

**SKIMMING AND SCANNING TECHNIQUES ON STUDENTS' READING  
COMPREHENSION ACHIEVEMENT  
(A Quasi Experimental Study to the Eighth Grade Students of SMPN 1 Balong in  
Academic Year 2016/2017)**

**THESIS**



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## ABSTRACT

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Key words: Skimming and Scanning, Reading Comprehension, Reading Achievement

Reading is one of the most important skills that students should master and develop in learning English at Junior High School. By reading, they can absorb the information and knowledge from the text. There are some techniques that can be used to help the students to comprehend the text effectively. In this research, the researcher used skimming and scanning techniques. Skimming technique deals with the process of rapid coverage of reading a text to determine its gist or main idea. While scanning technique is a technique which deals with the ability to find out the specific information in the text.

The purpose of this research is to examine whether there is a significant difference on reading comprehension achievement between students who are taught by skimming and scanning techniques and those who are not taught by skimming and scanning techniques at SMPN 1 Balong Ponorogo in academic year 2016/2017. The statement of the problem is "Do the students who are taught by skimming and scanning techniques achieve better score in reading comprehension than those who are not?"

This research applied quantitative approach and used quasi experimental design. This research, used two classes as experimental group and control group. The population was taken from the whole students of the eighth grade which consisted of 218 students. The number of the sample in this research were 27 students of experimental group and 27 students of control group. The researcher used cluster random sampling as sampling techniques. The procedure of data collection were test, interview and documentation. To analyze data, the researcher used t-test formula as procedure of data analysis.

The result showed that the value of  $t_0$  on reading comprehension achievement between students who were taught by skimming and scanning techniques and those who were not taught by skimming and scanning techniques was 5,85. The result of computation using t-test formula of 5% significance level was 2,01. The  $t_0$  was higher than  $t_t$ , so that  $H_a$  was accepted and  $H_0$  was reject.

So, from computation above it can be concluded that there is a significant difference on reading comprehension achievement between students who are taught by skimming and scanning techniques and those who are not taught by skimming and scanning techniques.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

International language which is used in the worldwide is English. It is widely used around the world as a means of communication in both the oral and written forms. It is supported by Crystal who says that “English is a global language”.<sup>2</sup> In other words, English is known and recognized in every country, but every country treats the status of English differently. Some countries consider English as their first language for example America, some others consider it as a second language for example Netherland and the rest consider it as a foreign language, such as Indonesia.

Even though English is a foreign language, it is a compulsory subject in Indonesia high school levels. Even, it has been introduced to elementary to university levels. It is also one of the subjects included in the national examination for high school students. According to Crystal “about a quarter of the world’s population is already fluent and competent in English”.<sup>3</sup> So, it is not surprised that most people in the world learn English language. Moreover, it is used in every field in the world including education. The point in here is English as an important subject that needs to be mastered by the students.

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<sup>2</sup> David Crystal, *English as a Global Language* (New York: Cambridge University Press, 2003), 22.

<sup>3</sup> *Ibid*, 6.

In order to be able to communicate in English, there are four language skills that are needed to be learnt by the students at high school levels. Those skills are listening, speaking, reading and writing. Of the four skills, reading is considered receptive rather than productive because it leads the students to understand the words in reading texts. This is in line with what Ganesh says that “in receptive skills, it includes two skills listening and reading skills and in productive skills, one is speaking and writing”.<sup>4</sup>

As reading terms, there are some reading definitions from the experts. Johnson says Reading is the practice of using text to create meaning.<sup>5</sup> The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. In addition David says “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”.<sup>6</sup> Reading is not only reading aloud some words or reading some words silently, but also reading is as an activity to get information from the text by executing symbol stated in a text, and then try to combine each other, and the last finding the main idea of writer’s intention. It indicates that reading activity involves interaction between reader and text to get main information from the text as the writer’s intention.

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<sup>4</sup> Ganesh B. Mundhe, Teaching Receptive and Productive Language Skills With The Help of Techniques, An International Journal in English, Vol 1, Issue 2, September-October 2015.

<sup>5</sup> Andrew P. Johnson, Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students (America: Rowman & Littlefield Education, 2008), 3.

<sup>6</sup> David Nunan, Practical English Language Teaching (New York: McGraw Hill/Contemporary, 2003), 68.

Reading and comprehension are a set of reading skill. The readers can not separate them because when the readers read a text, it means that the readers try to comprehend the text. It is in line with what Woolley says that “reading comprehension is the process of making meaning from text”.<sup>7</sup> When learners comprehend a text, they interpret, analyze, connect and evaluate ideas of each word or symbol stated in a text. According to Karen “we don’t comprehend unless we draw connections between what we read and our background knowledge”.<sup>8</sup> It means, we call the learners’ comprehension are successful if they get information and understand it as the meaning of the text. The other opinion says that reading comprehension should be the ultimate goal of any reading activity.<sup>9</sup> That statement has meaning that comprehending a text is the point of reading activity. So, it can be said that if the students have good skill in reading, they will have good quality to comprehend a text.

Based on the observation on 17<sup>th</sup> April 2016 found that the most problem that happened in the teaching reading is how the students are able to comprehend the text and read it as soon as possible. The result of preliminary study conducted at this school by using interview with the English teacher at SMPN 1 Balong refill that the problem provided in the daily test of junior high school is reading text.<sup>10</sup> Most of students have problem in getting the main idea and finding specific information of the

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<sup>7</sup> Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties* (London: Springer,2011), 15.

<sup>8</sup> Karen Tankersley, *Literacy Strategies for grade 4-12: Reinforcing Threads of Reading* (USA: Association for Supervision and Curriculum Development, 1952), 108.

<sup>9</sup> Evan Ortlieb, *Using Anticipatory Reading Guides to Improve Elementary Students’ Comprehension*, *International Journal of Instruction*. Vol. 6. No. 2. July 2013.

<sup>10</sup> Interview with English teacher of the eighth grade at SMPN 1 Balong on 15<sup>th</sup> April 2017.

text quickly. Short text as well as long ones are available there. Limited time for the students to do the test items for the long texts will be the problem for the students in doing the text. That is why the students should use appropriate technique to overcome this problem.

In order to solve that problem, both the teacher and the students need more effort and hard work in comprehending the text. The teacher need to choose and apply the appropriate techniques for students. According to Grellet “skimming and scanning are specific reading techniques necessary for quick and efficient reading”.<sup>11</sup> It means both skimming and scanning techniques are suitable to use in teaching reading especially for comprehension. That is way, skimming and scanning techniques are proposed.

According to Brown “skimming technique deals with the process of rapid coverage of reading a text to determine its gist or main idea”.<sup>12</sup> It indicates that the students avoid reading a whole text but have to read selectively to get general information of a text. This skimming technique can help the students to get general idea of the text by understanding relevant details and the content of the passage through seeing the relationship of each sentence. While scanning technique is a technique which deals with the ability to find out the specific information in the text.<sup>13</sup> The students just read based on the information they need. In addition Grellet stated that, Scanning, on the contrary, is far more limited since it only means

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<sup>11</sup> Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises* (Cambridge: Cambridge University Press, 1981), 19.

<sup>12</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco, California: Pearson Education, 2003), 213.

<sup>13</sup> *Ibid*, 209.

retrieving what information is relevant to our purpose. Yet it is usual to make use of these two activities together when reading a given text.<sup>14</sup>

From the facts above, the researcher attempts to investigate the achievement in reading comprehension between students who are taught by using skimming and scanning techniques and who are not taught by using skimming and scanning techniques at the eighth grade students of SMPN 1 Balong. Therefore, in this study the researcher is intended to conduct a quantitative research entitled “Skimming and scanning techniques on students’ reading comprehension achievement (a quasi-experimental study to the eighth grade students of SMPN 1 Balong in academic year 2016/2017)”.

### **B. Limitation of the Study**

To avoid a deviation of the discussion, this study focus on some concern identified as follow:

1. The subject of the study is the eighth grade students of SMPN 1 Balong in academic year 2016/2017.
2. The object of this study is the effectiveness of skimming and scanning techniques on students’ reading comprehension achievement.
3. Skimming and scanning techniques are going to be applied in narrative text.
4. The students’ reading comprehension achievement refers to the students’ score in reading comprehension test.

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<sup>14</sup> Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 19.

### **C. Statement of the Problem**

Regarding to the background of the study, the statement of the problem is formulated into:

Do the students who are taught by skimming and scanning techniques achieve better score in reading comprehension than those who are not?

### **D. Objective of the Study**

Related to the statement of the problem above, the objective of this study is described as follows:

“To investigate the difference achievement in reading comprehension between students who are taught by using skimming and scanning techniques and who are not taught by using skimming and scanning techniques at the eighth grade students of SMPN 1 Balong in academic year 2016/2017”.

### **E. Significance of the Study**

The result of the study is expected to be able to give contribution in education aspect especially in teaching and learning process like theoretically and practically.

The contribution as follow:

#### **1. Theoretically**

The result of this study is strengthen the theory on the application of skimming and scanning techniques in teaching reading activities. And also expected



to give treasure in improving quality of education especially in teaching English reading ability.

## 2. Practically

### a. English Teacher

This study is very useful for the teachers especially for those who are teaching English. This study will be one of the simplest technique to improve the students' reading comprehension skill and help them to comprehend the reading materials well.

### b. Students

This study is expected to help the students to comprehend the text and give an experience to the students in using skimming and scanning techniques in their learning process of reading comprehension.

## **F. Organization of the Thesis**

In order to ease the reader understanding this study, the research report is arranged systematically in which each has interconnection to others. It is highlighted in detail as follows:

Chapter I is the introduction that explains about the whole content of thesis. They are background of the study, limitation of the study, statement of the problem, objectives of the study, significance of the study, and organization of the thesis.

Chapter II presents review of related literature consists of theoretical analysis, previous research finding, theoretical framework, and hypothesis. The theoretical

analysis covers some discussions such as reading: definition of reading, component of reading, reading comprehension, parts of reading skill factor that influence students' reading comprehension achievement; narrative text; reading technique: the effectiveness of using skimming and scanning techniques: definition of skimming and scanning, the advantages of skimming and scanning, the process of skimming and scanning in teaching reading comprehension.

Chapter III deals with research method: this chapter explains about research design; population and sample; instrument of data collection; technique of data collection; and technique of data analysis.

Chapter IV gives interpretation of research result; this chapter contains of research location; data description; data analysis; discussion.

Chapter V presents closing: this chapter consist of conclusions and sugesstions.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

The review of related literature includes of theoretical background, previous research finding, theoretical framework and hypothesis.

#### **A. Theoretical Background**

##### **1. Reading Comprehension**

Reading is the window of the world. It means that something (reading a book and viewing a web site) gives us a broader perspective of the world than we would otherwise have. It is something that expands our view, our big picture, and our understanding of the world. Large population of people around the world have learned to read in second language or third language for a variety of reasons, including interactions within, advanced education opportunities and global transportation.<sup>15</sup> So, it is important to recognize that many people around the world read in more than one language and it is also done within a social context.

##### **a. Definition of Reading**

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.<sup>16</sup> Therefore, reading involves the

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<sup>15</sup> William Grabe, *Reading in a Second Language Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 4.

<sup>16</sup> Caroline T. Linse, "Practical English Language Teaching," *Young Learners*, ed. David Nunan (New York: McGraw-Hill ESL/ELT, 2005), 69.

ability to understand the information from the text and use the information from the text that written in English.

Reading is a dynamic process in which the text elements interact with other factors outside the text: in this case most particularly with the reader's knowledge of the experiential content of the text.<sup>17</sup> So, it can be said that the interaction between the elements of the text and the reader's knowledge are more important than other factors, such as identifying or recalling the content of the text. That is why reading called as dynamic activity.

From the definition above, the researcher conclude that reading is a process of understanding, picking and interpreting the meaning of words, ideas, concept and information from the text. Therefore, there is a relationship between the writer's intention and the reader.

### **b. Definition of Reading Comprehension**

Reading and comprehension cannot be separated. They have closed relationship in learning English. Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.<sup>18</sup> Here, teaching students how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.

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<sup>17</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers* ( Sydney: Pearson Education Limited, 2000), 70.

<sup>18</sup> Caroline T. Linse, "Practical English Language Teaching," 71.

The RAND Reading Study Group defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>19</sup> They use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It consists of three elements; the reader, the text, and the activity or purpose for reading. A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.<sup>20</sup> This strategy involves cognitive processes that would facilitate the students to capture and understand the content of the text.

From the definition above, the researcher conclude that reading comprehension is a complex behavior refers to reading for meaning, understanding, and entertainment with extracting and constructing meaning through interaction and involvement with written language.

### **c. Components of Reading**

To acquire high reading capability, students need to know some strategies in efficient reading. In order to know the efficient reading, we need to be familiar with important elements of reading. The element of reading as follow:

- 1) Phonemic Awareness

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<sup>19</sup> Danielle S. McNamara, *Reading Comprehension Strategies: Theoris, Interventions, and Technologies*, ed, (USA: Lawrence Erlbaum Associates, 2007), 423.

<sup>20</sup> *Ibid*, 6.

Phonemic awareness is the ability to hear, identify and manipulate the individual sounds, phonemes in spoken words.<sup>21</sup> Phonemic awareness is understanding that words are created from phonemes (small units of sound in language).

## 2) Phonic

Phonic is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).<sup>22</sup> In short, phonic is the connection between sounds and letter symbols.

## 3) Vocabulary

Vocabulary refers to the words we must know to communicate effectively, reading vocabulary refers to words we recognize or use in print.<sup>23</sup> In order to read, words is the first thing to know. Imagine how frustrating and fruitless it would be to read if all the words were unfamiliar.

## 4) Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically.<sup>24</sup> Fluency is intimately tied to comprehension.

## 5) Comprehension

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<sup>21</sup> Jonathan Sarwono & Yudhy Purwanto, English for Academic Purpose: A successful Way to Learn Scientific English (Yogyakarta: CV Andi Offset, 2013), 1.

<sup>22</sup> Jonathan Sarwono & Yudhy Purwanto, English for Academic Purpose: A successful Way to Learn Scientific English, 1.

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.<sup>25</sup> It requires the reader to draw upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read.

#### **d. Part of Reading Skills**

When trying to gauge how difficult a particular text will be for students, teacher need to bear in mind not only the inherent difficulty of the text, but also the nature of the teacher's tasks to set the plan and whether teacher require students to attempt such as tasks before, during, or after they have studied the text.

##### 1) Pre-reading Stage

Readers are helped to deal with the text through some sort of familiarization activity, rather than being given a text 'cold' and then answering comprehension question.<sup>26</sup> At this stage, the students should be encouraged to think about the purpose of the text, in order word to express an opinion about the topic or theme of the text, to predict content and so on.

##### 2) While-reading Stage

While-reading allow readers to interact with a text, and motivate them to be active as they read.<sup>27</sup> During this stage students should be making sense of the text

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<sup>25</sup> Ibid.

<sup>26</sup> Peter Lucantoni, *Teaching and Assessing Skills in English as a Second Language* (New York: Cambridge University Press, 2002), 44.

<sup>27</sup> Ibid.

and connections. In this stage, the students can be given activities which require them to do any of the opinions expressed; understand the information it contains; make notes; predict the next part of a text from various clues

### 3) Post-reading Stage

Post-reading is the last of this stage. This stage will focus on follow-up extension work, usually based on something arising from the text itself, which encourage students to check the things they did while reading.<sup>28</sup> Common post-reading activities are: creating stories or end of stories, producing post-test, reconstructing texts, and questioning texts or views of the writer.

According to Woods “reading skill can be seen in term of bottom-up and top-down skills”.<sup>29</sup>

#### 1) Bottom-up (systemic)

Bottom-up analysis begin with the stimulus the text, or gist of the text, the reader dealing with letters, words, then sentences. Bottom-up starts with the smallest unit of the whole text. It consists of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraphs).<sup>30</sup>

#### 2) Top-down (schematic)

Top-down difficulty is seeing where would begin with largest unit. It is impossible to see how a reader can begin by dealing with the text as a whole, then

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<sup>28</sup> Peter Lucantoni, *Teaching and Assessing Skills in English as a Second Language*, 44.

<sup>29</sup> Caroline Woods, *Teaching and Assesing Skills in Foreign Languages* (New York: Cambridge University Press, 2005), 63.

<sup>30</sup> Ibid.



processed to smaller units of the text. It involves the prior world knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or world knowledge.<sup>31</sup>

The learners therefore need both types of skill if they are to make sense of a text, and our methodology needs to pay attention to both.

#### **e. Students' Reading Comprehension Achievement**

The scores from the reading comprehension test taken before and after the treatment, the pre-test and post-test scores, were computed to determine means, standard deviation, percentages, and difference between means or pre-and post-tests of each group. The difference between means of the first group was further compared with those of the second group to determine the significance difference between the two groups.

#### **f. Factors that Influence Students Reading Comprehension Achievement**

There are some factors that involved when people read: objective, stance, text, and tactics.<sup>32</sup>

##### 1) Reading Objective

There are two basic types of reading objectives, the *initial objective* and the *immediate objective*. The initial objective is the objective we have when we decide to look for and

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<sup>31</sup> Ibid.

<sup>32</sup> Burnasheva Eleonora, *The Role of Different Types of Reading Text in The English Language Classroom* (Ministry of Higher and Specialised Secondary Education of The Republic of Uzbekistan, Ferghana State University, 2013).

choose a text, and the immediate objective is the one we have when we are about to start to read the text we have chosen.<sup>33</sup>

## 2) Reader's stance

Reader's stance is the reader's attitude towards the text that he or she is about to read.<sup>34</sup> The reader's stance is influenced not only by the reading objective, but also by the type of text. Certain types of texts demand a submissive stance, whereas other types allow, or even invite, the reader to be assertive.

## 3) Types of the text

People can classify text in different ways; based on the field, medium, register, or writer's purpose.<sup>35</sup> Based on the field is library cataloguing system, where books are grouped on the shelves according to subject. Based on medium is to do with style differing degree of formality and informality. Register is an important basic for classification. The last is writer's purpose.

## 4) Reading tactics

Reading tactics refers to the ways of actually reading the chosen text.<sup>36</sup> There are some tactics in reading: sequential reading and reading focused.

Another factors that influence students' reading comprehension achievements. They are: internal factor and external factor.<sup>37</sup>

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<sup>33</sup> Ibid.

<sup>34</sup> Burnasheva Eleonora, The Role of Different Types of Reading Text in The English Language Classroom.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

## 1) Internal Factor

The internal factor is defined as the factor which come from the reader himself or herself. This factor is usually known as personal factor, because the factor has existed inside the reader. This factor dealt mostly with self-motivation and interest.<sup>38</sup>

### a. Motivation

Motivation plays an important role in comprehending the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation. The intrinsic motivation is defined as follow:

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination. While extrinsic motivation is defined as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.<sup>39</sup>

### b. Interest

Interest is being one of the important factors that influence in increasing the students' comprehension achievement in reading, for instance if a student has interest to read, it means that he or she will more attractive to read and will get a

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<sup>37</sup> Irena Shehu, *Factors that Influence Students' Reading Comprehension Achievement in the Foreign Language*, *Anglisticum Journal (IJLLIS)*, Volume: 4, Issue: 3, March 2015.

<sup>38</sup> Irena Shehu, *Factors that Influence Students' Reading Comprehension Achievement in the Foreign Language*.

<sup>39</sup> Ibid.

good achievement.<sup>40</sup> On the other hand, if the reader has no any interest to read, it can influence his or her achievement.

## 2) External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

### a. Reading material

The students' achievements' in reading depends on the level of the difficulty of the text.<sup>41</sup> Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the student.

### b. Teacher of Reading

Teacher of reading should be careful in choosing the text and giving the task to the students because they are related to the students' reading comprehension achievements.<sup>42</sup>

### c. Strategies

Strategy is very important external factor in teaching reading comprehension. Every teacher should know how to motivate students by using a strategy.<sup>43</sup>

If a teacher lacks of the points above, the results will not be at a satisfactory level. This means that the teacher has responsibilities to motivate students by selecting appropriate technique and materials.

## 2. Narrative Text

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<sup>40</sup> Ibid.

<sup>41</sup> Irena Shehu, *Factors that Influence Students' Reading Comprehension Achievement in the Foreign Language*.

<sup>42</sup> Ibid.

<sup>43</sup> Ibid.

According to Yuwono “narrative is an account of a sequence of events, usually in chronological order in which they actually occurred in time. It is usually to retell the story or previous experiences. The purpose of the narrative is to entertain or amuse readers or listeners about the story”.<sup>44</sup>

**Table 2.1: Generic Structure and Language Feature of Narrative**<sup>45</sup>

No	Structure of Essay	Generic Structure	Language features
1	Introductory	Orientation	Dominan language features: 1. Using past tense 2. Using action verb 3. Chronologically arranged
2	Body/ content	Complication and resolution	
3	Conclusion	Reorientation	

In addition Zaida said that “narrative usually have series of happenings in which an action occurs and characters are involved. Narratives usually consist of the following three parts”:<sup>46</sup>

- 1) Orientation : it tells the readers who when, where, what, and why. The character(s), the time, the place, and the direction, of the story are all introduced.
- 2) Complication: a sequence of events involves the characters in actions that test their courage, determination and other qualities.

<sup>44</sup> Dolar Yuwono, *Writing From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 20.

<sup>45</sup> Yuwono, *Writing From Practice to Theory: Getting Smart and Creative to Write*, 22.

<sup>46</sup> Nur Zaida, *English Activities for Junior High School Grade VIII* ( Jakarta: Erlangga, 2013), 108.

- 3) Resolution : the end of story in which the problem is solved or resolved, the story may end to a/an happy or unhappy ending.<sup>47</sup>

Moreover Klinger said that, “the structure of narrative is often called a “story grammar”. This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem”.<sup>48</sup>

In sum up people read narrative basically to get for pleasure and enjoyment. Narrative is the type of text which is tells the story in the past and has the elements that contain of title, orientation, complication, and resolution.

### 3. Reading Technique

Technique is a particular way of doing something especially one in which you have to learn special skills.<sup>49</sup> Another definition of technique is the systematic procedure by which a complex or scientific task is accomplished.<sup>50</sup> Moreover, Brown defined that “technique as a supordinate term to refer to various activities that either teachers or learners perform in the classroom. He also said that technique categorized into such areas as teaching speaking, listening, reading and writing”.<sup>51</sup>

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<sup>47</sup> Ibid.

<sup>48</sup>Janette K. Klinger, Sharon Vaughn and Alison Broadman, *Teaching Reading Comprehension to Students with Learning Difficulties* ( New York: The Guilford Press, 2007), 77.

<sup>49</sup>Available at [www.oxfordlearnerdictionaries.com/definition/english/technique?q=technique](http://www.oxfordlearnerdictionaries.com/definition/english/technique?q=technique) retrieved on 12 December 2016.

<sup>50</sup>Available at [www.ifsqn.com/forum/index.php/topic/528-tool-technique-whats-the-difference/](http://www.ifsqn.com/forum/index.php/topic/528-tool-technique-whats-the-difference/) retrieved on 12 December 2016.

<sup>51</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to language Pedagogy* (New York: Longman, second edition, 2001), 129-130.

From the definition above, the researcher conclude that reading technique is the way or strategy that used to do something in the process of studying especially to learn skill. The teacher must choose methods or techniques that suitable with students' condition, because if that methods and techniques are suitable, the students can absorb the material efficiently and the teacher can give the material easily.

### **g. Skimming and Scanning Technique**

#### **1) Skimming Technique**

Brown stated that “skimming is the process of quickly running one’s eyes across a whole text for its gist”.<sup>52</sup> He also stated that skimming is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader.<sup>53</sup>

Grellet also support this opinion. He defined “skimming as going through the reading materials quickly in order to extracting and constructing meaning through interaction and involvement with written language”.<sup>54</sup>

In addition, Fry defined “skimming is very fast reading. When the readers skim, they read to get the main ideas and a few, but not all, of the detail”.<sup>55</sup> It means the readers do not need to read every single word to get the main idea of a text. They should know the location of the main idea. Most of the main ideas are in the first

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<sup>52</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to language Pedagogy*, 308.

<sup>53</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 213.

<sup>54</sup> Françoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 19.

<sup>55</sup> Edward Fry, *Skimming & Scanning* (USA: Chicago-Lincolnwood, Illinois, 2000), 1.

sentence of a paragraph, but main ideas may appear elsewhere in the paragraph as well. Further, readers should read only the key words.

From the definitions above, the researcher conclude that skimming is going through a text quickly to get a general idea of the text. This means skimming is meant for overall view of the texts ideas.

## 2) Scanning Technique

Beside skimming another technique for reading is scanning. Scanning is quickly searching for some particular piece or pieces of informations in a text.<sup>56</sup> It is a technique used by all readers ro find relevant information in a text.<sup>57</sup> In here, relevant information or piece of information of a text deals with the supporting details of the text. They are many supporting details, such as someone's name, a particular date or number, or a particular word.

According to Grellet, "scanning as trying to locate specific information and often the reader do not know even follow the linearity of the passage to do so. The reader simply let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information".<sup>58</sup> Moreover Fry defined "scanning is technique that the reader use when they want to locate a single fact or a spesific bit of information without reading every part of story, article,

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<sup>56</sup> H. Douglas Brown, Teaching by Principles: An Interactive Approach to language Pedagogy, 308.

<sup>57</sup> H. Douglas Brown, Language Assessment: Principles and Classroom Practices, 209.

<sup>58</sup> Francoise Grellet, Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises, 19.



list, or document".<sup>59</sup> It means the readers don't need to read a whole text, but they locate some specific information in a text.

From the definitions above, the researcher conclude that scanning is technique that useful to find some specific informations in a text as soon as possible. This is important reading technique to improve reading skills. It helps the students when they have to answer some questions in a limited time with a longer text.

Thus, skimming and scanning techniques are required in helping students in comprehending a text, getting general idea, detailed information and other reading tasks.

### **3) The Advantages of Skimming and Scanning**

The are some advantages of skimming and scanning techniques:

#### **a. Skimming**

1. Skimming help the students go through the reading material quickly in order to get the gist of the text.<sup>60</sup> It means it can help the students to select only those informations that are useful and relevant to their purpose of study.
2. Skimming help the students to know how the text is organized.<sup>61</sup> It gives the students a quick overview of an article, paragraph or chapter.
3. Skimming help the students to get an idea of the tone or the intonation of the writer.<sup>62</sup> In this way, it helps to build up the students initial schema (what the students

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<sup>59</sup> Edward Fry, *Skimming & Scanning*, 40.

<sup>60</sup> Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 19.

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

know about a particular topic) as background information or to prepare for further reading.

It means that, by using skimming technique the students will be easier in reading material, knowing how the text is organized and getting an idea of the tone or the intonation of the writer.

### **b. Scanning**

1. Scanning help the students only try to locate specific information.<sup>63</sup> It can help the students to locate particular information that is relevant to the study so the students avoid reading unnecessary material.
2. Scanning help the students to follow the linearity of the passage. It can help the students to scan the page or paragraph quickly by using peripheral vision.
3. Scanning help the students to used the time efficiently.<sup>64</sup> It can help to save time by quickly locating particular information that is relevant to the study.

Based on the statement above, by using scanning technique students can get the information of the text quickly and used the time efficiently.

### **c. The Process of Skimming and Scanning in Teaching Reading Comprehension.**

According to Fry the steps to skim are as follows:<sup>65</sup>

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<sup>63</sup> Françoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 19..

<sup>64</sup> Ibid.

1) Read the first several paragraphs

Read all of the first several paragraphs in order to identify the topic of the article, the subject, a little of the author's style, the author's viewpoint, and so on.<sup>66</sup> Frequently, an author will give an introduction in the first few paragraphs; this will help to give the reader an overall picture of the article.

2) Leave out the material (read only the key sentence)

Once the reader has a general overview of the article, the reader should begin to leave out material right away if the reader is to achieve a high skimming rate.<sup>67</sup> So, the reader may read only the key sentences to get the main idea and skip the rest of the paragraph. Perhaps the reader will read the key sentences and let his or her eyes jump down through the paragraph, picking up one or two important words, phrases, or numbers.

3) Find the main idea

Sometimes the main idea will not be the first sentence in the paragraph. In some paragraphs the main idea is located in the middle of a paragraph or at the end.<sup>68</sup> Note that the final paragraphs often summarize a story or article, so it may be worthwhile to read them more fully.

4) Read fast

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<sup>65</sup> Edward Fry, *Skimming & Scanning*, 1.

<sup>66</sup> *Ibid.*, 2.

<sup>67</sup> Edward Fry, *Skimming & Scanning*, 2.

<sup>68</sup> *Ibid.*

Skimming is done when the reader do not have much time and when she or he wish to cover material at the fastest possible rate. Remember that the purpose of skimming is to get the author's main ideas at a very fast speed.<sup>69</sup>

In addition Fry stated that the steps to scan a text were:<sup>70</sup>

1) Note the arrangement of information

Whatever the reference the reader is using, the reader can be sure it is arranged in some logical way.<sup>71</sup> There are some several types of common arrangements; alphabetical, non alphabetical, prose.

2) Keep clue words in mind

When the reader have found the section most likely to contain the information the reader need, the reader is ready to begin scanning. Have in mind some clue words or phrases associated with specific facts the reader want to find.<sup>72</sup>

3) Scan quickly

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<sup>69</sup> Ibid.

<sup>70</sup> Edward Fry, *Skimming & Scanning*, 40.

<sup>71</sup> Ibid.

<sup>72</sup> Ibid, 41.

With clue words in mind, try to scan as much of the printed matter as the reader can in the least amount of time.<sup>73</sup> Once the reader have located the clue words, start to read more carefully to find the specific informtion the reader need.

4) Make accuracy the goal

Accuracy is just as essential as speed when scanning.<sup>74</sup> Scanning at high rate of speed is useful only if the reader find the exact information he or she need.

## B. Previous Research Finding

There were some research findings related with the effectiveness of skimming and scanning techniques in teaching reading comprehension. One of the research was presented by Lana Novelia Halimatul Ulmi. She conducted quantitative research entitled “The Effect of Using Skimming and Scanning Techniques on the Eight Grade Students’ Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember”.<sup>75</sup> This reseacrh intended to know whether or not there was a significant 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 used the experimental design with nonequivalent-groups posttest-only design. The sample was 72 students who are selected by using cluster random sampling (lottery). There were 36 students’ of grade VIII B as experimental class and 36 students’ of

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<sup>73</sup> Ibid.

<sup>74</sup> Ibid.

<sup>75</sup> Lana Novelia Halimatul Ulmi, “The Effect of Using Skimming and Scanning Techniques on the Eight Grade Students’ Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember”, 2015. Available at <http://repository.unej.ac.id/bitstream/handle/123456789/63623/LANA%NOFELIA%HALIMATUL5U%LMI.pdf?sequence=1>. Retrieved on 3 Dec 2016.

grade VIII A as the control class. The results of the reading posttest were analyzed by using t-test SPSS software. The results of this study revealed that the mean score of experimental group was 55.78 and the mean score of control group was 48.92. It means that the experimental class got better scores in reading posttest than the control class. Based on the result, it could be concluded that skimming and scanning techniques were appropriate techniques for the English teacher to be used in the teaching reading comprehension.

Another research was thesis form Yohan Heru Purnama under the title “The Effectiveness of the Use of Scanning Strategy to Improve Students’ Reading Achievement of the Second Year of Mts N Wonosegoro in the Academic Year 2011/2012”.<sup>76</sup> The aims of this study are to find out the data of students’ reading achievement that have been taught using scanning strategy, as well as to get a real evidence of the effectiveness of the use of this particular strategy. The techniques of collecting the data applied by him are documentation, observation, pre-test, and post-test. The data which have been collected are analyzed by using some books for the theoretical data and using t-test for the quantitative data. From the calculation of the t-test, the result of the effectiveness between students’ reading achievement taught by using scanning strategy and without scanning strategy is 3.56. It means that the effectiveness of the use of scanning strategy to improve students reading achievement of the second year of MTs N Wonosegoro in the academic year 2011/2012 is in

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<sup>76</sup> Yohan Heru Purnama, “The Effectiveness of the Use of Scanning Strategy to Improve Students’ Reading Achievement of the Second Year of Mts N Wonosegoro in the Academic Year 2011/2012”. 2012. Available at <http://perpus.iainsalatiga.ac.id/docfiles/fulltext/5d892e7a70bdoacc.pdf>. Retrieved on 27 October 2016.

sufficient level. It means that the use of scanning strategy is effective to improve students' reading achievement.

Another research was conducted by Sri Patmawati. She conducted a qualitative research entitled "The Implementation of Skimming and Scanning Techniques in a Reading Class in Junior High School".<sup>77</sup> The aim of this study is to describe the implementation of skimming and scanning techniques in teaching reading comprehension and to describe the improvement of students' reading comprehension when these two techniques are implemented. The technique of collecting data applied by him was observation. The subject was the students of VIII C of SMPN 2 Lamongan. There were thirty students in class VIII C. To analyze the data the researcher used three phase procedure described by Miles and Hubberman, namely data reduction, data display, and conclusion drawing/ verification. The result of this study revealed that the students' reading comprehension are increased after implementing skimming and scanning techniques.

The last previous research finding was jurnal from Diaz and Laguado from Pampiona, Columbia. They did a classroom action research entitled "Improving Reading Skills Through Skimming and Scanning Techniques at a Public School: Action Reasearch".<sup>78</sup> This research outcome revealed the evidence that the use of

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<sup>77</sup> Sri Patmawati, "The Implementation of Skimming and Scanning Techniques in a Reading Class in Junior High School". *Jurnal Ilmu Sosial dan Humaniora*. Vol. 1. No. 2. June 2015. Available at <https://edupedia.wordpress.com/jurnal-edupedia-vol-1-no-2-juni-2015/>. Retrieved on 5 December 2016.

<sup>78</sup> Sindy Diaz and Juan Carlos Laguado, "Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research". *EFL Educational Journal*. Vol. 10. 2013. Available at [http://ojs.unipamplona.edu.co/ojs\\_vicinvves/index.php/OWD/article/viewFile/240/230](http://ojs.unipamplona.edu.co/ojs_vicinvves/index.php/OWD/article/viewFile/240/230). Retrieved on 13 Dec 2016.

skimming and scanning techniques enhanced the students' reading comprehension. It was concluded that these techniques worked well to increase the students' reading comprehension because of the students' motivation. The experimental students' motivation increased after they were taught by using skimming and scanning techniques. Thus, it could be seen that these two techniques are good to increase the students' reading comprehension.

Related to this research, these research findings become valuable contribution and reference to the researcher. The researcher realizes well that applying an appropriate teaching technique is one of the factors that determine the success of teaching reading. The technique used should be a communicable material to help the students to comprehend the text.

### **C. Theoretical Framework**

As stated earlier, reading is an activity to understand the texts and to get some information and knowledge. Some students find that reading is not an easy activity. It is because every student has different capability in reading a text. In fact, the problem provided in the daily test of junior high school is reading text. Most of students have problems in getting the main idea and finding specific information of the text quickly. Limited time for the students to do the test items will be the problem also.

Nevertheless, students can overcome their problem when they receive the appropriate technique from their teacher. Skimming and scanning techniques are offered to help the student read in more focused and efficient way. It is believed, then,



that the use of skimming and scanning technique in the students' reading class will give a positive contribution to their reading comprehension achievement. That is why the researcher chooses skimming and scanning techniques as an effective technique to help students improve their reading comprehension achievement.

## **B. Hypothesis**

Ali defined that hypothesis is the formulation of temporary answer which should be investigated by the researcher activities.<sup>79</sup> The researcher concluded that hypothesis is a temporary answer to the problem of theoretical reasearch that is considered most likely and highest levels were correct.

There are two hypothesis:

Ha : There is a significant difference on reading comprehension achievement between students who are taught by using skimming and scanning techniques and those who are not at eighth grade students of SMPN 1 Balong in academic year 2016/2017.

H<sub>0</sub> : There is no significant difference on reading comprehension achievement between students who are taught by using skimming and scanning techniques and those who are not at eighth grade students of SMPN 1 Balong in academic year 2016/2017.

Hypothesis in this research is Ha: There is a significant difference on reading comprehension achievement between students who are taught by using skimming and

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<sup>79</sup> Tukiran Taniredja and Hidayati Mustafidah, *Penelitian Kuantitatif (sebuah pengantar)* (Bandung: Alfabeta, 2012), 24.

scanning techniques and those who are not at eighth grade students of SMPN 1  
Balong in academic year 2016/2017.



## CHAPTER III

### RESEARCH METHOD

This chapter presents the research methods that were applied in this research. It includes research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

#### A. Research Design

In this study, the researcher used quantitative research method that deals with the data in the form of scores and numbers. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>80</sup> It means, to analyze the data the researcher used statistical calculation

This research can be classified as an experimental research. Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable.<sup>81</sup> It means, the researcher deliberately and systematically introduces change and then observes the consequences of that change.

There are several types of experimental research; some of them are true experimental, quasi-experimental, and pre-experimental.<sup>82</sup> In this research, the

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<sup>80</sup> Daniel Muijis, *Doing Quantitative Research in Education* (London: Thousand Oaks, New Dehli: Sage Publication, 2004), 1.

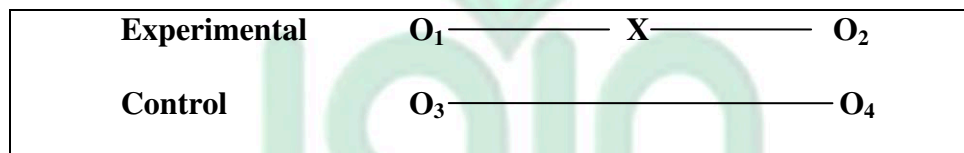
<sup>81</sup> Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press, 2014), 92.

<sup>82</sup> Ibid.

researcher employed quasi-experimental and used non-equivalent (pre-test and post-test) control group design.

The design used in this research was quasi experimental design with non-equivalent (pre-test and post-test) control-group design. Quasi-experimental is a type of experimental design where random assignment to groups is not employed for either ethical or practical reasons, but certain methods of control are employed and the independent variable is manipulated.<sup>83</sup> This design was assumed to meet with the aim of this research that is to know whether or not there is a significant difference of the students' achievement that is given by using certain treatment.

Non-equivalent (pre-test and post-test) control-group design, a popular approach to quasi-experiment, the experimental group and the control group were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment. The research design can be illustrated as:<sup>84</sup>



O<sub>1</sub> and O<sub>3</sub> : Pre-test

O<sub>2</sub> and O<sub>4</sub> : Post-test

X : Treatment

<sup>83</sup> Kultar Signh, *Quantitative Social Research Methods* (New Delhi: Sage Publication, 2007), 407.

<sup>84</sup> John W. Cresweel, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (United Kingdom: Sage Publication, 2009), 160-161.

Based on the explanation above, this quasi experimental research employed two groups that were tested, control group and experimental group. The experimental group was given the special treatment using skimming and scanning techniques. The control group was given the conventional technique without skimming and scanning techniques. The conventional method is not a new method which is usually taught by the teachers in teaching and learning process such as: using discussion technique, using silent reading, directing the students to read aloud, and completing written exercises related to the readings.

Here, both experimental and control classes were pre-tested and post-tested for their knowledge of the information contained in the readings. Pre-test before treatment in order to make students in the same condition and to know the students' reading comprehension achievement and post-test after treatment to measure the effects of that treatment.

This design was consisted of one independent variable and one dependent variable. The independent variable was skimming and scanning techniques, while dependent variable was students' reading comprehension achievement.

## **B. Population and Sample**

### **1. Population**

According to Fraenkel et al, "population refers to all the members of a particular group. It is the group of interest to the researcher, the group to whom the

researcher would like to generalize the results of a study”.<sup>85</sup> It means that population can be defined as all member of any well – defined class of people, events or object that have specific characteristic defined by the researcher to learn and to be deduced.

The population of this research included the eighth grade students of SMPN 1 Balong in academic year 2016/2017, in the second semester. The school has eight classes of eighth grade with 218 students. Each class consists of different numbers of students.

**Table 3. 1 The Number of Students**

<b>Class</b>	<b>Number of Students</b>
VIII <sup>A</sup>	27
VIII <sup>B</sup>	27
VIII <sup>C</sup>	28
VIII <sup>D</sup>	27
VIII <sup>E</sup>	27
VIII <sup>F</sup>	27
VIII <sup>G</sup>	27
VIII <sup>H</sup>	28

## 2. Sample

According to Fraenkel et al, “sample is any part of population of individuals on whom information is obtained”.<sup>86</sup> From these statement, it can be stated that sample is a part of population and it must representative for research.

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<sup>85</sup> Jack R. Fraenkel, et al., How to Design and Evaluate Research in Education (New York: MC-Graw Hill, 2012), 106.

<sup>86</sup> Jack R. Fraenkel, et al., How to Design and Evaluate Research in Education, 106.

Moreover, Fraenkel et al said that “for experimental and causal comparative studies, we recommend a minimum of 30 individuals per group, although sometimes experimental studies with only 15 individuals in each group can be defended if they are very tightly controlled”.<sup>87</sup> In this research the number of students in each class is almost same. The class consists of 27 and 28 students. So, the researcher will continue to use the class as a research respondents. The researcher takes two classes by cluster random sampling.

Cluster random sampling is a way to obtain sample by using groups as the sampling unit rather than individuals.<sup>88</sup> Cluster random sampling by lottery was used to determine which one experimental class and control class. The researcher choosed this sampling technique because it was easier in the implementation and manageable than the others technique. Moreover, the researcher could limit the time, energy, and fee.

As stated earlier, there were eight classes of eighth grade. From eight classes, there were chosen two classes as the sample of the research. To select samples, the researcher took previous midterm test score data that has been done by the teacher. Then, from the results of midterm test score the researcher measure the means of the classes to know whether or not the classes had closest mean score or had similar characteristics of capability.

The result found that there were only three classes that had similar ability. They were VIII<sup>A</sup>, VIII<sup>B</sup>, VIII<sup>G</sup> classes. Then, the researcher chosen two classes by

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<sup>87</sup> Ibid, 103.

<sup>88</sup> Jack R. Fraenkel, et al., How to Design and Evaluate Research in Education, 106.

using lottery technique. The result revealed that class VIII<sup>B</sup> became an experimental class and class VIII<sup>A</sup> as a control class. Meanwhile, class VIII<sup>G</sup> was used as a validity class. Validity class was used to measure the validity of test. So, before the data was tested to experiment class and control class, it should be tested for its validity.

### **C. Instrument of Data Collection**

This research' instrument to collect the primary data is test. According to Brown, "test is a method of measuring a person's knowledge, ability or performance in a given domain".<sup>89</sup> The test which was carried out in this research was reading pre-test and post-test. The researcher constructed the objective test in the form of multiple choice item. The reading text was constructed based on the curriculum and the indicators of reading to be measured. The total number of the test item was 30 items.<sup>90</sup>

Before the test administered, the validity and reliability of the research of pre-test and post-test instruments were analyzed to find out whether the test is good to be used or not. It is supported by Donald et al who says that "if a researcher's data are not obtained with instruments that allow valid and reliable interpretations, one can have little faith in the results obtained or in the conclusions based on the results".<sup>91</sup> The instrument is tested by using the following criteria:

#### 1) Test of Validity

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<sup>89</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 3.

<sup>90</sup> See Appendix 1.

<sup>91</sup> Donald Ary, et al., *Introduction to Research in Education (USA: Wadsworth Cengage Learning, 2010)*, 224.



Validity was defined as the extent to which an instrument measured what it claimed to measure.<sup>92</sup> The method used in measuring the validation of the instrument is called content validity. This research content validity was implemented to the test. This kind of validity requires of the language being tested and the particular course objective, the course objective of reading narrative text has been consulted to the English teacher and then made the item test.

In the validity test, the researcher used product moment correlation formula by Pearson. The formula is as follows:

$$r_{xy} = \frac{n \sum xy - \sum x \cdot \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes:

$r_{xy}$  = digit of index Product Moment Correlation

$\sum x$  = the total score X

$\sum y$  = the total score Y

$\sum xy$  = the total of result multiplication between score X and Y

$n$  = Total of respondent<sup>93</sup>

When the coefficient correlation was under 0.30, it can be concluded that the item was not valid instrument. Thus, the items said to be valid instruments if the coefficient correlation of magnitude more than 0.30. Typically, the minimum

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<sup>92</sup> Ibid.

<sup>93</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 213.

requirements to be eligible is if  $r = 0,3$ , then the item in the instrument shall be declared invalid.<sup>94</sup>

A positive relationship is indicated when a high score on one of the instruments is accompanied by a high score on the other or when a low score on one is accompanied by a low score on the other. A negative relationship is indicated when a high score on one instrument is accompanied by a low score on the other. The higher the validity coefficient obtained, the more accurate a researcher's predictions are likely to be.<sup>95</sup>

Example of item No. 1 (in the multiple-choice test):

$$r_{xy} = \frac{n \sum xy - \sum x \cdot \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{27 \cdot 566 - 26 \cdot 580}{\sqrt{(27 \cdot 26 - (26)^2)(27 \cdot 12744 - (580)^2)}}$$

$$r_{xy} = \frac{15282 - 15080}{\sqrt{(702 - 676)(344088 - 336400)}}$$

$$r_{xy} = \frac{202}{\sqrt{26 \cdot 7688}}$$

$$r_{xy} = \frac{202}{\sqrt{199888}}$$

$$r_{xy} = \frac{202}{447,088}$$

$$r_{xy} = 0,451 \text{ (Valid)}$$

The calculation of validity of the instrument, the researcher used 30 items of reading comprehension test with 27 respondents.<sup>96</sup> There were 26 items which

<sup>94</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R &D* (Bandung: Alfabeta, 2016), 126.

<sup>95</sup> Jack R. Fraenkel, et al., *How to Design and Evaluate Research in Education*, 152.

<sup>96</sup> See Appendix 2.

declared valid, item number 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 30.<sup>97</sup> The calculation result of data validity as follow:

**Table 3. 2 The Result of Validity Test**

Item Number	"r" Calculated	"r" Table	Notes
1	0,451	0,3	Valid
2	-0,129	0,3	Invalid
3	0,345	0,3	Valid
4	0,573	0,3	Valid
5	0,355	0,3	Valid
6	0,331	0,3	Valid
7	0,316	0,3	Valid
8	0,517	0,3	Valid
9	0,349	0,3	Valid
10	0,56	0,3	Valid
11	0,326	0,3	Valid
12	0,416	0,3	Valid
13	0,326	0,3	Valid
14	0,32	0,3	Valid
15	0,764	0,3	Valid
16	0,391	0,3	Valid
17	0,573	0,3	Valid
18	0,303	0,3	Valid
19	0,423	0,3	Valid
20	-0,222	0,3	Invalid
21	0,391	0,3	Valid
22	0,331	0,3	Valid
23	0,572	0,3	Valid
24	0,72	0,3	Valid
25	0,519	0,3	Valid

<sup>97</sup> See Appendix 3.

26	0,778	0,3	Valid
27	0,651	0,3	Valid
28	-0,503	0,3	Invalid
29	0,222	0,3	Invalid
30	0,435	0,3	Valid

Based on the table, among 30 questions, 26 questions were valid and 4 questions were invalid. But the researcher still use 30 questions for collecting data with the revision test, because the questions can measure the special purposes which is equal with the material or content given.

## 2) Test of Reliability

Reliability is the degree of consistency with which it measures whatever it is measuring.<sup>98</sup> In this research, the researcher uses a method of Kuder-Richardson. Application of this method using scores 1 for correct answers and score 0 for incorrect answers. K-R 20 formula is:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Note :

$r_{11}$  : The reliability test

$p$  : The subject proportion with right answer

$q$  : The subject proportion with wrong answer

$\sum pq$  : The total number of the multiply between  $p$  and  $q$

$k$  : All item

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<sup>98</sup> Donald Ary, et al., Introduction to Reasearch in Eduaction, 236.

S : The deviation standard of test<sup>99</sup>

$$\begin{aligned}
 S^2 &= \frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N} \\
 &= \frac{12744 - \frac{(580)^2}{27}}{27} \\
 &= 12744 - \frac{336400}{27} \\
 &= \frac{12744 - 12459,25}{27} \\
 &= \frac{284,75}{27} = 10,546
 \end{aligned}$$

$$\begin{aligned}
 r_{11} &= \left( \frac{k}{k-1} \right) \left( \frac{S^2 - \Sigma pq}{s^2} \right) \\
 &= \left( \frac{26}{26-1} \right) \cdot \left( \frac{10,546 - 5,1259}{10,546} \right) \\
 &= \frac{26}{25} \cdot \left( \frac{5,1259}{10,546} \right) \\
 &= (1,04) \cdot (0,486) \\
 &= 0,505 \text{ (reliable)}
 \end{aligned}$$

The calculation of reliability above can know the value of the variable instrument of reliability of students' reading comprehension of class VIII.<sup>100</sup> Values 0,504 then consulted with "r" table on the significance level of 5% that is 0,381.

Because "r" count (0,505) > "r" table (0,381), so the instrument can be said reliable.

For more details it can be seen in the following table:

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<sup>99</sup> Ibid, 245.

<sup>100</sup> See Appendix 4.

**Table 3. 3 Test Item Reliability**

<b>“r” arithmetic</b>	<b>“r” table</b>	<b>Explanation</b>
0, 505	0, 381	Reliable

#### **D. Technique of Data Collection**

There were two kinds of data in this research, namely primary data and supporting data. The primary data dealt with the students’ scores obtained from the reading test. Then, the supporting data was obtained from interview and documentation.

##### **1. Test**

Test in this research was reading comprehension test that will be done to get the primary data. According to Brown, “test is a method of measuring a person’s ability, knowledge, or performance in a given domain”.<sup>101</sup>

In this research test dealt with pre-test and post-test of reading. The test was made by the researcher in the form of objective test because it could be scored easily. The total number of the test items was 30 items in the form of multiple choice with 4 options in each item. The test was administered to both classes and the time for doing the test was 80 minutes. The test was about finding general idea and specific information of the text. The researcher used 3 narrative texts and for each text consist of 10 test items. The total score of the test item was 100. Reading

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<sup>101</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, 3.

test was used for the pre-test and post-test not only to measure the students' comprehension competence in reading but also to collect the data.

## 2. Interview

Interviews are used as data collection techniques to conduct a preliminary study to find problems that must be investigated, and also to know things that the respondents are more in-depth and number of respondent little/small.<sup>102</sup> So, the researcher conducts in the classroom observation.

Interviews can be differenced in a structured or unstructured interview.<sup>103</sup> In this study, the researcher used unstructured interviews. Because the researcher wanted to get a depth information from the interviewer. Unstructured interview is a free interview where the researcher does not use the interview guide that has been arranged in a systematic and comprehensive data collection. Thus, the researcher uses this method to collect data about the condition of object of research. The interview was done with the English teacher of the eighth grade in SMPN 1 Balong.

## 3. Documentation

Documentation is a way of getting data about things or variable through notes, transcripts, books, newspaper, magazines, inscription, meeting notes, agenda, etc.<sup>104</sup> In other words, it can be stated that documentation is used to collect data through printed materials.

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<sup>102</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R &D*, 138.

<sup>103</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R &D*, 138.

<sup>104</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 274.

The documents used in this research were taken from students' result of the given test, teacher lesson's plan, and photograph of teaching learning process, the recent score of midterm test. Beside that, the researcher also get the data about history of school, vision, mission, goals, facilities, infrastructure, and the structure organization of SMPN 1 Balong.

### **E. Technique of Data Analysis**

In this study, the researcher applies a Quasi-experimental research to compare the mean score of experimental group that is taught by skimming and scanning techniques and the mean score of control group that is taught by conventional technique that is discussion technique. Through to analysis the data, the researcher used statistic calculation of the t-test to determine the final calculation of  $t_o$  (T observation) that is done to measure the last score of the experiment class and control class by using statistic calculation of the t-test with significance degree 0.05 as follows.<sup>105</sup>

$$t_o = \frac{M_1 - M_2}{SEm \sqrt{1 - m_2}}$$

Before the researcher use t-test, the researcher applied Assumption test, namely normality test and homogeneity test :

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<sup>105</sup> Retno Widyaningrum, Statistik (Ponorogo: Pustaka Felicia, 2014), 151.



1. Normality test using Kolmogorov-smirnov test. Each of the two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows:

a. Formulated hypothesis

Ho : the data were normality distributed

Ha : the data were not normality distributed

b. Calculate the average (mean) to create a table

$$Mx = \frac{\sum fx}{n}$$

$$SDx = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

c. Calculating the value of fkb

d. Calculated each frequency divided by the number of data (f/n)

e. Fkb calculating each divided by the number of data (fkb/n)

f. Calculated the value of Z by the formula X is the original value of data and  $\mu$  is the population mean can be estimated using the average of the sample or the mean while  $\sigma$  was the standard deviation of the sample values. Z values would be calculated each value after sorted smallest to largest.

$$Z = \frac{X - \mu}{\sigma}$$

g. Calculate  $P \leq Z$

- h. For  $a_2$  values obtained from the difference between columns 5 and 7 ( $f_{kb}/n$  and  $P \leq Z$ )
  - i. For  $a_1$  values obtained from the difference between columns 4 and 8 ( $f/n$  and  $a_2$ )
  - j. Comparing the highest number  $a_1$  with Kolmogorov-Simirov table
  - k. Test the hypothesis
  - l. If  $a_1$  maksimum  $<$  kolmogorov simirov table, receive  $H_a$  and data is normal distribution.<sup>106</sup>
2. Homogeneity test using Harley test. Homogeneity test is the variance ratio test between two group or more.<sup>107</sup> This can be tested by Harley test. Steps of analyzing homogeneity test as follow:
- a. Make a frequency distribution table
  - b. Calculated SD formula

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left[\frac{\sum fx}{nx}\right]^2}$$

$$SDy = \sqrt{\frac{\sum fy^2}{ny} - \left[\frac{\sum fy}{ny}\right]^2}$$

- c. Using the formula Harley:

$$F(\max) = \frac{\text{Var max} = SD^2 \max}{\text{Var min} = SD^2 \min}$$

<sup>106</sup> Retno Widyaningrum, Statistik, 204-208.

<sup>107</sup> Ibid, 212.

d. Comparing F (max) results calculated with F (max) table, with db = (n-1 ; k).<sup>108</sup>

3. T-test is used to determine whether the means of two groups are statistically different from one another. According to Andhita comparative study for two sample groups were tested by t-test formula.<sup>109</sup> The data analysis is used t-test non-independent experiment with 5% significance level with this formula as follow:

a. Determining mean variable I and II, with formula:

$$M_1 = \frac{\sum fx}{n_1}$$

$$M_2 = \frac{\sum fy}{n_2}$$

b. Determining deviations standard of variable I and variabe II, with formula:

$$SD1 = \sqrt{\frac{\sum fx^2}{n_1} - \left[\frac{\sum fx}{n_1}\right]^2}$$

$$SD2 = \sqrt{\frac{\sum fy^2}{n_2} - \left[\frac{\sum fy}{n_2}\right]^2}$$

c. Determining standard error mean variable I and II, with formula:

$$SE_{M1} = \frac{SD1}{\sqrt{n_1-1}}$$

$$SE_{M2} = \frac{SD2}{\sqrt{n_2-1}}$$

d. Determining the differences between standard error mean of variable I and mean variable II, with formula:

<sup>108</sup> Retno Widyaningrum, Statistik, 204-208.

<sup>109</sup> Andhita Dessy Wulansari, Statistika Parametrik Terapan Untuk Penelitian Kuantitatif (Ponorogo: STAIN Po Press), 64.

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

e. to score

$$t_o = \frac{M1 - M2}{SE_{m1-m2}}$$

After all of the data are calculated, the last procedure is determining df (degree of freedom) with formula;

$$Df \text{ or } db = (N_x + N_y) - 2$$

**Notes:**

M1	= Mean of variable X (post-test)
M2	= Mean of variable Y (post-test)
SD1	= Standard Deviation x variable
SD2	= Standard Deviation y variable
SEM1	= Standard error of x variable
SEM2	= Standard error of y variable
SEM1-M2	= Standard error between mean of x variable and y variable
$\Sigma fx$	= the total number of scores x variable
$\Sigma fy$	= the total number of scores y variable
$\Sigma fx^2$	= the total number of square scores of x variable
$\Sigma fy^2$	= the total number of square scores of y variable

To = t- Observation

N = the number of subject

(N-1): db: Degree of Freedom<sup>110</sup>



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<sup>110</sup> Retno Widyaningrum, statistik, 159.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the researcher report on research location, data description, data analysis, and discussion.

#### **A. Research Location and Time of the Research**

##### **1. General Location**

The researcher conducted the research at SMPN 1 Balong in academic year 2016/2017. It is located in the Karangany Village at Balong District Ponorogo. Exactly on Diponegoro street No. 93. This school occupies an area 13. 470 m<sup>2</sup>. SMPN 1 Balong registered as Accreditation school with score 90 (A) with the number 201051109001. As the SMP which was first built in the Balong area, it has many students not lose with other junior high schools in the region of Ponorogo.

SMPN 1 Balong was built on 1983. At its inception SMPN 1 Balong only have a few classes and now has developed into 24 classes with more complete facilities. SMPN 1 Balong continue to develop themselves. It continues carved achievement both in academic and non-academic. This school is one of the schools that implement Adiwiyata program. For more information about SMPN 1 Balong see appendix.<sup>111</sup>

SMPN 1 Balong uses Kurikulum Tingkat Satuan Pendidikan (KTSP) and K13 (Kurikulum 2013). These curriculum are developed from standard of content by

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<sup>111</sup> See Appendix 5, 6, 7, 8.

school based on their context and potential. They improve the curriculums based on the demands of the times.

The educational process can not be separated from the important role of a teacher. Teacher is an educator who has task not only delivers learning material but also shapes the personality of the learner. The teachers have to act as advisor for the students in developing creativity and self potential and as motivator that help the students raise the goal and aspiration. SMPN 1 Balong supported by professional educators with educational qualifications S1 and S2. This greatly affects the performance of the school in an effort to improve the quality of education. The total of teachers in SMPN 1 Balong is 46 and 12 official employee.

Students are the important component in education course. There are 585 students of SMPN 1 Balong in academic year 2016/2017. It is divided into three grades; the seventh grade, the eighth grade, and the ninth grade. The researcher conduct the study at the eighth grade students, because the big problem is at the eighth grade. Some problems are the students have problems in getting the main idea and finding specific information of the text quickly. Another problem are how the students are able to comprehend the text and read it as soon as possible. By implementing skimming and scanning techniques, those problems are solved.

## **2. Time of the Research**

This research was conduct in April, 17<sup>th</sup> – 29<sup>th</sup> 2017. The schedule for experiment and control classes can be seen in the table below:

**Table 4.1 Experiment class schedule**

<b>Date</b>	<b>Activities</b>
April, 19 <sup>th</sup> 2017	Pre-test
April, 21 <sup>st</sup> 2017	First treatment
April, 26 <sup>th</sup> 2017	Second treatment
April, 28 <sup>th</sup> 2017	Post test

**Table 4.2 Control class schedule**

<b>Date</b>	<b>Activities</b>
April, 19 <sup>th</sup> 2017	Pre-test
April, 22 <sup>nd</sup> 2017	First meeting
April, 26 <sup>th</sup> 2017	Second meeting
April, 29 <sup>th</sup> 2017	Post test

## **B. Data Description**

The population that was used in this research was the eighth grade students of SMPN 1 Balong Ponorogo in academic year 2016-2017. The researcher took 54 students as a sample. From the 54 students as sample, the researcher divided them into two groups. Each group consisted of 27 students. The first group as experimental group was taught by using skimming and scanning techniques and the second group as control group was not being taught by using skimming and scanning techniques.

### **1. Procedure of Experiment**



This research used experimental research which made two classes as the sample, those were VIII<sup>B</sup> as experiment class and VIII<sup>A</sup> as a control class. The number of the experiment class was 27 students. They had followed pre and post test that conducted by the researcher.

Firstly, the students were given pre-test to make them in the same condition or homogeneity before beginning the research. The form of test was objective. There were 30 multiple choice items with 3 Narrative texts by took 80 minutes to completed. It was hold on April, 19<sup>th</sup> 2017.

Secondly, the first treatment of skimming and scanning techniques held on April, 21<sup>st</sup> 2017. The material was narrative text. They used skimming and scanning techniques to read the text and did the exercise.

Thirdly, the second treatment held on April, 26<sup>th</sup> 2017. The material was narrative text too, but had different text with the first treatment. They used skimming and scanning techniques to read the text and did the exercise.

Fourthly, that was post-test. It was hold on April, 28<sup>th</sup> 2017. It used to measure wheather the skimming and scanning techniques is success or not in teaching reading comprehension.

## **2. Procedure of Control**

This research takes VIII<sup>A</sup> as a control class which apply conventional method such us: using discussion technique; directing the students to read aloud; using silent reading; and completing written exercises related to the readings. It is trying to make

teaching and learning process naturally, so the result of the students describe the capability of the students truly.

The researcher took 27 students of VIII<sup>A</sup> class for pre-test and post-test. There are four meeting for the class. The procedure of control class is the same with the procedure of experiment class. There are pre-test, first, second and third meeting with conventional method and post test.

The material which was taught to the students were same with experimental class. That is one of the principles in the experiment research, different treatment with the same material. Not only same in the material but also in the pre-test and post-test.

The conventional method is not a new method which is taught by the teachers in teaching and learning process that is discussion technique. So, the students are familiar with the method. It is good method used by the teachers to transfer their knowledge to the students. But some weaknesses from this method are the students will be bored and not interested. The teaching and learning process using conventional method has some steps, they are:

- a. Each students are given one of reading text copies.
- b. The students read the text.
- c. The students find the difficult words from the text uses dictionary.
- d. The students answer the exercise.
- e. The teacher explains and discusses the text together with the students.

From the result above, it can be conclude that, the conventional method is a good method to transfer knowledge from the teacher to the students and it is easy and familiar method, but the students will be bored and also they seldom to think critically.

### 3. The Result of Students' Pre Test in Experimental Group (VIII<sup>B</sup>)

The table below showed the score of the pre test of the students taught by using skimming and scanning techniques.

**Table 4.3 The Score of Students' Pre Test In Experimental Group**

No.	Name	Scores
1	Aditya Dwi Nur Muhaimin	73
2	Ahmad Bambang Andrianto	67
3	Alfina Febrianti	80
4	Andika Vernando Pratama	57
5	Ardi Muhamad Khoirul Nizam	70
6	Arizal Muhammad Firdaus	60
7	Bandam Cakra Rahmadani	80
8	Dedi Saputra A. Humanggio	57
9	Dwi Ayu Avita Sari	80
10	Feri Nur Syamsudin	70
11	Gilang Cahyo Septian	67
12	Lady Janice	83
13	Mohklis Nur Al Aiyini	57
14	Muhammad Andri Dwi Saputro	73
15	Niken Suryani	80
16	Nisa Uswatun Khasanah	77
17	Putra Azizs Prasetya	80

No.	Name	Scores
18	Rijul Alex Candra Setiawan	77
19	Rio Patria Harianto	73
20	Riski Havib Abdulajis	67
21	Selvi Annisa Jaya Zahro Oktafiah	83
22	Sofyan Jamaludin	77
23	Sri Lestari	80
24	Sri Rahayu	77
25	Tedi Dwi Pradika	57
26	Trio Adi Saputra	60
27.	Vita Yuliani	80
	N = 27	1942

From the table above, could be seen that the highest scores for experiment class is 83; there are two students who got the highest score. The lowest score for the experiment class is 57; the are four students who got the lowest score. The total of experiment class score is 1942.

#### 4. The Result of Students' Pre Test in Control Group (VIII<sup>A</sup>)

The table below showed the score of the pre test of the students not being taught using skimming and scanning techniques.

**Table 4.4 The Score of Students' Pre Test in Control Group**

No.	Name	Scores
1	Abby Yusna Mahendra	57
2	Agus Wahyuudi	50
3	Akbar Abdul Fukhroni	80

No.	Name	Scores
4	Angga Febriyantoro	80
5	Arif Fadhilah	75
6	Ary Bima Ardianata	60
7	Coryo Albert Conan Apriano	70
8	Dadang Setiyo Bawono	78
9	Denny Hardani	60
10	Devi Nur Cahyanti	80
11	Febi Sugianto	80
12	Ferry Cahyono	63
13	Gege Bangun Wijaya	57
14	Lia Agustin	80
15	Milda Purwaningsih	75
16	Niko Miftah Khusurur	50
17	Noval Septian Rifani	77
18	Nur Alamsyah	83
19	Septian Nurkolis	70
20	Siti Nurhandayani	80
21	Stefen Kurniawan Khoirul	77
22	Tantri Putri Nurhidayah	50
23	Tika Rahayu Meintansari	70
24	Vanesa Kusuma Wardani	80
25	Wahyudi	50
26	Yanuar Galih Ramadhan	73
27.	Yeyen Saputro	73
	N= 27	1878

The highest score for controlled class is 83; there is only one student who got the highest score. The lowest score for the controlled class is 50; there are four students who got the lowest score. The total of the controlled class score is 1878. The differentiate result of the experiment class and controlled class is 64.

### 5. The Result of Students' Post Test in Experimental Group (Variable X)

The table below showed the score of the post test of the students taught using skimming and scanning techniques.

**Table 4.5 The Score of Students' Post Test in Experimental Group**

No.	Name	Scores
1	Aditya Dwi Nur Muhaimin	83
2	Ahmad Bambang Andrianto	80
3	Alfina Febrianti	87
4	Andika Vernando Pratama	77
5	Ardi Muhamad Khoirul Nizam	80
6	Arizal Muhammad Firdaus	77
7	Bandam Cakra Rahmadani	87
8	Dedi Saputra A. Humanggio	70
9	Dwi Ayu Avita Sari	90
10	Feri Nur Syamsudin	83
11	Gilang Cahyo Septian	87
12	Lady Janice	93
13	Mohklis Nur Al Aiyini	87
14	Muhammad Andri Dwi Saputro	80
15	Niken Suryani	90
16	Nisa Uswatun Khasanah	80
17	Putra Azizs Prasetya	83
18	Rijul Alex Candra Setiawan	87
19	Rio Patria Harianto	83
20	Riski Havib Abdulajis	80
21	Selvi Annisa Jaya Zahro Oktafiah	93
22	Sofyan Jamaludin	83
23	Sri Lestari	90
24	Sri Rahayu	87

No.	Name	Scores
25	Tedi Dwi Pradika	77
26	Trio Adi Saputra	70
27.	Vita Yuliani	90
	N= 27	2254

From the table above, could be seen that the highest scores for experiment class is 93; there are two students who got the highest score. The lowest score for the experiment class is 70; the are two students who have the lowest score. The total of experiment class score is 2254. So, it can be concluded that the post test of the students taught using skimming and scanning techniques was good.

#### 6. The Result of Students' Post Test in Control Group (Variable Y)

The table below showed the score of the post test of the students not being taught using skimming and scanning techniques.

**Table 4.6 The Score of Students' Post Test in Control Group**

No.	Name	Scores
1	Abby Yusna Mahendra	63
2	Agus Wahyudi	67
3	Akbar Abdul Fukhroni	80
4	Angga Febriyantoro	73
5	Arif Fadhilah	73
6	Ary Bima Ardianata	63
7	Coryo Albert Conan Apriano	73
8	Dadang Setiyo Bawono	80
9	Denny Hardani	67
10	Devi Nur Cahyanti	80

No.	Name	Scores
11	Febi Sugianto	80
12	Ferry Cahyono	70
13	Gege Bangun Wijaya	67
14	Lia Agustin	83
15	Milda Purwaningsih	80
16	Niko Miftah Khusurur	57
17	Noval Septian Rifani	73
18	Nur Alamsyah	80
19	Septian Nurkolis	70
20	Siti Nurhandayani	80
21	Stefen Kurniawan Khoirul	70
22	Tantri Putri Nurhidayah	67
23	Tika Rahayu Meintansari	67
24	Vanesa Kusuma Wardani	83
25	Wahyudi	57
26	Yanuar Galih Ramadhan	70
27.	Yeyen Saputro	83
	N= 27	1956

From the table above, could be seen that the post test of the students in control group that not being taught using skimming and scanning techniques was varieties. There were three students who got 83, 7 students got 80, 4 students got 73, 4 students got 70, 5 students got 67, 2 students got 63, and 2 students who got 57. So that, could be concluded the post test of students not being taught using skimming and scanning techniques was sufficient.

### C. Data Analysis

The data that have been collected were tested by “t- test” comparison formula to find out is there a significant difference between the two variables are required.



First, it was to calculate the mean, standard deviation, and standars error from each of the data (variables). Then, the data should fulfill several assumptions before it used for testing hypothesis.

## 1. Assumption Test

### a. Normality

Normality test was conducted to known whether the data distribution was normal distribution or not.<sup>112</sup> For this test, it would be proposed the hypothesis as follow:

H<sub>0</sub>: the data was normal distribution

H<sub>a</sub>: the data was not normal distribution

**Table 4.7 Normality of Data and Calculation of The Students' Post Test in Experimental Group**

<b>X</b>	<b>F</b>	<b>FX</b>	<b>X<sup>2</sup></b>	<b>FX<sup>2</sup></b>
93	2	186	8649	17298
90	4	360	8100	32400
87	6	522	7569	45414
83	5	415	6889	34445
80	5	400	6400	32000
77	3	231	5929	17787
70	2	140	4900	9800
<b>TOTAL</b>	<b>∑ F =27</b>	<b>∑ FX =2254</b>	<b>∑ X<sup>2</sup>= 48436</b>	<b>∑ FX<sup>2</sup>= 189144</b>

Calculate the average:

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

<sup>112</sup> Retno Widyaningrum, Statistik, 204.

$$= \frac{2254}{27}$$

$$= 83,4814814815 (83,48)$$

Calculate the deviation standard:

$$SD_X = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$SD_X = \sqrt{\frac{189144}{27} - \left(\frac{2254}{27}\right)^2}$$

$$SD_X = \sqrt{7005,33 - (83,481)^2}$$

$$SD_X = \sqrt{7005,33 - 6969,077}$$

$$SD_X = \sqrt{36,253}$$

$$SD_X = 6,0210464207 (6,02)$$

**Table 4.8 The Result of Normality Test for Experimental Group**

X	F	Fkb	F/n	Fkb/n	Z	P≤Z	α <sub>2</sub>	α <sub>1</sub>
1	2	3	4	5	6	7	8	9
93	2	27	0,074	1	1,5809	0,9429	0,0571	0,0169
90	4	25	0,148	0,925	1,082	0,8599	0,0651	0,0829
87	6	21	0,222	0,777	0,584	0,719	0,058	<u>0,164</u>
83	5	15	0,185	0,555	-0,079	0,4721	0,0829	0,1021
86	5	10	0,185	0,370	-0,578	0,2843	0,0857	0,0993
77	3	5	0,111	0,185	-1,076	0,1423	0,0427	0,0683
70	2	2	0,074	0,074	-0,238	0,0129	0,0611	0,0129

$D_{(0,05,27)}$  from index is 0.24

$H_0$  was accepted if  $a_1 \max \leq D_{Index}$

Because the maximum value of  $a_1$  was 0.164 (0.16) in which the index was less than the D index, so the decision was to accept  $H_0$ , which meant the data was normally distributed.

**Table 4.9 Normality of Data and Calculation of The Students' Post Test in Control Group**

Y	F	FY	Y <sup>2</sup>	FY <sup>2</sup>
83	3	249	6889	20667
80	7	560	6400	44800
73	4	292	5329	21316
70	4	280	4900	19600
67	5	335	4489	22445
63	2	126	3969	7938
57	2	114	3249	6498
<b>TOTAL</b>	<b><math>\sum F = 27</math></b>	<b><math>\sum FY = 1956</math></b>	<b><math>\sum Y^2 = 35225</math></b>	<b><math>\sum FY^2 = 143254</math></b>

Calculate the average:

$$My = \frac{\sum fy}{N}$$

$$My = \frac{1956}{27}$$

$$My = 72,4444444444 (72,44)$$

Calculate the deviation standard:

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum yx}{n}\right)^2}$$

$$SD_y = \sqrt{\frac{143254}{27} - \left(\frac{1956}{27}\right)^2}$$

$$SD_y = \sqrt{5305,70 - (72,44)^2}$$

$$SD_y = \sqrt{5305,70 - 5247,55}$$

$$SD_y = \sqrt{56,15}$$

$$SD_y = 7,4933303677 (7,49)$$

**Table 4.10 The Result of Normality Test for Control Group**

Y	F	Fkb	F/n	Fkb/n	Z	P≤Z	$\alpha_2$	$\alpha_1$
1	2	3	4	5	6	7	8	9
83	3	27	0,111	1	1,409	0,9192	0,0808	0,0303
80	7	24	0,259	0,888	1,009	0,8413	0,0467	<u>0,2123</u>
77	4	17	0,148	0,629	0,074	0,5279	0,1011	0,0469
70	4	13	0,148	0,481	-0,325	0,3745	0,1065	0,0415
67	5	9	0,185	0,259	-0,726	0,2358	0,0232	0,1618
63	2	4	0,074	0,148	-1,260	0,1038	0,0442	0,0298
57	2	2	0,074	0,074	-2,061	0,0197	0,0543	0,0197

$D_{(0,05,27)}$  from index is 0.24

$H_0$  was accepted if  $\alpha_1 \max \leq D_{Index}$

Because the maximum value of  $\alpha_1$  was 0.2123 (0.21) in which the index was less than the D index, so the decision was to accept  $H_0$ , which means the data was normally distributed.

### b. Homogeneity

Homogeneity test is the variance ratio test between two groups or more.<sup>113</sup> This can be tested by Harley test.

The formula is:

$$F(\max) = \frac{\text{Var max} = SD^2 \max}{\text{Var min} = SD^2 \min}$$

$$F(\max) = \frac{\text{Var max} = 7,49^2}{\text{Var min} = 6,02^2}$$

$$F(\max) = \frac{\text{Var max} = 56,1001}{\text{Var min} = 36,2404}$$

$$F(\max) = 1,54$$

$$D_b = n-1; k$$

$$27-1; 2 = 26; 2$$

$H_0$  = data is homogenous

$H_a$  = data is not homogenous

Fmax index is 2.40

So Fmax was 1.54 in which the index was less than the Fmax index (2.40), so the decision was to accept  $H_0$ , which means the data was homogeneity distributed.

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<sup>113</sup> Retno Widyaningrum, Statistik, 214.

## 2. T- test

To obtain data, the researcher uses reading comprehension test to 27 students for experimental group and 27 students for control group, to know the reading skill students at the eighth grade of SMPN 1 Balong in Academic Year 2016-2017 effective or not, the researcher applied “t” test formula as stated below.

**Table 4.11 The Computation of Students’ Post Test in Experimental Group**

<b>X</b>	<b>F</b>	<b>FX</b>	<b>X<sup>2</sup></b>	<b>FX<sup>2</sup></b>
93	2	186	8649	17298
90	4	360	8100	32400
87	6	522	7569	45414
83	5	415	6889	34445
80	5	400	6400	32000
77	3	231	5929	17787
70	2	140	4900	9800
<b>TOTAL</b>	<b><math>\sum F = 27</math></b>	<b><math>\sum FX = 2254</math></b>	<b><math>\sum X^2 = 48436</math></b>	<b><math>\sum FX^2 = 189144</math></b>

**Table 4.12 The Computation of Students Post Test in Control Group**

<b>Y</b>	<b>F</b>	<b>FY</b>	<b>Y<sup>2</sup></b>	<b>FY<sup>2</sup></b>
83	3	249	6889	20667
80	7	560	6400	44800
73	4	292	5329	21316
70	4	280	4900	19600
67	5	335	4489	22445
63	2	126	3969	7938
57	2	114	3249	6498
<b>TOTAL</b>	<b><math>\sum F = 27</math></b>	<b><math>\sum FY = 1956</math></b>	<b><math>\sum Y^2 = 35225</math></b>	<b><math>\sum FY^2 = 143254</math></b>

From both table above, the researcher compare the mean score of students' reading comprehension skill taught using skimming and scanning techniques (X) and the students' reading comprehension skill not being taught using skimming and scanning techniques (Y) with this steps:

- a. Finding Average (Mean) of the variable X and Y

$$\begin{aligned} M_x &= \frac{\sum fx}{N} \\ &= \frac{2254}{27} \\ &= 83,4814814815 \text{ (83,48)} \end{aligned}$$

$$\begin{aligned} M_y &= \frac{\sum fy}{N} \\ &= \frac{1956}{27} \\ &= 72,4444444444 \text{ (72,44)} \end{aligned}$$

- b. Finding Average (Mean) of the variable X and Y

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ SD_x &= \sqrt{\frac{189144}{27} - \left(\frac{2254}{27}\right)^2} \\ SD_x &= \sqrt{7005,33 - (83,481)^2} \\ SD_x &= \sqrt{7005,33 - 6969,077} \\ SD_x &= \sqrt{36,253} \\ SD_x &= 6,0210464207 \text{ (6,02)} \end{aligned}$$

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum yx}{n}\right)^2}$$

$$SD_y = \sqrt{\frac{143254}{27} - \left(\frac{1956}{27}\right)^2}$$

$$SD_y = \sqrt{5305,70 - (72,44)^2}$$

$$SD_y = \sqrt{5305,70 - 5247,55}$$

$$SD_y = \sqrt{56,15}$$

$$SD_y = 7,4933303677 (7,49)$$

c. Determining standard error mean variable X and Y

$$SE_{Mx} = \frac{SDx}{\sqrt{n1-1}}$$

$$SE_{Mx} = \frac{6,0210464207}{\sqrt{27-1}}$$

$$SE_{Mx} = \frac{6,0210464207}{\sqrt{26}}$$

$$SE_{Mx} = \frac{6,0210464207}{5,0990195136}$$

$$SE_{Mx} = 1,1808243535$$

$$SE_{My} = \frac{SDy}{\sqrt{n2-1}}$$

$$SE_{My} = \frac{7,493303677}{\sqrt{27-1}}$$



$$SE_{My} = \frac{7,493303677}{\sqrt{26}}$$

$$SE_{My} = \frac{7,493303677}{5,0990195136}$$

$$SE_{My} = 1,4695577565$$

d. Difference standard error score of the means variable X and variable Y

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1-M2} = \sqrt{1,1808243535^2 + 1,4695577565^2}$$

$$SE_{M1-M2} = \sqrt{1,3943461538 + 2,1595999998}$$

$$SE_{M1-M2} = \sqrt{3,5539461536}$$

$$SE_{M1-M2} = 1,8851912777$$

e. to score

$$t_o = \frac{MX - MY}{SE_{m1-m2}}$$

$$t_o = \frac{83,4814814815 - 72,4444444444}{1,8851912777}$$

$$t_o = \frac{11,0370370371}{1,8851912777}$$

$$t_o = 5,8545979751007 \quad (5,85)$$

#### D. Discussion

Reading is an activity to understand the texts and to get information and knowledge. Some students find that reading is not an easy activity. Students have problems in getting the main idea and finding specific information of the text quickly. According to Grellet, skimming and scanning are specific reading techniques necessary for quick and efficient reading.<sup>114</sup> It is believed, then, that the use of skimming and scanning technique in the students' reading class will give a positive contribution to their reading comprehension achievement.

Research findings showed that the difference coefficient of students taught using skimming and scanning techniques and the students not being taught using skimming and scanning techniques is 5,85. It was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test ( $t_o$ ) at 5,85 from the computation above would be compared to the "t" index ( $t_t$ ) with the condition stated below:

- 1) If the  $t_o \geq t_t$   $H_a$  was accepted. It means that the mean difference of both variables was a significant difference.
- 2) If the  $t_o < t_t$   $H_a$  was rejected. It means that there was no mean difference of those variables. It also means, the mean difference of those variables was not a significant difference, but the difference that was happened by the accident as a result from error sampling.

To determine the  $t_o$  was by checking db and consulted with the  $t_t$  score:

$$Db = (N1 + N2) - 2$$

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<sup>114</sup> Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, 19.

$$= (27+27)-2$$

$$= 54 - 2$$

$$= 52$$

From the db score, the researcher could know that in 5% significance level  $t_o = 5,85$  and  $t_t = 2, 01$ . Based on this statement, the researcher interpret that there was a significant difference between the students taught using skimming and scanning techniques and the students not being taught using skimming and scanning techniques, it implies that the students taught using skimming and scanning techniques achieve a better score in reading comprehension.

So Alternative hypothesis ( $H_a$ ) that state there is a significant difference on reading reading comprehension achievement between the students who are taught using skimming and scanning techniques and those who are not taught using skimming and scanning techniques was accepted.

From the data above, the researcher could conclude that skimming and scanning techniques was effective in improving students' reading comprehension achievement at the eighth grade students of SMPN 1 Balong in academic year 2016/2017. Furthermore the result of this research was relevant to Grellet's theory which said both skimming and scanning techniques are important for quick and efficient reading.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data described previously, the researcher draws the conclusion that using skimming and scanning techniques in narrative text can improve students' reading comprehension achievement at the eighth grade of SMPN 1 Balong in academic year 2016/2017. The students who are taught using skimming and scanning techniques have a better score than those who are not taught using skimming and scanning techniques.

The result of this research is the mean score of the post-test from the experimental group is higher (83.48) than post-test from controlled group (72.44). It has been found that the comparison value ( $t_0$ ) between students' reading comprehension achievement who are taught using skimming and scanning techniques and who are not is 5.85. This is higher than " $t_t$ " value in the table, which is  $t_t = 2.01$  at the level of significant 5%, with  $db = 52$ . So,  $H_a$  is accepted.

In other word, skimming and scanning techniques was effective to improve students' reading comprehension achievement at the eighth grade of SMPN 1 Balong in academic year 2016/2017.

## **B. Suggestion**

Considering the conclusion above, the researcher would like to suggest:

### 1. For the School

The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. Moreover, the school is suggested to improve the quality of teacher in order to get the best achievement of learning.

### 2. For the English Teachers

The teachers should use appropriate technique to teach the students and make variation of technique in every meeting. It is suggested to the English teacher to teach reading comprehension by using skimming and scanning techniques as a teaching technique in order to give variation in teaching and learning process because those techniques have a significant effect in reading comprehension.

### 3. For the Students

The students are suggested to actively involve themselves and more interested in teaching and learning process in reading English text by using skimming and scanning techniques to increase their rapid reading skill.

### 4. For the Future Researcher

It is suggested to the future researcher who are interested in skimming and scanning techniques to use this thesis as reference to continue this research and to conduct a research with the same or different research design at different schools and respondents.



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