

Help improve reading comprehension and greatly assist students in understanding the material.

c. The Researcher

The results of the research are useful for researchers as an experience on how to conduct action research related to problem solving skills.

d. English Education

Student affairs section, can be used as a reference for further research. Skimming technique has been successful as an educational and learning method to improve students' reading comprehension.

F. Organization of the Thesis

Thesis preparation is intended to make the research information understandable to readers. There are five chapters in this work.

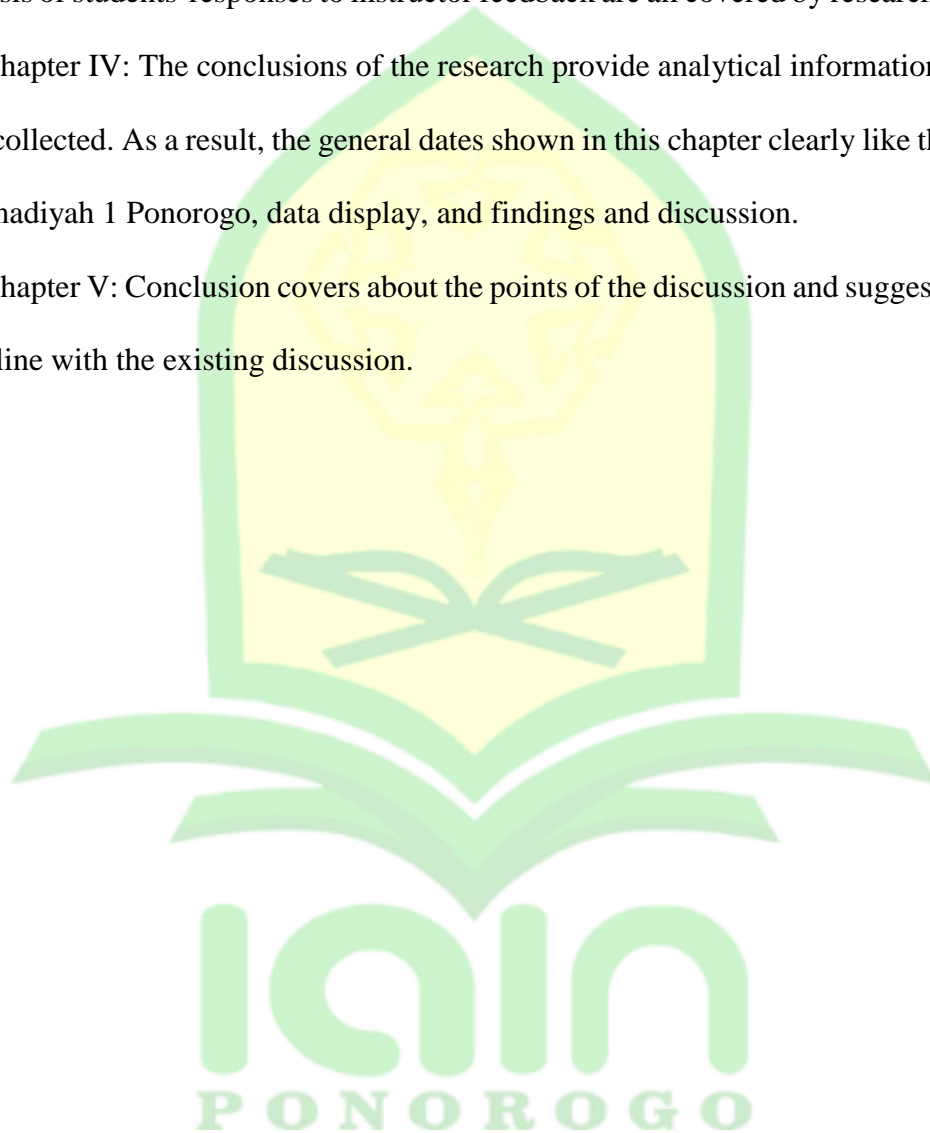
Chapter I: In the first chapter, the research background is confirmed, including the research focus, research statement, research objectives, and thesis organization.

Chapter II: The theory of teaching English as a foreign language, reading, reading comprehension, skimming technique, and positive behavior.

Chapter III: The researcher function, the research environment, the data source, the data collection process, the data analysis technique, the checking validity, and the findings including the analysis of students' responses to instructor feedback are all covered by research methodology.

Chapter IV: The conclusions of the research provide analytical information for analyzing the data collected. As a result, the general dates shown in this chapter clearly like the story of MA Muhammadiyah 1 Ponorogo, data display, and findings and discussion.

Chapter V: Conclusion covers about the points of the discussion and suggestion for further study in line with the existing discussion.



CHAPTER II

LITERATURE REVIEW

This chapter consists of several explanations based on this chapter on the title which is the theory of teaching English as a foreign language, reading, reading comprehension theory, the theory of skimming technique.

A. Review of Related Literature

1. Teaching English as a Foreign Language

a. Nature of Teaching English as a Foreign Language

English is an international language. This means that the countries of the world communicate with other countries in English. English is a foreign language in Indonesia and was taught from elementary school to university. In addition, English is introduced in kindergarten. There are many skills to master a language, including receptive skills, listening (understanding spoken language), reading (understanding written language), and productive skills in speaking and writing.⁹ The purpose of teaching the learning process is to master these above skills.

In learning English as a foreign language students are not only hoping to be able to use the language, but also to receive and get information. Most Indonesian students learn English only in class as a subject that Indonesian students need to study. Not for everyday communication. Therefore, few people speak good English in. Also, the basic idea of educating students is, that teachers should try to teach a foreign language like first language acquisition. Teachers need to prepare important instructions, media, and techniques to help them learn English.

⁹ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2017), 265.

Brown states that teaching is guides and facilitates learning, enables learners to learn, and sets conditions for learning.¹⁰ This means that education is a teacher's activity to facilitate, enable, set, display, and assist learners in how they do something.

In summary, teaching English as a foreign language facilitates learning allows learners to learn and helps students learn how to do something in English in a non-native speaker environment. This process should be carried out by the teacher based on experience, knowledge, and preparation of materials to achieve the educational objectives. In addition, teachers should use English as a foreign language and take into account the needs of students who are not very familiar with English itself. Therefore, teachers are expected to select and apply strategies or techniques and materials to teach English wisely and appropriately to their students.

b. Teaching English Skills

1. Teaching Listening

Students need to understand that there are different types of spoken language. That is conversations, announcements, songs, instructions, stories, etc. It has different purposes, structures, and language features. Speaker speed and accent are two important things students need to consider. Some speak fast, others speak slowly. People who speak English as their mother tongue also have different accents.¹¹

¹⁰ H Douglas Brown, *Principles of Languages Learning and Teaching*, (5th Ed), (San Francisco: Pearson Education, 2006), 8.

¹¹ Lusi Nurhayati, et al, "TEFL Methodology: Teaching English as Foreign Language Methodology," *Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta*, 2008, 40.

2. Teaching Reading

Reading is a way to understand meaning and knowledge from printed pages of textbooks, magazines, novels, and so on. The printed page is text with information. This means reading the direction in the same way to get new information. Reading is also considered one of the English skills that require the interpretation of the reader's text.

3. Teaching Speaking

Speaking can be described as oral communication, and speaking is a skill to learn English. This is an important theme taught by teachers. As a result, teachers face the major challenge of helping students use English well, especially when speaking English in or out of class.

Many language learners consider speaking ability to be a measure of language acquisition, so the main purpose of language learning is to improve fluency and communication efficiency. They see speaking as an important skill in learning and assessing their progress in the performance of oral communication.

Speaking is the way we communicate and provide ideas or other communications. So the aim to learn a language is to further develop their skills in speaking and communicating, so they can make the students were able to use a foreign language as a skill in speaking and has a high communicative value.

4. Teaching Writing

Writing skill is a predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because it is a large area that must be involved.

Writing is not only a unity of letter which has meaning but also symbols and characters are the form and writing. So, writing is written form whether it is as long as meaningful even though only a group of people can understand it.

Writing is one of the subjects or skills in English which is also known as a productive skill that should make the writer itself produce his expression in written form, such as on paper or computer. The goal of recording the ideas (written form) characters and words express is to communicate with the readers by visible sign.

c. Teaching English Components

1. Teaching Vocabulary

In teaching vocabulary, the teacher should plan and organize the material to learn carefully. Concrete objects should come before abstract ones. Teaching vocabulary is not only about teaching words as separate units but in formulaic chunks. In addition, teaching strategies play an important role in children`s learning success.

Learning vocabulary in class, children start learning words in their mother tongue by naming objects. Thus, nouns' are usually introduced earlier than the other parts of speech. Therefore, teachers can start the course early on by introducing specific nouns that they can feel, play, and experience when teaching their children. Teachers can bring pictures, dolls and dolls into class as educational tools.¹²

2. Teaching Grammar

Learning grammar is closely related to learning vocabulary. If you are a child you can learn math blocks to learn vocabulary and teachers can also discuss grammar. One of

¹² Siwi Karmadi Kurniasih, "Teaching English Components to Young Learners". (*State University of Yogyakarta, Journal of English and Education*, Vol. 2 No. 2 Desember 2008), 94. <https://doi.org/10.20885/jee.vol2.iss2.art7>.

the important things teachers should keep in mind is that being able to use a language in a meaning-oriented situation is just as important as learning a grammatical pattern.

Sure, elementary school level kids can't form the full sentence yet, but they can form the word. Nevertheless, vocabulary and grammar are interdependent. Each word is not used alone, so it contains grammatical information. The more someone learns the vocabulary, the more grammatical knowledge he / she can get and the more difficult it is to divide both the vocabulary and the grammar. It means learning vocabulary and at the same time unknowingly learning grammar.¹³

Learning grammar in class, an interesting idea in teaching grammar to children is to use stories. Children are usually fascinated by stories, especially imagination. Teachers can use stories to introduce sentence structures and tenses, such as imperative and interrogative.¹⁴

3. Teaching Pronunciation

Another language element to learn is pronunciation. Then others components, teaching pronunciation to young learners should also be carefully considered. Native speakers usually use mixed sounds to express themselves. Do not pronounce each word explicitly as a separate entity. Therefore, teachers need to train students to say expressions and teach them to feel and experience expressions in the usual natural way.

Learning pronunciation in class, an important issue that teachers should consider is unreadable. The goal is to make the learner's utterances easy to understand and understand by native speakers, which is also important for pronunciation education as there may be signs of foreign accents. The problem is that in many schools in Indonesia,

¹³ Siwi Karmadi Kurniasih, "Teaching English Components to Young Learners". (*State University of Yogyakarta, Journal of English and Education*, Vol. 2 No. 2 Desember 2008), 97. <https://doi.org/10.20885/jee.vol2.iss2.art7>.

¹⁴ Ibid, 100.

the only model children have in the classroom is the teacher, not the teacher. Always achieve a rational understanding. Teachers can provide a children's course book with a cassette or CD-ROM that can provide a good language model.¹⁵

2. Reading

a. Nature of Reading

Reading is one of the basic language learning skills that cannot be separated from other language skills such as writing, speaking, and listening and must be possessed by all English learners. Reading comprehension helps improve other language skills. In general, the understanding that develops in people with a literary taste can deepen their reading comprehension and vocabulary.

Reading is a way to find information in books, newspapers, magazines, and others. Reading is information consisting of text, photos, graphics, or a combination of these. Reading is also the ability to know, see, and understand what has been read. This means that after reading, the reader already knows the information that can be obtained from what he has read. The key to reading is understanding the communication between the writer and the reader.

Reading is important and very helpful. Not only English subjects, but also other subjects such as Indonesian, Arabic, Biology and Economics require literacy skills to increase knowledge about the subjects being studied. When reading, will have access to a lot of information. Anderson argues that reading is important to individuals and society without good reading skills, opportunities for personal growth and professional success are

¹⁵ Siwi Karmadi Kurniasih, "Teaching English Components to Young Learners". (*State University of Yogyakarta, Journal of English and Education*, Vol. 2 No. 2 Desember 2008), 102. <https://doi.org/10.20885/jee.vol2.iss2.art7>.

lost.¹⁶

In addition, according to Lems, Miller, and Soro, reading is an interactive process between the text and the reader's processing strategy and background knowledge.¹⁷He said comprehension is the process of making one word in one text meaningful to another. Readers usually use background knowledge, vocabulary knowledge, grammar knowledge, writing experience, and other strategies to understand written texts. The process of reading the text as an individual process is carried out in the mind of the reader to unite, analyze, analyze, and modify the text.

From some of the information above, it can be concluded that reading is an activity in which information is extracted from written material through interactions between readers and writers represented by writing. In short, reading means not only expressing written language and understanding the text line by line, but also reading the media and trying to fully understand the message, mission, and meaning that the researcher has conveyed.

b. Purpose of Reading

Goals are the most important thing in any activity. Without goals, readers are not able to get the information they need from the reading process. A good reader should aim to read the text to obtain information, review existing knowledge, and criticize or comment on the ideas and style of the author. Readers can also read for fun and increase their knowledge of the texts they read.

¹⁶Anderson et al., *Becoming a Nation of Readers: The Report of the Commission on Reading*. (Washington D.C.: The National Academy of Education., 1985), 1.

¹⁷Kristin Lems, et al, *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: Guilford Press, 2010), 33.

The purpose of reading also directs readers to choose the text or book they need. The purpose of reading comprehension also determines the right approach to reading comprehension. Reading comprehension allows the reader to identify key ideas and obtain information by supporting textual details.

Reading should be considered an acquired skill, but requires practice that ensures comprehension, good background vocabulary, speed and intonation, and is technical. Everyone has the purpose of reading texts to get information about something or for entertainment. There are two main reasons for reading.

1. Read for information

In this activity, explain how to recognize and interpret types of text that contain information. Emphasis on the topic in each type of text. The purpose of reading for information is to obtain more information by understanding, identifying, and evaluating the text in depth.

2. Reading for pleasure

Reading for fun aims to bring joy to readers through imaginative and human-centered experiences such as love, ambition, was of revenge, family, life, loyalty, independence, heroism, world peace, and the good life. Teaches cognition and reading texts that are often associated with reading for pleasure. That is, reading can make you happy.

c. Types of Reading

Some genre of reading text are:

1. Perceptive reading

Perceptive reading is focused mainly on lower processing. In other words, when teachers try to evaluate this type of reading, they just want to know if the students can read.

In this case, the ability to understand or understand the text is not the main goal.

According to Brown, perceptive reading involves attending to the components of larger stretches of discourse letters, words, punctuation, and other graphemic symbols.¹⁸ This means focusing on words, phrases, punctuation, and more attention, understanding, and thinking about something.

2. Selective reading

Reading is an examination of the readers' ability to recognize grammar, features of discourse, and so on. This is done in short paragraphs and short reading sections. The assessment includes standard endpoints such as multiple-choice, short answers, and true/false. To succeed at this level, students must use both bottom-up and top-down ideas. You can also use charts and graphs.

According to Brown, selective reading is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.¹⁹ This means that reading consciously selects and reads only part of the text, not read the entire content, but just a few points.

3. Interactive Reading

Interactive reading is about meaning derived from texts. Focus on top-down processing. Reading material is often selected from genres that use implicit ideas rather than the main ideas mentioned. The readings are also more authentic and may include announcements, directions, recipes, etc.

Students without prior knowledge struggle with this type of reading, regardless of their language skills. In addition, students can read texts, but if they cannot think critically,

¹⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco, California: longman.com, 2003), 189.

¹⁹ibid, 189.

their performance will be impaired.

According to Brown, interactive reading stretches the language of several paragraphs to one page or more in which the reader must interact with the text.²⁰ That is, reading should focus on the interaction between the reader and the text. Students tend to interpret words concretely while reading, and interactive reading can prevent students from doing so.

4. Extensive Reading

Extensive means being able to read the breadth of information and understand the "big picture". Students should be able to decipher the details of the main idea. Many students struggle with this in their native language. Therefore, it becomes increasingly difficult for students to try to digest a large amount of information in a second language.

According to Extensive reading as longer stretches of discourse, such as a long article, and books that are usually read outside a classroom hour.²¹ It means that the focus of extensive reading is usually the message which is conveyed by the writer.

d. Genre of Reading Text

Some genre of reading text are:

1. Narrative

The narrative is defined as a text to entertain, amuse, and figurate the experience of a person. This text begins with an orientation, crisis, and resolution. A popular genre that commonly entertains readers and has the power to change social opinion and attitudes is narrative.

²⁰Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco, California: longman.com, 2003), 189.189.

²¹ibid, 189.

2. Procedure

Procedure text is defined as an instructional text to describe how something is accomplished through sequence steps or ways. A Procedure text is a text that tells the reader or listener how to do something. Reader or listener can get instructions for making something, doing something, and getting somewhere from the procedure text.

3. Descriptive

Descriptive text is a text to describe a particular thing, person, and place. A text can be known from the content and the purpose of the story that describes the subject features.

4. Report

The report is a text which contains describing something regarding a natural event and social phenomena in the environment. Report text is a text that reports information about a subject. It describes an entire class of things, whether natural or made: mammals, the planets, rocks, plants, and computers, countries of the region, transport, and so on.

5. Recounts

Recounts tell what happened. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The story recount has expression of attitude and feeling, usually made by the narrator about the event. Recount text is a piece of text that retells past events, usually in the order in which they occurred.

From the explanations, there are many genres of text that have to be known by the reader. Readers have to understand the characteristic of each genre so that they can determine what genre of text they have read. It is useful for them in selecting the certain text that will be read so that the text fulfills their reading purpose. In this research recount is the genre of text that will be used by the researcher in conducting the research.

Recount text is divided into several types as follows: 1. Personal recount, 2. Factual recount, 3. Literary/imaginative recount, 4. Biographical recount. A Biographical recount is a text telling about a person's life by using the third person narrator such as she, he, it, and they. Biographical recount contains factual history or story life of a person. The text is concluded by the final achievement of the subject. Biography is the study of the real individual. It is a generic term, covering the multitude of ways in which we record individual human lives, past and present.

3. Reading Comprehension

a. Nature of Reading Comprehension

Reading comprehension is an understanding of the meaning of written or verbal communication, the exchange of ideas between the interpreter and the message in a particular communication context. Reading comprehension is a basic decoding skill that reveals not only the meaning of the text but also the readers' knowledge in addition to the skills.

The purpose of reading is more than just reading a word. Readers need to be actively involved in making decisions, solving problems, and using background knowledge to try to derive meaning from the texts they read. As a result, the reader must find ideas, details, information, and clues to guess the word to determine the reader's overall understanding of the text being read.

Hare and Milligan argue that the ability to identify key ideas in a text is an important key to reading comprehension.²² In addition, identifying the main idea is important because it not only helps the reader understand the paragraph that is read, but also helps to remember

²²Victoria Chou Hare and Beverly Milligan, "Main Idea Identification: Instructional Explanations in Four Basal Reader Series," *Journal of Reading Behavior* 16, no. 3 (September 1984): 189–204. <https://doi.org/10.1080/10862968409547515>.

its contents. The main idea is not mentioned in specific sentences in the paragraph, but each sentence usually contains details that lead to the general idea.

Based on Brown's theory in language assessment, there are several criteria commonly used in measuring students' reading comprehension ability, namely: 1). Main idea (topic), 2). Expressions/idioms/Phrases in content, 3). Inference (implied details), 4). Grammatical features, 5). Details (scan specifically stated details), 6). Excluding unwritten facts (details not stated), 7). Supporting ideas, 8). Vocabulary in context.²³

In other terms, reading comprehension is the process of connecting the reader's background knowledge by using the information in the text to receive messages according to the text. Reading comprehension is not only about knowing & remembering the meaning of all the terms in the text but more about how students make & construct the meaning of the text.

Based on the above understanding, it can be concluded that reading comprehension is a thought process to recognize and understand written language in the reader's experience to achieve meaning, to get messages, retain information, and respond to reading texts actively and critically.

The researcher concludes that reading comprehension is very important for students. They must understand what they read to be successful in learning activities. Of course, reading comprehension is a lengthy activity, but with techniques suitable for all students, such a long activity may be an interesting long activity so that students enjoy and easily understand what they are reading.

²³H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco, California: longman.com, 2003), 206.

b. Strategies in Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. There are strategies each of which can be practically applied in the classroom. They are 1) Identify your purpose in reading a text, 2) Apply spelling rules and conventions for bottom-up decoding, 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean, 4) Guess at meaning (of the word, idioms, etc.) when you aren't certain, 5) Skim the text or the gist and for main ideas. 6) Scan the text for specific information (names, dates, keywords), 7) Use a silent reading technique for rapid processing, 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information, 9) Distinguish between literal and implied meanings. 10) Capitalize on discourse markers to process relationships.²⁴

4. Skimming Technique

a. Nature of Skimming Technique

Skimming as an effective technique is useful for improving reading comprehension. So, in skimming the text, readers need to learn how to choose keywords. Students must be sure that keywords are needed as predictions to answer questions. This is important because, in skimming, a reader does not have to read all the sentences. Skimming consists of quickly scanning an entire text (such as an essay, article, or chapter) for its gist. To get it, it must be read from the introduction, title and subtitle information, and summary.

Skimming gives the reader the advantage of being able to predict the purpose of the section, main topic, or message, and perhaps some ideas that develop or support. To skim,

²⁴H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco, California: longman.com, 2003), 188-189.

the reader must go through a section quickly, skipping through the sections, to get a general idea of what it is. In addition, a certain amount of practice is required to skim and fulfill its purpose.

According to Liao, skimming is 3-4 times faster than normal reading.²⁵ Some unimportant words are understood so that the reader can ignore this. Sometimes it does not match the idea you're looking for.

Skimming is a form of speed reading to find the general idea or gist of a section or book. Skimming is very helpful when readers want to find out quickly about the author. Skimming is reading text superficially and rapidly to have a lot of material to read, but not a lot of time. For this type of reading, usually do not want to know and remember everything. Just want to find out something and get the gist or main idea, so this skill requires deep concentration.

Quoted by Diaz, S & Laguado, J, according to Maxwell, sentences quickly darken the main idea or the core of the choice, and students conclude the systematic practice of expecting text.²⁶ Therefore, skimming helps students find keywords that help them derive the general meaning of the text, interpret the text more quickly, and advance the reading process.²⁷

In conclusion, skimming is very useful for finding facts as quickly as possible without wasting time. The purpose of skimming is only to find out the information needed. Through

²⁵Qismullah Yusuf, et al, "Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts" 1, no. 1 (2017): 47.

²⁶Sindy Díaz and Juan Carlos Laguado, "Improving Reading Skills through Skimming and Scanning Techniques at a Public School," *Pamplona, Colombia*. 10 (June 2013): 138.

²⁷Intan Rani Artonang, et al, "The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, no. 2 (October 22, 2018): 103, <https://doi.org/10.22460/project.v1i2.p101-106>.

skimming, we can also decide whether the reader is interested in reading written material in more detail or not.

b. Purpose of Skimming

Many believed the skimming as simply raking leaves, while the real sense is a set of reading skills systematically to obtain efficient results for various purposes, such as the following:

1. To recognize the topic of reading. If your library or another and want to know what the discussion in the book that has it, and skimming a few minutes. Skimming to see the material to be read, just to know the material is also a lot of people do select articles in magazines and newspapers.
2. To know people's opinions. Here you already know the topics discussed, all you need is the author's opinion about the issue.
3. To get the important part that we need without reading all of it.
4. For a refresher of what he had read, for example, in preparing for the exam or before delivering a lecture.

c. Procedures of Skimming Techniques

Some steps of reading are:

- 1). Read the title, 2). Read the introduction or the first paragraph, 3). Read the first sentence of every other paragraph, 4). Read any headings and sub-headings, 5). Notice any pictures, charts, or graphs, 6). Notice any italicized or boldface words or phrases, 7). Read

the summary or last paragraph.²⁸

d. Advantages and Disadvantages of Skimming Technique

Reading skimming techniques has some advantages and disadvantages. It can be explained as:

Advantages of reading consist of:

1. This technique also prepares the student to read for himself, so it will make the student aware of the benefits of the information available in genuine and genuine material.
2. This technique is designated as the information specified in the specific text because it focuses not only on asking students to take a reading test but also on learning the following techniques: Warn students about reading strategies used to find missing information. It will be converted to various texts.

Where are the disadvantages of reading are:

1. It will take time if the teacher does not take the time properly. In addition, if the student has a lot of reading problem sand the teacher is not preparing a solution, it will take time for the teacher to come up with different solutions.
2. Teachers may need to prepare their students for different types of questions.

²⁸Mahmoud Sulaiman Hamad Bani Abdelrahman and Muwafaq Saleem Bsharah, "The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language," *English Language Teaching* 7, no. 6 (May 15, 2014): 170, <https://doi.org/10.5539/elt.v7n6p168>.

5. Positive Behaviour

a. Nature of Positive Behaviour

Positive behavior means that humans provide positive responses in the form of actions, behavior, and reactions that are good and have a positive impact on themselves and others. To get positive behavior, humans must make positive behavior a habit in everyday life. With this habit, humans will get used to it and it will be easier to create positive behavior both in the family and community.

Positive Behavior Support is a behavior management approach that is used to identify persons who have difficulty maintaining their behavior.²⁹ This support, particularly from instructors and staff, as well as the school as a whole, can help students establish a constructive environment in which they can achieve their own goals.

Positive behavior is defined as behavior that creates a positive work environment and supports others to work more effectively through what we say and do. Participants attach great importance to aspects of trust and true unity.

The idea behind Positive Behavior Support (PBS) is that behavior is predictable and can prevent predictable problems. Problem behavior is common, as any teacher can attest, but is generally predictable in certain situations.³⁰

b. Factors of Students' Behaviour

Internal factors (which come from within): Health, intelligence, interest and

²⁹Muhammad Kurniawan Rachman, et al, "Instructors' Reflection on Positive Behavior Support in RULES Foundation's EFL Classroom," *Langkawi: Journal of The Association for Arabic and English* 5, no. 1 (June 29, 2019): 68, <https://doi.org/10.31332/lkw.v5i1.1228>.

³⁰Terrance M. Scott et al., "Positive Behavior Support in the Classroom: Facilitating Behaviorally Inclusive Learning Environments," *International Journal of Behavioral Consultation and Therapy* 3, no. 2 (2007): 223–35, <https://doi.org/10.1037/h0100800>.

motivation, and how to study. External factors (which come from outside ourselves): family, school, society, environment.

B. Previous Studies

Some previous findings showed that the use of skimming and scanning techniques worked well to improve reading skills. The first research was conducted by Andi Asmawati. The title of his research was “The Effectiveness of the Skimming – Scanning Strategy in Improving Students’ Reading Comprehension at the Second Grade of SMK Darussalam Makassar. The objective of this research is to find out the effectiveness of the Skimming-Scanning Strategy in improving students reading comprehension. The research applied a quasi experimental design. The result of the data analysis showed that the t-test was higher than the t-table ($6.373 > 2.000$) or P-value (Sig.) was smaller than the alpha ($0.000 < 0.05$). It meant that the mean score of the experimental group was higher than the control group.³¹

The similarities of this writer and the researcher use the same skimming technique to improve reading skills. The difference of this research is the writer using quantitative quasi experimental design, while the researcher use qualitative approach and using descriptive qualitative design.

The second research was conducted by Hastowadi, M.Pd. The title of his research was “Teaching Reading by Using Skimming and Scanning Technique to Improve Students’ Reading Skills On 3rd Semester at the University of Tujuh Belas Agustus 1945 Banyuwangi Academic Year 2015- 2016”. The effectiveness in reading is the key to master the skill well; through the skimming and scanning method. The researcher tries to run out Class Action Research through

³¹Andi Asmawati, “The Effectiveness of Skimming-Scanning Strategy in Improving Students’ Reading Comprehension at the Second Grade of SMK DARUSSALAM MAKASSAR,” *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 1 (June 30, 2015): 69–83, <https://doi.org/10.24252/Eternal.V11.2015.A9>.

skimming and scanning method and it has been got that their reading skill raises significantly through 2 cycles process. They have less understanding of reading skills. It can be shown from their reading test reach less than 0, 6-0, 8 invalidity and 0, 4-0, 7 in reliability or about 60 percent of students get below the standard of reading achievement.³²

The similarities of this writer and the researcher use the same skimming technique to improve reading skills. The difference of this research is the writer using students study. The design of this study belongs to Classroom Action Research (CAR) while the researcher use qualitative approach and using descriptive qualitative design.

The third research was conducted by Lana Nofelia H.U, et al. The title of his research was “The Effect of Using Skimming and Scanning Techniques on the Eighth-Grade Students’ Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember”. This research was intended to know whether or not there was an effect of using skimming and scanning techniques on the eighth grade students’ reading comprehension achievement of recount texts at SMPN 1 Silo Jember. The design of this research was experimental. From the analysis of the data, it was known that the mean scores of the experimental group was 55.78 and the mean score of the control group was 48.92. In the output of the t-test column, it was shown that the sig. value was 0.022. It was lower than 0.05. Thus, it means that the mean score of the two classes (experimental and control groups) were different. It means that there was a difference between the experimental class and the control class. In conclusion, the use of skimming and scanning techniques gave an effect on the eighth-grade students’ reading comprehension achievement of

³²Hastowoadi, “Teaching Reading By Using Skimming And Scanning Technique To Improve Students’ Reading Skill On 3rd Semester At The University Of Tujuh Belas Agustus 1945 Banyuwangi In Academic Year 2015-2016.,” *PROSIDING ICTTE FKIP UNS 2015*. 1 (January 2016).

recount texts at SMPN 1 Silo Jember.³³

The similarities of this writer and the researcher use the same skimming technique to improve reading skills. The difference of this research is the writer using quantitative quasi experimental design with nonequivalent-groups post-test-only design while the researcher use qualitative approach and using descriptive qualitative design.

The fourth research was conducted by Sri Patmawati. The title of his research was “The Implementation of Skimming and Scanning Techniques in A Reading Class in Junior High School”. This study aims to describe the implementation of skimming and scanning techniques in teaching reading comprehension in Junior High School and describe the improvement of students' reading comprehension during both techniques is implemented. This research is qualitative. The results showed that the teacher implement some of the basic steps of the skimming and scanning technique in teaching reading comprehension. However, some other steps are omitted. In addition, this research also found that the student’s responses to the teacher's questions about the general description of the text, the main idea of a paragraph, and certain information from a text during the teaching and learning process increased during skimming and Scanning techniques are implemented from the first meeting to the first meeting the fifth meeting, although the increase only occurred in some of the students in the class.³⁴

The similarities of this writer and the researcher use the same skimming technique to improve reading skills, use qualitative approach and descriptive qualitative design. The difference of this research is the writer using the implementation of skimming and scanning techniques while the researcher the use of skimming technique.

³³Lana Nofelia Halimatul Ulmi, Siti Sundari, and I Putu Sukmaantara, “The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students’ Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember,” 2015, 4.

³⁴Sri Patmawati, “The Implementation of Skimming and Scanning Technicues in Reading Class in Junior High School" 1, no. 2 (2015): 10.

The fifth research was conducted by Sherly Marliasari. The title of his research was “Teaching Reading Tenth Grade Students of SMAN 1 GELUMBANG”. The objective of this research was to find out whether or not it was effective to teach skimming and scanning techniques in reading a narrative text by the tenth-grade students of SMAN 1 Gelumbang. The method was used experimentally. It could be concluded that it was effective to teach reading comprehension by using skimming and scanning techniques to the tenth-grade students of SMAN 1Gelumbang.³⁵

The similarities of this writer and the researcher use the same skimming technique to improve reading skills. The difference of this research is the writer using quantitative experimentally design while the researcher use qualitative approach and using descriptive qualitative design.

In summary, this study aims to complement the five previous studies that have been mentioned by focusing on of skimming technique to make it easier students to enhance reading skill. With students’ interest in learning to read, students are able to answer questions correctly, sped, and appropriate.



³⁵Sherly Marliasari, “Teaching Reading Comprehension by Using Skimming and Scanning Techniques to the Tenth Grade Students of SMAN 1 GELUMBANG,” *English Community Journal* 1, no. 2 (September 19, 2017): 109, <https://doi.org/10.32502/ecj.v1i2.768>.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research approach and design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity, and findings involving analysis students' response of being applied feedback by teacher.

A. Research Approach and Design

This research uses qualitative approach and descriptive qualitative design. Qualitative research focuses on understanding social phenomena from the perspective of human participants in natural settings.³⁶ Qualitative research aims to explain and describe phenomena in depth through data collection as detailed information, especially the use of skimming technique to enhance reading skill at the eleventh grade students of MA Muhammadiyah 1 Ponorogo and to find out their behavior changes after they are taught reading skill using skimming technique. This research involves 5 students as subjects in the research process.

According to Cresswell, qualitative research is social or human in nature, based on the creation of complex holistic diagrams that are formed with words, provide detailed views of informants, and are carried out. Qualitative research defined as the process of investigating to understand a problem in the natural environment. Methodologically, this approach is based on an inductive design aimed at generating meaning and producing rich descriptive data.³⁷

Research is more than a matter of data depth (quality), data quantity (quantity). Qualitative research aims to provide a comprehensive understanding of phenomena such as behavior, perception, motivation, and behavior in the form of words and language in certain natural

³⁶Donald Ary, et al, *Introduction to Research in Education Eight Edition* (Canada: Cengage Learning, 2010), 22.

³⁷Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York ; London: Guilford Press, 2017).

contexts, using various natural methods. Therefore, qualitative research is subjective and it cannot be generalized. The research design has the potential to be changed or adapted to research and development. Researchers are an integral part of the data. In this research, the researcher actively involved in determining the desired data type.

B. Researcher's Role

In this study, the researcher acted as a research instrument. Being an instrument, research has to be an interviewer, an observer, and a collector to collect data related to The Use of Skimming Technique to Enhance Reading Skill and Behavior Changes after they using skimming technique. The researcher collected data from participants' setting such as from the teachers and the students.

C. Research Setting

In this study, the researcher decided to choose MA Muhammadiyah 1 Ponorogo as a place to conduct the study. The school location is at Jl. Stadion Timur 20 A, Kertosari Babadan Ponorogo.

D. Data Source

Based on the Cambridge Advanced theme, a definition of data is a collection of text, numbers, or symbols in raw or unorganized.³⁸ Hox and Boije states that using primary data which are data collected for the specific research problem at hand, using procedures that fit the research

³⁸Cambridge Advance, "Cambridge International AS & A Level Information Technology 9626 for Examination from 2017", Topic Support Guide, 2015, 5.

problem best.³⁹In this study, the researcher gets primary data during a class activity at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo. The researcher presents several descriptions of every result of sources like observation, interview, and documentation as primary data.

E. Data Collection Techniques

Data collection technology is an important part of a degree and is a way to obtain data and information related to the research process. The data collection method of this survey is aimed at identifying accurate and specific data. Therefore, the data collection techniques for this study are:

1. Observation

Observation is a data collection method that gains knowledge of research phenomena by observing human behavior, how phenomena are used, and human interactions. Observation is a data collection method in qualitative research and is more than just “dependency”. This is a more global type of observation than the systematic and structured observations used in quantitative research. The research objective is a summary of the observed events or behavior, a complete description of the behavior in a particular environment.⁴⁰

In this study, observation involved researcher in teaching and analyzing events of interest. The researcher performed and analyzed interactions during the educational process. The field notes included a researcher writing of everything that happens during the educational process, as well as an observation plan such as location, time, date, month, and

³⁹Joop. J Hox and Hennie. R Boeije, “Data Collection, Primary vs. Secondary,” *Encyclopedia of Social Measurement 1* (2015), 593.

⁴⁰Donald Ary, Lucy Cheser Jacobs, and Christine K Sorensen, *Introduction to Research in Education Eight Edition* (Canada: Cengage Learning , 2010), 431.

year. The purpose of the observation was to investigate the use of the skimming technique to enhance reading skills at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo.

2. Interview

Interviews are one of the most widely used basic methods for obtaining qualitative data. Interviews are used to collect data from people about their opinions, beliefs, and feelings about the situation in their own words.⁴¹

There are many ways to have an interview. In other words, it is a face-to-face interview in which teachers and students participate. The researcher asked the teacher and XII IPA students some questions. The purpose of this interview was to get information of the use of skimming technique to enhance reading skill and behavior changes after the reading skill was taught by using skimming technique.

3. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts.⁴²

The document was used to retrieve data directly from the research environment. In this study, researchers used some form of document related the use of skimming technique to enhance reading skill at the eleventh grade students of MA Muhammadiyah 1 Ponorogo and to find out their behavior changes after they are taught reading skill using skimming technique.

⁴¹Donald Ary, Lucy Cheser Jacobs, and Christine K Sorensen, *Introduction to Research in Education Eight Edition* (Canada: Cengage Learning , 2010), 438.

⁴²Ibid, 442.

F. Data Analysis Technique

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form the research. According to Miles and Huberman there are three major phrases of data analysis: data analysis, data display, and conclusion drawing or verification.⁴³ Data analysis conducted to create an understanding of the data and to enable presented the result of this researcher to the reader.

1. Data Reduction

From the process of selecting, focusing, simplifying, abstracting, and transforming the data displayed in field notes or transcriptions. This happens continuously throughout the life of a quality project. His emergence as a researcher also determined which conceptual framework, which case, which research question, and which data collection approach to choose.

2. Data Display

Data Display is an organized, collated edit of information that completes a written conclusion. The most common symptom of historical qualitative data is expanded text. This study included the written sources of teacher documents, written summaries by researcher, and data obtained from written student opinions.

3. Conclusion and verifications data

This part is highly validated during analysis. This can be as short as a fleeting thought across a researcher analysis, a short excursion to a field note, or an inference about data development, as the researcher writes.⁴⁴

⁴³Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Second Edition (New Delhi, India: International Educational and Professional, 1994), 10.

⁴⁴Noer Intan BR Gurusinga, "The Contribution of Chat Using Whatsapp on The Student's Ability in Developing English Writing Sixth Semester of English Department at UINSU," (Thesis, UINSU, North Sumatera, 2018), 42-43.

G. Checking Validity of Findings

In this study, the researcher confirmed the validity of data through checking some components such as:

1. The strenuous observation

Conducting these elements of this study;

- a) The researcher observed to find out behavior changes at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo after a reading skill using the technique.
- b) The researcher studied in depth to find some consistently valid data.

2. Triangulation

This is a powerful technique that facilitates data validation through cross-validation from more than one source and is associated with the application and combination of several research phenomena that are research phenomena.⁴⁵ In this part of the validation, researcher applied one of four types of triangulation, called methodological triangulation. This included learning media for English education, interviews with teachers and students by asking multiple questions about observations within activities during education-learning processes and situations were provided in lessons. School materials, photos of classroom activities, photos of student assignments, were more useful data in this study, and provided by a field note of the a researcher. Triangulation was first borrowed from the social sciences to convey the idea that multiple sources were needed to establish the facts. This time the researcher conducted this way to investigate data of the Use of Skimming Technique to Enhance Reading Skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo.

⁴⁵Johnson Honorene, "Understanding the Role of Triangulation in Research", *Scholarly Research Journal for Interdisciplinary Studies*, 4 (2017): 91.

CHAPTER IV

FINDINGS AND DISCUSSION

This section contains: a) an overview of the research background, b) Discussion of findings.

Explanation of this section as follows:

A. Overview of Research Background

MA Muhammadiyah 1 Ponorogo is a fairly old educational institution, which was established in 1940. Madrasah Aliyah Muhammadiyah 1 is located in the East Muhammadiyah University Complex, Ponorogo Roundabout, which consists of SD, SLTP, MTS, SMU and MA Muhammadiyah. The initiative to establish an Islamic-style formal education at the high school level, namely MA Muhammadiyah 1 Ponorogo is from the spirit of da'wah to all members of Muhammadiyah Ponorogo. With the spirit of amar ma'ruf nahi munkar. MA Moh. 1 Ponorogo as an answer and solution to moral degradation as well as forming the Islamic character of ummah cadres.

MA Muhammadiyah 1 since its inception in accordance with the madrasa establishment permit from the regional office of the Ministry of Religion of the Republic of Indonesia No. Ww.06.04/PP.00.6/3647/1992 with Madrasah Statistics Number (NSM) 31.2.35.02.16.267. RECOGNIZED status based on the decision of the Ministry of Religion of the Republic of Indonesia Directorate General of Islamic Religious Institutional Development No.E.IV/29/1994 dated March 24, 1994. In accordance with the level of accreditation from the Ministry of Religion of the Republic of Indonesia No.E.IV/PP.03.2/KEP/13/ 2000 dated February 9, 2000 MA Muhammadiyah 1 Ponorogo has the status of RECOGNIZED. According to the certificate of Madrasah Identity Number (NIS) of the National Education Office of Ponorogo Regency No. 421/1228/405.47/2003 Madrasah Aliyah Muhammadiyah 1 is registered with Madrasah Identity Number (NIS) 31 00 20 and lastly by following the level

of accreditation carried out by the Madrasah Accreditation Council of East Java Province No. b/Kw.13.4/MA/342/2005 as an ACCREDITED Madrasah with a B (good) rating.

Student resources at MA Muhammadiyah 1 Ponorogo open 85 students. Consisted of class X IPA and IPS collect 26 students, class XI IPA and IPS collect 37 students, and class XII IPA and IPS collect 28 students. So, the researcher chose class XI IPA for research because he had previously taught in that class, knew more about the character of the students and was already familiar with the students. Therefore, it can make it easier for researchers to conduct research in class XI IPA.

From elementary school to university, English is a required subject. Studying English aims to improve students' ability to communicate properly and correctly, both orally and in writing.

Reading is one of the basics of language learning which consists of writing, listening, and speaking. Reading is not just looking at the symbols written on the page, but to make sure that the things he reads are understood. By reading, students gain knowledge that is very beneficial for the growth and development of their reasoning, social, and emotional powers. Reading comprehension is very important because good reading comprehension can support other language skills.

In class, the students are smart, responsive, and obedient when asked to do the work. But some obstacles are often found when reading, namely, lack of vocabulary and knowledge of grammar, when reading students still point using their fingers, students are lazy to read long texts, students when answering questions still take a long time, and limited time in learning.

Teachers when teaching, usually only explain the material and discuss it together. As is the habit of students to expect an explanation from the teacher first, then students can

understand it. The reason behind this is that students' vocabulary and grammar are still lacking, forgetting to bring a dictionary to look for difficult words, and limited time during class hours.

Researcher can inform and teach reading techniques that will help students understand what they have read and answer questions quickly. Students are very enthusiastic when participating in reading learning using this technique. In working on questions, students are faster in answering, it does not take much time. The notes that the researcher gave to the students of class XI IPA were diligent in reading, do not forget to bring a dictionary, and write down the meaning of the difficult words so that they could be read and answered later.

B. Data Display

1. The use of skimming technique to enhance reading skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo

The purpose of this study was to examine the usage of the skimming strategy in reading class. Data from the implementation of reading learning were collected using observation, interviews, and documentation.

This research was conducted on class XI IPA MA Muhammadiyah 1 Ponorogo Academic Year 2021/2022 which consisted of 5 students. The researcher conducted preliminary research on September 13, 2021, and research from February 11 to March 4, 2022.

On September 13, 2021, preliminary research was conducted at MA Muhammadiyah 1 Ponorogo. At that time the researcher was doing Internship 2, where when teaching in class the researcher looked for any problems faced by class XI IPA students. After teaching several meetings, the researcher found the students' reading problems. Students' opinions regarding the difficulties experienced when reading are:

According to a statement based on an interview with Rusmi, a student of class XI IPA, he stated that:

The difficulties I experienced when reading was I didn't understand the meaning, the words were difficult to understand, the vocabulary was insufficient, and I had little time to do it. So, I have a hard time understanding the meaning of the text.⁴⁶

Furthermore, Annisa, another class member said:

The difficulties that I experience when reading are usually in words that are difficult to understand so I find it difficult to read the spelling of each word.⁴⁷

Based on the interview, which is the preliminary stage before conducting research activities. Some of the obstacles experienced by students are that they are lazy and bored when reading long texts, the lack of words makes it a little difficult for them to understand the text, and the limited time when teaching in class. Therefore, researcher are interested in conducting research in the classroom by providing ways/technique how to enhance reading skill by using skimming technique.

On January 27, 2022, she met with the principal and received permission to conduct research at MA Muhammadiyah 1 Ponorogo. Because previously they were familiar with the school, making it easier for the researcher to conduct research. On February 4, 2022 meet with an English teacher, lessons plan, and ask about the English schedule for class XI IPA.

Table 4.1
Teaching Schedule XI IPA

Number	Name of Activity	Execution Time
1	Meeting 1	Friday on February 11
2	Meeting 2	Friday on February 18
3	Meeting 3	Friday on February 25
4	Meeting 4	Friday on March 4

⁴⁶Look at Interview Transcript 1/I/11-3/2022 at Appendix 1

⁴⁷Look at Interview Transcript 2/I/11-3/2022 at Appendix 2

After the research activities were completed, on March 11, the researcher conducted interviews with English teachers and students of class XI IPA. Finally, analyze the data. Analyze observation notes, interviews, and documentation.

Observation is a data collection method in qualitative research and is more than just “dependency”. This is a more global type of observation than the systematic and structured observations used in quantitative research. The research objective is a summary of the observed events or behavior, a complete description of the behavior in a particular environment.⁴⁸

Field observation is collecting basic data from various studies, especially science and engineering, such as experimental observations, model behavior, and the material's look Observations can be used to keep track of information regarding events and activities, as well as the nature and condition of things can keep track of how people respond to inquiries and whether they behave in ways that differ from what they say or mean.⁴⁹

Observations was made to find out how to use skimming technique to enhance reading skill. In the process of observing, compiling a checklist of observations, and making field notes on observations about teaching procedures. All meeting notes are taken by teachers and students from the time they enter the classroom until the teaching and learning process is completed.

People's ideas, attitudes, and feelings regarding the situation are collected through interviews in their own words.⁵⁰ Interviewers are in a good position to assess the quality of

⁴⁸Donald Ary, et al, *Introduction to Research in Education Eight Edition* (Canada: CengageLearning , 2010), 431.

⁴⁹Nicholas Walliman, “Research Methods: The Basics,” (Taylor& Francis e-Library: 2011), 101.

⁵⁰Donald Ary, et al, *Introduction to Research in Education Eight Edition* (Canada: CengageLearning , 2010), 438.

their answers, be alert if the questions are not well understood, and encourage respondents to answer fully.⁵¹

Interviews were conducted based on the stages of learning to read, problems faced by teachers and students when reading skimming techniques, and changes in behavior before using skimming techniques. Interviews or to find out the opinions of teachers and students about using the skimming technique to enhance reading skills. Several questions about challenges and viewpoints in understanding reading comprehension utilizing the skimming approach were posed to teachers and students.

This research was conducted from February 11 to March 4, 2022. The steps for implementing reading activities using the skimming technique are explained as follows:

a. Preparation

The teacher prepares before teaching and carries out reading activities using the skimming technique in class. These steps are as follows:

Table 4.2
Steps in the Preparation Stage

Number	Steps
1.	Prepare teaching and learning lesson plans
2.	Prepare the teaching material
3.	Prepare worksheets to assess students

First, prepare a lesson plan for the teaching and learning process. RPP is an important preparation that must be done by the teacher before teaching. Consists of basic skills, standard skills, learning objectives, learning materials, teaching methods, learning media,

⁵¹Walliman, Nicholas Walliman, "Research Methods: The Basics," (Taylor& Francis e-Library: 2011), 100.

learning scenarios, evaluation or worksheets, and evaluation methods. The learning resources used by Mr. Ibnu are as follows:

Learning resources in general at this school, we use LKS as a source of learning. Sometimes we take other texts that are relevant to those in the LKS according to the existing curriculum.⁵²

Next, prepare materials for teaching. Important teaching materials to be prepared before teaching. The materials chosen must be appropriate for the level of the student. In this instance, the teacher chose a biographical text entitled Dewi Sartika and BJ. HABIBIE. The teacher will explain functions, generic structures, and linguistic features.

Third, prepare worksheets to assess students. In this case, the teacher uses descriptive and multiple-choice questions to assess students' reading ability. Preparation is done by selecting the appropriate text to be tested. At this stage, the teacher selects the text based on the students' reading level. Text levels adapted to students' reading levels. In line with what Mr. Ibnu said:

Be careful when choosing text. The text should be selected according to the student's reading level. Because if not, it will make it difficult for students to work. Sometimes I ask the child to make up a question of his own. This is to hone children's curiosity in understanding the reading itself. If children can make questions, they will automatically have the answers ready. Making this question is also a difficulty for the child. Sometimes they make the arrangement in Indonesian which is in English, not English itself. So by making the questions, the child will try to understand the text. Especially with the media that are currently very helpful, especially in this school, there is already WIFI. Children are allowed to bring cell phones. So they should be able to develop their reading skills by browsing. With English readings available on the internet.⁵³

⁵²Look at Interview Transcript 3/I/11-3/2022 at Appendix 3

⁵³ Look at Interview Transcript 4/I/11-3/2022 at Appendix 4

According to him, this text is neither too long nor too short. This means that the text is medium in size. So, the difficulty of writing depends on the level of the student. Therefore, he chose biographical texts to assess students' reading ability using the skimming technique.

b. Application

At the observation stage, the researcher observed learning activities in the classroom, starting from the teaching and learning process to the evaluation process. This research was conducted from 11 February to 4 March, 2022. The lessons that Mr. Ibnu applied were as follows:

The lessons I use in class always involve naming dictionaries. This is a must for language learners. But the fact is that in the field, it is difficult for children to carry a dictionary. So I have to give more difficult words than I should. Therefore, the teacher uses the PPP in this teaching and learning process (Presentation, Practice, and Production) technique.⁵⁴

So, in learning English in class, students must be accompanied by a dictionary name. To facilitate students in the learning process. If there is a difficult word that is not yet known, it means that students can quickly find it without asking the teacher first.

1. Pre-Activity

In pre-activity is a teacher activity carried out before starting teaching and learning. The activities carried out are as follows:

⁵⁴ Look at Interview Transcript 5/1/11-3/2022 at Appendix 5

Table 4.3
Pre-Activity

Number	Name of Activity
1.	The teacher welcomes the pupils
2.	The teacher verifies the students' attendance
3.	Provide brainstorming by showing topic photo
4.	Ask for discussion and comments on topics that connect students' schemas with the topic of the text presented.

The first thing when the teacher starts the teaching process, the teacher greet the students. Students are greeted with Assalamu'alaikum and good morning. The students say good morning with Waaraikumsalaam in teacher greetings. Teacher attendance of students. This is done by calling the names of students who are on the attendance list so that the teacher can identify students who are not in class. To encourage brainstorming, look at photographs relating to the topic. For instance, when it comes to character biographies, the teacher brings pictures of heroes that students often encounter. Ask for their discussion or comments on topics related to students' schematics with the topic of the text presented.

He explained that the learning objectives are to: Students can identify social, textual, and linguistic elements of biographical texts of characters, depending on usage, social function, text structure, and linguistic elements of various expressions. Making texts according to usage, according to usage, text structures and linguistic elements, making spoken and written texts about text biographical texts, and making text structures and their uses. Communicate orally and in writing about the biographical text of the character based on the appropriate linguistic elements.

2. Whilst-Activity

a. Presentation

At this stage, the teacher is responsible for presenting and explaining the material clearly. So that students can understand the material well. Here are the steps:

Table 4.4
Presentation Steps

Number	Presentation Steps
1.	The teacher distributes handout material to students
2.	The material concerning the biographical text is explained by the teacher
3.	The instructor demonstrates how to employ skimming strategies when reading
4.	The teacher provides opportunities for students to ask questions about material that has not been reached.

The table shows the presentation steps that begin with the teacher distributing handout material to students. After the handouts have been distributed, the teacher explains the biographical text's material. According to the context of its use, the material consists of social functions, text structures, and linguistic features. Then the teacher explains how to use skimming techniques in the reading process. By using the skimming technique, students do not need to read the entire text. Students only need to read the important points. After the explanation, the teacher gives students the opportunity to ask questions about the material they have not understood.

b. Practice

After the teacher delivered the material, the students dominated the practice phase of the class. The teacher instructs students to begin working on the questions by first understanding them, which aims to recognize and understand what specific

information is in the text and then use skimming techniques to answer the questions accordingly. This is a method for students to comprehend the text's substance while watching it.

As stated by a statement based on an interview with Fegya, a student of class XI IPA, she stated that:

The way I understand the content of the text when reading is to read it over and over again. If I don't know what it means, I look in the dictionary, sometimes if I don't read the dictionary I look for it via google translate/ask the teacher.⁵⁵

The teacher gives immediate feedback. Feedback is given by correcting the wrong answers from students. Mr. Ibnu in providing a review when teaching using skimming techniques are as follows:

The human resource factor for children is very weak. Lack of vocabulary and understanding of grammar. Because the basics of understanding reading are lacking, so their speed of reading comprehension is less than optimal.⁵⁶

c. Production

Apart from presentation and practice, production is the last phase involved in student engagement. In other words, students are given additional assignments to assess their reading ability. Based on an interview with Fitriani, she said that in doing reading activities using skimming techniques are:

The teacher distributes the worksheets that we will complete. However, before carrying out the task, the teacher gives instructions and instructions on how to carry out the task. After completing the task, we completed the answer to the task with the teacher.⁵⁷

⁵⁵Look at Interview Transcript 6/I/11-3/2022 at Appendix 6

⁵⁶Look at Interview Transcript 7/I/11-3/2022 at Appendix 7

⁵⁷Look at Interview Transcript 8/I/11-3/2022 at Appendix 8

Discussion begins by asking a few students to read and explain their answers. If the answer is strange or different from someone else's answer, the teacher listens with the students to get the correct answer. This activity continues until the end of the text. The results of this observation are in accordance with what Mr. Ibnu said in the interview. He says:

After completing the task, I asked them to reveal their choice & the reason why they chose it. After that, we will discuss it together. This is done to ensure that they run a serious run. If this activity is neglected, they will be careless in completing the task.⁵⁸

3. Post-Activity

The teacher contains several edited texts, encouraging students to ask if there are materials that have not been received, materials, and research topics. Remember to say "Thank you" and "Greetings" to students and greet them. Students answered Wa'alaikumsalam.

Mr. Ibnu response after knowing the level of students' understanding when reading using skimming is as follows:

The level of understanding varies with children's understanding according to their resources. Some can understand, and some don't understand because the vocabulary factor is very lacking. If the vocabulary is well established, we can direct it by inserting grammar. Because grammar is very important in understanding reading. Without children knowing grammar it will be difficult. For example, they compare the present perfect with the simple past. They will find it difficult to understand if they don't understand what the simple perfect is for what the simple past is for. Such a small example.⁵⁹

Based on the information from the interview with Fegyia, the second class informant XIPA, it says:

⁵⁸Look at Interview Transcript 9/I/11-3/2022 at Appendix 9

⁵⁹Look at Interview Transcript 10/I/11-3/2022 at Appendix 10

The difficulty that I often encounter when reading is that I understand it, but sometimes it is still difficult to pronounce. After learning to read using the skimming technique, they felt faster working on questions and simpler in answering questions.⁶⁰

Furthermore, Tria, another class member said:

The difficulty that I often encounter when reading is not being able to read it properly. After learning to read using skimming techniques it is faster to find what you want to look for.⁶¹

c. Evaluation

This is done to find out how well students understand the material after studying with the teacher. Evaluation is carried out at the production stage of the educational process using PPP technology. Mr Ibnu said:

This is important because these activities help students to know that they understand certain material. In addition, it can be my reference for further research. What should I do in the learning process so that they understand the material.⁶²

Based on an interview with Annisa, students XI. In class, he found data about evaluation that was used by Mr. Ibnu. He stated: Answer with worksheet

If the answer does not match the initial answer, it is considered wrong.⁶³

After passing the observation and interview stages, in carrying out reading activities using skimming techniques, teachers need some preparation such as selecting texts that are appropriate to students' abilities, carrying out reading activities using skimming techniques, and assessing assignments completed by students.

⁶⁰Look at Interview Transcript 11/I/11-3/2022 at Appendix 11

⁶¹Look at Interview Transcript 12/I/11-3/2022 at Appendix 12

⁶²Look at Interview Transcript 13/I/11-3/2022 at Appendix 13

⁶³Look at Interview Transcript 14/I/11-3/2022 at Appendix 14

The reading process using the skimming technique is quite effective and can be maximized again. However, when it comes to reading, one of the most common challenges pupils have is grasping the text's substance, due to a lack of understanding of words and understanding of grammar. Students often don't bring their dictionaries with them during class, so teachers have to give out more difficult words than they should. Students need a lot of time to find the meaning of difficult words, so it can hinder the learning process.

Students' responses to skimming techniques, especially in reading comprehension, differ from one another. It depends on the perception of each student. Some of them stated that the technique used by the English teacher was very fun, interesting, and easier to understand and understand the reading text well.

In the past, in teaching the teacher only explained the material and discussed it together, now they are asked to understand to get the answer information they want to find. With this technique, students are simpler, more practical, and faster to answer questions, and do not take much time to answer.

The responses of teachers and students match the results of the activities. The following are the results of students using skimming techniques to enhance reading skills:

Table 4.5
Student Achievements

Number	Students Name	Student Achievements		
		10-60	61-75	76-100
1.	Annisa			✓
2	Fegya			✓
3	Tria		✓	
4	Fitriani		✓	
5	Rusmi		✓	

2. The behavior changes at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo after they are taught reading skill using skimming technique

Positive behavior means that humans provide positive responses in the form of actions, behavior, and reactions that are good and have a positive impact on themselves and others. To get positive behavior, humans must make positive behavior a habit in everyday life. With this habit, humans will get used to it and it will be easier to create positive behavior both in the family and community.

In today's era, examples of existing values and norms have directed a person to behave positively. If someone is successful and can obey the rules that have been made then he will perform a positive behavior. Positive behavior that has been done will provide great benefits for him. But in reality, to create and even implement positive behavior requires extra energy. In the sense that if someone wants to do good and also regularity requires courage and constancy.

Positive behavior is defined as behavior that creates a positive work environment and supports others to work more effectively through what we say and do. Participants attach great importance to aspects of trust and true unity.

Positive Behavior Support is a behavior management approach that is used to identify persons who have difficulty maintaining their behavior.⁶⁴ This support, particularly from instructors and staff, as well as the school as a whole, can help students establish a constructive environment in which they can achieve their own goals.

⁶⁴Muhammad Kurniawan Rachman, Hanna Hanna, and Aris Badara, "Instructors' Reflection on Positive Behavior Support in RULES Foundation's EFL Classroom," *Langkawi: Journal of The Association for Arabic and English* 5, no. 1 (June 29, 2019): 68, <https://doi.org/10.31332/lkw.v5i1.1228>.

Positive behavior is defined as behavior that creates a positive work environment and supports others to work more effectively through what we say and do. Participants attach great importance to aspects of trust and true unity.

The idea behind Positive Behavior Support (PBS) is that behavior is predictable and can prevent predictable problems. Problem behavior is common, as any teacher can attest, but is generally predictable in certain situations.⁶⁵

Discussion of data collected from class observations and interviews with teachers and students of class XI IPA MA Muhammadiyah 1 Ponorogo who knew to find out changes in student behavior after being taught reading skills with skimming techniques. The attitude of students in class when participating in learning can be seen as follows:

Table 4.6
Observation Results

Number	Observation Results
1.	Students more easily understand the material given by the teacher
2.	Students can improve understanding after learning to read using skimming techniques
3.	Students find it easier to find answers to questions using skimming techniques
4.	Students directly answer questions without reading first
5.	Students are enthusiastic in reading class
6.	Students are enthusiastic during learning to read using skimming techniques
7.	Students pay attention to the teacher's explanation of skimming techniques
8.	Students are active in class so they often ask questions and give opinions
9.	Students have the courage to convey conclusions from the reading text

⁶⁵Terrance M. Scott et al., "Positive Behavior Support in the Classroom: Facilitating Behaviorally Inclusive Learning Environments.," *International Journal of Behavioral Consultation and Therapy* 3, no. 2 (2007): 224, <https://doi.org/10.1037/h0100800>.

The process of teaching and learning to read utilizing skimming strategies is very effective and better than before, according to the data acquired through observation. Students who used to find reading boring because the sentences took a long time to read and grasp due to a lack of vocabulary.

The teacher must provide more vocabulary than the portion. Because students often do not bring a dictionary during class hours, so it can hinder the learning process. The teacher stimulates students' understanding of the use of skimming techniques by not having to read it in its entirety. It's enough to just read the points.

After the stimulation, students' reading comprehension increased. Students find it easier to find answers to questions, students answer questions immediately without having to read the full text. In the learning process, the pupils are excited and eager to listen to the teacher's explanations. Some kids participate actively in class, so they often ask and give their opinion. Students dare have the courage to express their opinions from the text they read.

A statement based on an interview with Rusmi about the change in behavior she experienced after learning to read using the technique skimming, she said:

My level of understanding isn't very clear yet, but it's okay to try again. The benefits that I get, I feel happy to be able to learn to read using skimming techniques.⁶⁶

A statement based on an interview with Tria about the change in behavior he experienced after learning to read using the technique skimming, she said:

My level of understanding when reading is simpler, more practical, and easier.⁶⁷

⁶⁶ Look at Interview Transcript 15/1/11-3/2022 at Appendix 15

⁶⁷ Look at Interview Transcript 16/1/11-3/2022 at Appendix 16

A statement based on an interview with Fitriani about the change in behavior she experienced after learning to read using the technique skimming, she said:

My level of understanding after using the skimming technique Alhamdulillah, I understand, although it's still a little and not like usual, so I just listened. Somewhat surprised who usually only listen, now have to know how to understand by using skimming techniques. Alhamdulillah, it is very useful, because in my opinion, it is a new knowledge that I have never learned before.⁶⁸

A statement based on an interview with Fegya about the change in behavior she experienced after learning to read using skimming techniques, she stated that:

My level of understanding after using the skimming technique was faster in answering questions, only reading the points, and quite improving my reading skills.⁶⁹

A statement based on an interview with Annisa about the change in behavior she experienced after learning to read using skimming techniques, she stated that:

Little by little reading ability will increase, quite useful for me in the future. Reading will feel faster, simpler, and more practical in answering questions.⁷⁰

The researcher found several changes in student behavior, such as students being more focused on reading, students were not busy themselves when reading, and students became simpler and faster in answering the questions that had been given. Data from observations in class XI IPA, it appears that some students are more focused and willing to listen to what the teacher says. Data from interviews with several students of class XI IPA, stated that skimming reading techniques are more fun and practical. This explains that they are very interested in learning to read in class.

⁶⁸ Look at Interview Transcript 17/1/11-3/2022 at Appendix 17

⁶⁹ Look at Interview Transcript 18/1/11-3/2022 at Appendix 18

⁷⁰ Look at Interview Transcript 19/1/11-3/2022 at Appendix 19

Based on the data discussed above, it can be said in changes in student behavior after being given skimming techniques are easier to understand reading well. The skimming technique used by the English teacher at MA Muhammadiyah 1 Ponorogo is considered effective in supporting students' understanding which can be seen from changes in their behavior. This means that reading comprehension techniques can be implemented properly according to class conditions and also the ability of students.

C. Discussion of Finding

1. The use of skimming technique to enhance reading skill at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo

In English class, students are not very enthusiastic to learn. Because they think English is a difficult subject. This affects the activity of reading English texts. Reading is one of the fundamental language acquisition skills that cannot be separated from other language skills such as writing, speaking, or listening and that all English learners must acquire. While reading will have access to a lot of information. Anderson argues that reading is important to individuals and society without good reading skills, opportunities for personal growth and professional success are lost.⁷¹

Reading is also an interactive activity between the text and the reader's approach and background knowledge, according to Lems, Miller, and Soro.⁷² According to him, understanding is the process of connecting one word in one text to another. To comprehend written materials, readers typically use background information, word knowledge,

⁷¹Richard C Anderson et al., *Becoming a Nation of Readers: The Report of the Commission on Reading*. (Washington D.C.: The National Academy of Education., 1985), 1.

⁷²Kristin Lems, et al, *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: Guilford Press, 2010), 33 .

grammatical expertise, writing experience, and other skills. Individuals in the minds of readers assimilate, analyze, and adapt the text during the reading process.

Reading comprehension is the ability to comprehend the meaning of written or spoken communication, as well as the interchange of ideas between the interpreter and the message within a specific communication context. Reading comprehension is a fundamental coding skill that shows not only the text's meaning, but also the reader's knowledge and skills. According to Hare and Milligan, the capacity to recognize major concepts in a book is critical to reading comprehension.⁷³In addition, it is important to identify the main idea, as this will help you not only understand the paragraph you are reading, but also remember its content.

Reading comprehension is very important for students. They must understand what they read to be successful in learning activities. Of course, reading comprehension is a lengthy activity, but with techniques suitable for all students, such a lengthy activity may be an interesting long activity so that students enjoy and easily understand what they are reading. As said by Mr. Ibnu an English teacher at MA Muhammadiyah 1 Ponorogo, children's reading comprehension levels vary according to their resources. Some can understand, and some have difficulty understanding because of the lack of vocabulary and grammar. Therefore, to improve students' reading skills, Mr. Ibnu looks for and chooses a method/technique to using the skimming approach, aid pupils in the teaching and learning process.

Skimming as an effective technique helps improve reading comprehension. Therefore, quickly reading the text will require the reader to learn how to choose keywords. Students need to make sure that they need keywords as predictions to answer the questions. This is important because skimming does not require the reader to read every sentence.

⁷³Victoria Chou Hare and Beverly Milligan, "Main Idea Identification: Instructional Explanations in Four Basal Reader Series," *Journal of Reading Behavior* 16, no. 3 (September 1984): 189–204. <https://doi.org/10.1080/10862968409547515>."

Skimming consists of a quick search to the core of the entire text (essays, articles, chapters, etc.). To get it, you need to read the introduction, title, subtitle information and summary. Therefore, skimming helps students guess the general meaning of the text, check the text faster, and find keywords that will help them through the reading process.⁷⁴

According to Liao, skimming is 3-4 times faster than normal reading.⁷⁵ Some unimportant words encountered by the reader can see it. Sometimes it doesn't match the idea you're looking for. Skim text superficially and quickly to prepare large amounts of reading material, but it doesn't take much time. With this type of reading, you usually don't want to know and remember everything. Just want to figure something out and get the gist or main idea, so this skill requires deep concentration.

Here are some steps for reading using skimming techniques at MA Muhammadiyah 1 Ponorogo: Read the title first, then the introduction or first paragraph. Read the first sentence of a new paragraph. After that, read each title and subtitle. Pay attention to pictures, charts, or graphics, also pay attention to words or phrases that are italicized or bold. Finally, read the summary or last paragraph.⁷⁶ Reading using skimming techniques has several advantages and disadvantages. The advantage of this technique is that it prepares students to read independently and makes students aware of the advantages of using knowledge from original and original sources. This technique is defined as the information given in a particular text. This is not only to have students take reading tests, but also to learn the reading strategies used

⁷⁴Intan Rani Aritonang, Sandi Lasmana, and Deti Kurnia, "The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, no. 2 (October 22, 2018): 103, <https://doi.org/10.22460/project.v1i2.p101-106>.

⁷⁵Qismullah Yusuf, et al, "Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts" 1, no. 1 (2017): 47.

⁷⁶Mahmoud Sulaiman Hamad Bani Abdelrahman and Muwafaq Saleem Bsharah, "The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language," *English Language Teaching* 7, no. 6 (May 15, 2014): p170, <https://doi.org/10.5539/elt.v7n6p168>.

to find missing information contained in various texts. In addition to the advantages, skimming reading technique also has the following disadvantages: If the teacher does not use time well, it will take time. In addition, if students have a lot of reading problems and the teacher has not prepared a solution, the teacher will need time to find other solutions. Teachers need to prepare students for different types of questions.

Observation is a data collection method in qualitative research and is more than just “dependency”. This is a more global type of observation than the systematic and structured observations used in quantitative research. The research objective is a summary of the observed events or behavior, a complete description of the behavior in a particular environment.⁷⁷Based on the exposure of the researcher data, there are several steps for implementing reading activities using skimming techniques, which are explained as follows: The first step is preparation. The teacher prepare teaching and learning lesson plans. The learning resources used by Mr. Ibnu use LKS in general at this school, sometimes take other texts that are relevant to those in the LKS according to the existing curriculum. Next, prepare the teaching material. In this instance, the teacher chose a biographical text entitled Dewi Sartika and BJ. HABIBIE. The teacher will explain functions, generic structures, and linguistic features. Third, prepare worksheets to assess students. In this case, the teacher uses descriptive and multiple-choice questions to assess students' reading ability.

The second stage is application. In the observation phase of the application, researchers observed teacher activities in the classroom from the beginning to the end of the learning process. This process consists of Pre-Activity, Whilst-Activity using PPP (Presentation, Practice, and Production) techniques, and Post-Activity.

⁷⁷Donald Ary, Lucy Cheser Jacobs, and Christine K Sorensen, *Introduction to Research in Education Eight Edition* (Canada: CengageLearning , 2010), 431.

The first thing when the teacher starts the teaching process, the teacher greet the students. Students are greeted with Assalamu'alaikum and good morning. The students say good morning with Waalaikumsalaam in teacher greetings. Teacher attendance of students. This is done by calling the names of students who are on the attendance list so that the teacher can identify students who are not in class. To encourage brainstorming, look at photographs relating to the topic. For instance, when it comes to character biographies, the teacher brings pictures of heroes that students often encounter. Ask for their discussion or comments on topics related to students' schematics with the topic of the text presented. The teacher distributing handout material to students. After the handouts have been distributed, the teacher explains the biographical text's material. According to the context of its use, the material consists of social functions, text structures, and linguistic features. Then the teacher explains how to use skimming techniques in the reading process. By using the skimming technique, students do not need to read the entire text. Students only need to read the important points. After the explanation, the teacher gives students the opportunity to ask questions about the material they have not understood. After the teacher delivered the material, the students dominated the practice phase of the class. The teacher instructs students to begin working on the questions by first understanding them, which aims to recognize and understand what specific information is in the text and then use skimming techniques to answer the questions accordingly. This is a method for students to comprehend the text's substance while watching it. The teacher gives immediate feedback. Feedback is given by correcting the wrong answers from students. Apart from presentation and practice, production is the last phase involved in student engagement. In other words, students are given additional assignments to assess their reading ability. Discussion begins by asking a few students to read and explain their answers. If the answer is strange or different from someone else's answer, the teacher listens with the students to get the

correct answer. This activity continues until the end of the text. The teacher contains several edited texts, encouraging students to ask if there are materials that have not been received, materials, and research topics. Remember to say "Thank you" and "Greetings" to students and greet them. Students answered Wa'alaikumsalam.

The last stage is evaluation. This is done to find out how well students understand the material after studying with the teacher. Evaluation is carried out at the production stage of the educational process using PPP technology. This is done to find out how well students understand the material after studying with the teacher. The process of reading using skimming techniques is quite effective and can be maximized again. However, a common obstacle faced by students when reading is that students understand the content of the text, due to a lack of understanding of words and understanding of grammar. Students often don't bring their dictionaries with them during class, so teachers have to give out more difficult words than they should. Students need a lot of time to find the meaning of difficult words, so it can hinder the learning process.

Interviews are used to get information from people about their thoughts, beliefs, and feelings about a problem on their own terms.⁷⁸ Student responses in reading using skimming techniques differ from one another, depending on the perception of each student. Some of them stated that the technique used by the English teacher was very fun, interesting, and easier to understand and understand the reading text well. In the past, in teaching the teacher only explained the material and discussed it together, now they are asked to understand to get the answer information they want to find. With this technique, students are simpler, more practical, and faster to answer questions, and do not require much time to answer.

⁷⁸Donald Ary, et al, *Introduction to Research in Education Eight Edition* (Canada: CengageLearning , 2010), 438.

2. The behavior changes at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo after they are taught reading skill using skimming technique

Observations and interviews were conducted to determine changes in the behavior of students in class XI IPA MA Muhammadiyah 1 Ponorogo after being taught reading skills using skimming techniques. Field observation is collecting basic data from various studies, especially science and engineering, such as experimental observations, model behavior, and the material's look. Observations can be used to keep track of information regarding events and activities, as well as the nature and condition of things. Can record how people reply to queries and whether they behave in ways that differ from what they say or mean.⁷⁹The attitude of students in class when participating in learning can be seen as follows: Students are easier to understand the material given by the teacher, students can improve understanding after learning to read by using skimming techniques, students are easier to find answers to questions using skimming techniques, students directly answer questions without reading first, students are enthusiastic about reading the reading class, students are enthusiastic during skimming reading lessons, students pay attention to the explanation given by the skimming technique teacher, students are active in class so they often ask and give opinions, students have opinions to add conclusions from the reading text.

Positive Behavior Support is a behavior management approach that is used to detect the existence and persistence of problematic behaviors in individuals.⁸⁰ This assistance, particularly that offered by teachers and staff, as well as the school as a whole, can help students establish a constructive environment in which to achieve the school's goals. Based on

⁷⁹Nicholas Walliman, "Research Methods: The Basics," (Taylor & Francis e-Library: 2011), 101.

⁸⁰Muhammad Kurniawan Rachman, et al, "Instructors' Reflection on Positive Behavior Support in RULES Foundation's EFL Classroom," *Langkawi: Journal of The Association for Arabic and English* 5, no. 1 (June 29, 2019): 68, <https://doi.org/10.31332/lkw.v5i1.1228>.

data observation, the teaching and learning process of reading with skimming technique is more effective and superior than before. Students who previously felt bored while reading, became lazy to read because the text was long, due to a lack of vocabulary, reading and understanding the content takes a long time. The teacher must provide more vocabulary than the portion. Because students often do not bring a dictionary during class hours, so it can hinder the learning process. Teachers increase students' understanding of the use of skimming techniques by not having to improve overall. Just read the bullet points. After being stimulated, students' reading comprehension increased. Students will find it easier to find answers to their questions, without having to read the entire content, they will respond directly. Students were highly passionate about paying attention to the teacher's explanations throughout the learning process. Some pupils are engaged in class discussions, so I often ask and give my opinion. Students evaluate the text they read.

Interviews are good at assessing answers, discovering that the questions are not well-reached, and encouraging respondents to answer completely.⁸¹ Researcher found several changes in student behavior, such as students become more focused in reading, students not busying themselves while reading, students' becoming simpler and faster in answering the questions that had been given. Data from observations in class XI IPA, it appears that some students are more focused and willing to listen to what the teacher has to say. Data from interviews with several students of class XI IPA stated that skimming reading techniques were more fun and practical. This shows that they are very interested in learning to read in class. Based on the data discussed above, it can be said that changes in student behavior after being given skimming techniques are easier to understand reading well. The skimming technique

⁸¹Nicholas Walliman, "Research Methods: The Basics," (Taylor & Francis e-Library: 2011), 100.

used by the English teacher at MA Muhammadiyah 1 Ponorogo is considered effective in supporting students' understanding which can be seen in changes in their behavior. This means that reading comprehension techniques can be implemented properly according to class conditions and also the ability of students.

The following are student achievement before using skimming technique:

Table 4.7
Student Achievements before using skimming technique

Number	Students Name	Student Achievements		
		10-60	61-75	76-100
1.	Annisa	✓		
2.	Fegya	✓		
3.	Tria	✓		
4.	Fitriani	✓		
5.	Rusmi	✓		

The responses of teachers and students match the results of the activities. The following are the results of students using skimming techniques to enhance reading skills:

Table 4.8
Student Achievements

Number	Students Name	Student Achievements		
		10-60	61-75	76-100
1.	Annisa			✓
2.	Fegya			✓
3.	Tria		✓	
4.	Fitriani		✓	
5.	Rusmi		✓	

CHAPTER V

CONCLUSION AND SUGGESTIONS

This section contains conclusion covers about the points of the discussion and suggestion for further study in line with the existing discussion.

A. Conclusion

In this study, the researcher conduct how to use skimming techniques and the behavior changes that were given after the skimming technique. The following are the conclusion of this investigation:

1. The first research problem relates to the use of skimming techniques to improve reading skills in class XI MA Muhammadiyah 1 Ponorogo. Based on the results of observations and interviews with English teachers and several students of class XI science about technique in teaching reading comprehension, finally read the summary or last paragraph. It was also revealed that the reason the teacher used this technique was to help students improve their reading skills.
2. The second research problem relates to changes in the behavior of class XI MA Muhammadiyah 1 Ponorogo students after being taught reading skills using skimming technique. Based on the results observing and interviewing data, researchers found several changes in student behavior, including: students can improve understanding after learning to read using skimming techniques, students find it easier to find answers to questions using skimming techniques, students directly answer questions without reading first, students are enthusiastic in reading class, students are enthusiastic during learning to read using skimming techniques, students pay attention to the explanations given by skimming technique teachers,

active students in class often ask and have opinions, students have the courage to convey conclusions from the reading text. So, student changes open up opportunities to understand the text when reading. With this, students become more enthusiastic, comfortable, happy, and enjoy in the process of learning to read.

The skimming technique used by the English teacher at MA Muhammadiyah 1 Ponorogo is considered effective in supporting students understanding which can be seen in changes in their behavior. This means that reading comprehension technique can be implemented properly according to class conditions and also the ability of students. If used continuously, it can become a habit for students to become even better.

B. Suggestion

Based on the survey results, would like to make the following suggestions:

1. For the English Teacher
 - a. Teachers must plan ahead of time for class and provide materials, in student situations, seek other materials from various sources such as the internet, books and magazines. To make the text easier and more interesting for students. In addition, he needs to follow all the steps to read well, change the lesson plan, adapt it to the student's situation, allow enough time for the teacher to finish all of the steps.
 - b. To make teaching reading comprehension easier for pupils, the teacher should adapt the question and the practice. She must create the question herself, rather than relying on the text, in order for it to be appropriate for her students.
 - c. Give students homework to practice reading at home in order to improve their reading speed and vocabulary.

d. Teachers must provide students with feedback and reflection. He must be aware of when it is appropriate to teach reading. As a result, he has time to ask students questions on the material before wrapping up. Example: To enable an effective and successful implementation of the strategy, the instructor must manage as much time as feasible. He needs to concentrate on his students' education and learning. He must, for example, have a student who contains it as a negative. As a result, refrain from speaking aloud. Furthermore, teachers are relieved of the responsibility of managing individual students. Time will flow smoothly.

2. For the Students

- a. Take a look at the vocabulary if have trouble reading a word. So that kids are interested in the meaning and can eventually remember it.
- b. Grammar should be studied more by students. This may make it easier for them to understand the sentence's meaning. As a result, pupils must comprehend the meaning of each sentence.
- c. Students need to develop reading habits by reading some interesting books and stories. I hope you enjoy it. In other words, students need to concentrate while reading the text, doing so will help you understand the main points of the text.
- d. Students should carefully study the material and picture the story as they do so. This makes the text easier to remember.
- f. Students need to concentrate while learning English. Do not forget or create events with other people during the course of education or learning. This is so that they can focus on listening and following the teacher's instructions.

3. For other Researcher

Researcher can also undertake study on teaching reading utilizing various approaches that make kids joyful and effective at learning to read in order to increase their reading comprehension.



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