

AN UNDERGRADUATE THESIS



THE INFLUENCE OF USING SKIMMING TECHNIQUE TOWARD THE STUDENTS READING COMPREHENSION ABILITY AT SMA MUHAMMADIYAH 1 METRO



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**THE INFLUENCE OF USING SKIMMING TECHNIQUE
TOWARD THE STUDENTS READING COMPREHENSION
ABILITY AT SMA MUHAMMADIYAH 1 METRO**

**Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In English Education Study Program**

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ABSTRACT

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Reading is one of the basic skills that must be mastered by students to learning English. Students must be able to identify reading text quickly. But the fact, many students face difficult to identify reading text quickly. It caused by reading text that long, so needed long time to read and understand while the limitation of time, it is the problem. There are many kind of reading technique one of the techniques is skimming; skimming is one of the reading techniques that use to find the main idea quickly without read all the text. Based on definition above skimming suitable to solve the problem to identify and understand reading text quickly.

The purpose of the research is to know is there any influence of using skimming technique toward student's reading comprehension ability in SMA Muhammadiyah 1 Metro, this is experiment quantitative research, this research perform in eleventh grader.

Cluster random sampling used to decide the sample of this research, because the sample is homogeny (students). To collect data, writer used multiple choice tests that consist 20 items. T-test used to analyze data.

The conclusion of this research is t-observation is higher than t-table = $5.05 > 2.0005$, so the writer can conclude that there is any influence in teaching reading by using skimming technique toward student's reading comprehension ability in SMA Muhammadiyah 1 Metro.

**PENGARUH PENGGUNAAN TEKNIK SKIMMING TERHADAP
PEMAHAMAN MEMBACA SISWA KELAS XI
SMA MUHAMMADIYAH 1 METRO**

ABSTRAK

Oleh:
M.REZA FAHLEFI

Membaca merupakan salah satu kemampuan dasar yang harus dikuasai oleh siswa untuk mempelajari bahasa Inggris. Siswa harus mampu mengidentifikasi teks dengan benar dan cepat. Pada kenyataannya banyak siswa yang mengalami kesulitan dalam mengidentifikasi teks bacaan dalam bahasa Inggris secara cepat. Hal ini disebabkan karena teks bacaan dalam bahasa Inggris yang cukup panjang. Sehingga diperlukan waktu yang panjang untuk membaca dan memahaminya. Skimming adalah salah satu teknik membaca yang digunakan untuk mencari ide pokok dalam teks dengan tidak harus membaca keseluruhan teks bacaan. Karena itu, teknik skimming dapat membantu untuk mengatasi masalah siswa dalam memahami dan mengidentifikasi teks dengan cepat.

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan teknik skimming dapat mempengaruhi kemampuan siswa dalam memahami teks bacaan. Penelitian ini adalah kuantitatif dalam bentuk eksperimen. Penelitian ini dilaksanakan pada siswa kelas XI di SMA Muhammadiyah 1 Metro. Kelas XI IPA 1 menjadi kelas eksperimen kelas, yang dalam proses pengajarannya menggunakan teknik skimming, kelas XI IPA 2 menjadi kelas kontrol, yang dalam proses pengajarannya tanpa menggunakan teknik skimming.

Untuk mengambil sample dalam penelitian ini digunakan cluster random sampling. Karena sample bersifat homogen (siswa). Untuk mengumpulkan data, penulis menggunakan tes untuk sample, tes berbentuk pilihan ganda yang terdiri dari 20 soal. Untuk menganalisis penulis menggunakan t-test.

Kesimpulan dari penelitian ini adalah t-observation lebih besar dari t-tabel = $5.05 > 2.0005$, jadi penulis dapat menyimpulkan bahwa ada pengaruh signifikan dalam pembelajaran membaca pada pengaruh penggunaan teknik skimming terhadap kemampuan membaca siswa kelas XI SMA Muhammadiyah 1 Metro.



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Assalamu'alaikum Wr. Wb.

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It has been agreed so it can be continued to the Tarbiyah Departement in order to be
examined on the Munaqosah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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Metro, 15 Januari 2012
Penulis



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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : M. REZA FAHLEFI
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January, 15 , 2013
The Writer



M.REZA FAHLEFI
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MOTTOS

آتِلْ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ إِنَّ الصَّلَاةَ تَنْهَى عَنِ
الْفَحْشَاءِ وَالْمُنْكَرِ وَلَذِكْرُ اللَّهِ أَكْبَرُ وَاللَّهُ يَعْلَمُ مَا تَصْنَعُونَ ﴿٤٥﴾

Recite what is sent of the Book by inspiration to thee, and establish regular
Prayer: for Prayer restrains from shameful and unjust deeds; and remembrance
of Allah is the greatest (thing in life) without doubt. And Allah knows the (deeds)
that ye do.

(Al 'Ankabuut 45)

“Unity is strength, knowledge is power and attitude is everything”

“Reading is Window of the Earth”

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- My beloved Father (Panuju) and Mother (Tugiwati). Thanks for all.
- My sister (Novi)
- All my friends
- For my graduated.
- Almamater STAIN Jurai Siwo Metro.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the lord of the world whom without his Mercy and Bleasing none of these would possible. The greeting always gives to Prophet Muhammad saw who has brought us from the darkness era into bright era.

This thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Study Program.

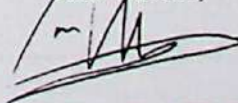
First of all the writer would like to thanks to :

1. Allah SWT who has given everything for us.
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6. M. Arif Satya Munandar, S.Pd as English teacher of SMA Muhammadiyah 1 Metro who has helped me in this research.

Finally, the writer realizes that this thesis is far for perfect. At last, writer hopes that the result of the research will give significant contribution in teaching learning English.

Metro, January 14, 2012

The writer,



M.REZA FAHLEFI

NPM. 0845777

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CHAPTER 1

INTRODUCTION

A. The Background of the study

Indonesia is one of the countries that use English as a foreign language. Indonesia department of education takes it into national curriculum and also takes this language as one of the main subject of the formal education that must be learned by all students in Indonesia. The aim of learning and teaching English is the student can communicate each other either in spoken or written language.

There are four skills in english that must be mastered by all language learners, they are listening, speaking, reading, and writing. Teachers should develop these four skills so that their students could use these skills to communicate with each other and express their thoughts, feelings and opinions in English. For many students, reading is by far the most important of these four skills, particularly in English as a second or foreign language. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read.

One of the ways to find out the general purpose of the text is skimming. It is a technique without reading the text in detail. It is also used after a person has already carefully studied and he needs to review the main idea. The students skim

the text to get general picture. Otong Setiawan Djuharie states that "Skimming is reading activity to found fact and get the main idea quickly".¹. It is helpful when the student want to know the point of view, the student doesn't need to read everything. The students only need a few important words, so the student does not need along time.

There is a lesson read the reading comprehension in english that means reading with understanding what is read or understanding. Reading textbooks are usually designed in the form of discourse that is accompanied by questions about the discourse to see if readers can understand what is read.

Students feel bored and lazy when they must read and answer a question about the discourse, they tend to work on other issues first than the questions regarding the content of discourse understanding (reading comprehension) because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover, some students have low motivation in reading comprehension and teaching technique used by teacher of students unattractive and monotonous. In addition, they are lazy to read the text because they thing that it is very difficult to keep the objectivity, completeness and balance of the passage. Therefore, some students think that to read the text needed for a long time.

¹ Otong Setiawan Djuharie, *Extensive Reading Top-Down Reading*, Bandung: Yrama Widya, 2008, p:46

There are many kinds of reading technique. However, they do not choose and use one of the effective and efficient techniques in reading. In fact some students with reading comprehension interpret word by word which are inefficient in reading comprehension.

Furthermore, the data of pre survey in SMA Muhammadiyah 1 Metro especially in the eleventh grade. The teacher has not used yet the skimming technique in teaching learning process especially to teach reading. So the students feel the learning is not interesting and too long, in fact a lot of students are lazy to read a text. English teacher of SMA Muhammadiyah 1 Metro has decided 6,0 as the completeness standard minimum requirement.

Some of students get low in test reading comprehension result. It means that they are not complete yet in learning English. From the result of pre survey it can be seen that just 15 students from 27 students has complete score in learning English, it can be said that more 50% of the students do not reach minimum requirement yet.

The researcher assume that to motivate the students in learning English especially reading comprehension, the researcher interested for using skimming technique for helping student's reading comprehension. The researcher choose the skimming technique because in the eleventh graders have studied about reading comprehension and they need a technique for study it and they must be read to get the main ideas quickly. So the researcher uses skimming as technique for teaching

learning English, so that it should be more effective to encourage students to learn English and also more interesting.

The researcher want to investigate whether skimming technique gives the positive effect on the reading comprehension.

B. Problem Identification

The writer identifies some problems based background, as follow:

- 1) Some students are not interested in reading material
- 2) Some students are lack of vocabulary.
- 3) The technique of reading learning in while reading is not interesting.
- 4) Some student get low score on reading comprehension.

C. Problem Limitation

There are many problem about reading comprehension, but the researcher limits the problem only to the Skimming technique can influence reading comprehension effectively among The first semester at the eleventh grade at SMA Muhammdiyah 1 Metro in the academic year of 2012/2013.

D. The Problem formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "Is there any positive and significant influence of using skimming technique toward the students' reading comprehension among the first semester of the eleventh graders of SMA Muhammdiyah 1 Metro in the academic year 2012/2013.

E. The Objective and Benefit of the study

1. The Object of the study

The objective of this research is to find out whether there is any positive and significant influence of using skimming technique toward the students' reading comprehension among the first semester of the eleventh graders of SMA Muhammmadiyah 1 Metro in the academic year of 2012/2013.

2. Benefits of the study

a. For the Students:

Students know that skimming is one of technique can help them to the lesson reading easily.

b. For the Teachers:

The teachers know that skimming technique can help in teaching reading more effectively.

c. For the headmaster

The headmaster can recomanded the English teacher to use an effective technique in teaching especally in teaching reading.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Etymologically, the word “reading” in Oxford advanced learner’s Dictionary is derived from the word ‘read’ that can be defined as follows:

1). To look at and understand the meaning of written or printed words or symbols. 2). To go through written or printed words, silently or aloud to others. 3). To discover or find out somebody or something by reading.¹

Terminologically, there are so many experts that have different definitions for reading but here the writer will take several definitions according to the experts as follows:

Moreover, Albert Josiah Harris states that reading is a result of the interaction between: the perception of graphic symbols that represent language and the reader’s language skills, cognitive skills and knowledge of the word² Furthermore, Caroline T. Linse states that Reading is a set of

¹ Oxford university, *Oxford advanced learner’s Dictionary*, new york : Oxford University Express, 1995, p. 1096

² Albert Josiah Harris and Sipay, *How to Increase Reading Ability*, United States of America: the Alpine Press, 1984, p.12

skills that involves making sense and deriving meaning from the printed word³.

Based on the quotations above, it can be inferred that reading is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by the writer through printed language such as graphic symbol, written verbal symbol.

Etymologically, the word "comprehension" is derived from word 'comprehend' that can be defined as to understand something fully.⁴ Furthermore, Pressley, 2000 states that reading comprehension refers to the understanding of printed text⁵. The objectives of reading comprehension are increasing vocabulary mastery, developing literal and inferential comprehension, and heaving critical and creative reading.⁶ According Caroline T. Linse "reading comprehension refers to reading for meaning, understanding, and entertainment⁷".

Based on the quotations above, it can be inferred that reading comprehension is the activities that require the readers to read

³ Caroline T.Linse *practical English Language Teaching: young Learners*. Mc.Graw-Hill Companies, Inc.p.69

⁴ Oxford University, *Op.Cit*, p.235

⁵ Ttp, Saskatchewan learnig, *Teaching Student with Reading Difficulties and Difficult and Disabilities*. P.36

⁶ Albert josiah Haris and Sipay, *op.Cit*.p.87

⁷ Caroline T.Linse. *Op.Cit*.p71

meticulously in order to understand the total meaning of a reading selection.

b. Models of Reading

Most models may be placed in one of three classes, are:

1. Bottom-Up Models

According to bottom-up models, reading is essentially a process of translating graphic symbols into speech during oral reading into inner speech during silent reading. Most bottom-up theorists believe that written language is subservient to, or parasitic on, oral language: the only activity unique to reading is breaking the written code.

2. Top down Model

In top down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the construction of meaning.

3. Interactive reading

Interactive models are not merely a compromise between bottom-up and top down models. In interactive different processes are believed to be responsible for providing information that is shared with other processes⁸.

⁸ Harris, A. and Sipar, E. 1980. *How to Increase Reading Ability*. New York: Longman, Inc., p.8-10

c. Steps of Reading

As a process, reading has correlation stages. Palawija (2008: 1) explains five stages of reading.

1. Identifying the question and topic sentence
2. Identifying of key words and phrase. The purpose of this identifying is to understand the meaning text that knotted from the words and phrases.
3. Looking for new words, the new words to add reader words.
4. To know the writing organization, that is draft, graph, and picture with the purpose to make easily for understanding.
5. Identifying the paragraph technique (deductive, inductive, generalization, or analogy)⁹

d. The Levels of Reading Comprehension

According to NB. Smith in Albert Josiah Harris reading comprehension is classified in four main heading, they are:

- 1) Literal comprehension
The skill of this level is getting primary, it means literal meaning.
- 2) Interpretation
Interpretation comprehension is probe for greater depths of meaning.
- 3) Critical reading
In this level is evaluated and pass personal judgment.
- 4) Creative reading
In creative reading starts with an inquiry and goes beyond implications derived from the text.¹⁰

From the theory above the resercher conclude that the students level of reading comprehension are literal comprehension, because students just translate word by word, not find the meanings of the text.

⁹ http://kab.merauke.go.id/index.php?option=com_content&task=view&id=46&Itemid=9

¹⁰ Albert J. Haris, *Op. Cit.*, p.477-478

e. Reading comprehension Strategies

How the teachers can plan lessons for a reading in the class, so they are need a strategy approach in reading. Thomas S.C.Farell explained the strategy bellow¹¹

1. Activating Prior knowledge

Schema theory suggests that reader's have prior knowledge about a topic before they read. This prior knowledge can be similar a topic to halt the reader will encounter in a new text. In these cases teachers can play a vital role in seeing that the reader's knowledge about the new topic is built up so that they can successfully comprehend in new text.

2. Predicting

Prediction is linked to the strategy of activating prior knowledge. Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it. Predictions ask students to guess what will happen next in the story. Prediction involves the readers in active interaction with the text by making them think about what they have read and what they will read next.

¹¹ T.S.C.Farell,*Lok.Cit.*p.24

3. Skimming

Skimming is reading strategy that involves students looking through the text rapidly for the general meaning on an article. Skimming means getting the main point or gist before one reads for details. Brown said in his book, Skimming give readers an advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas¹².

4. Scanning

Scanning is a reading strategy that involves students reading a text in order to find specific information. It is a slower process than Skimming. Students can learn that they do not have to read every word in the text in order to obtain the specific information.

5. Identify topics and main idea

Most comprehension exercises ask for readers to locate the main idea of the passage or a paragraph. Learning to identify the topic of a paragraph or passage involves linking previously formed schemata to a text.

¹² H.Douglas Brown, *Lokcit*, p.308

6. Use of question

Another important strategy good reader's use is questioning. Asking question before reading and posing questions while readings are reading strategies that have been identified as being effective by fluent readers of English.

2. The Concepts of Skimming

a. Definition of Skimming

Etimologically the word " Skimming" in Oxford advanced learner's Dictionary is derived from "skim" that can be defined as follows: (1) To move quickly and lightly aver a surface. (2) Read quickly¹³. In other words, the movement quickly view in the reading process can be called Skimming.

Terminologically, there are so many experts that have different definition for Skimming, but the writer will take definitions according to the expert as follows:

Murni Djamal *et.al* define Skimming as "the ability to identify main idea."¹⁴.Moreover, Otong Setiawan Djuharie states that "Skimming

¹³ A.S Hornby, *Oxford Advanced Learner's Dictionary*, New york: Oxford University Express, 1995, p.1109

¹⁴ Murni Djamal and Sawabi Ichsan *et.al*, *Improving Reading Skill in English*, Jakarta: Kencana Predana Media Group, 2006, p:40

is reading activity to found fact and get the main idea quickly".¹⁵ Richard Sutz.*et.al* describes that" skimming is taking the most important information from the page without reading all the word"¹⁶ Skimming skills are not used in other skills such as speaking, listening, and so forth, but Skimming is the only method used in the reading process.

From the quotations above, it can be concluded that, Skimming is a technique that used in the reading process to identify the main idea, or general knowledge in detail quickly without read all word.

Skimming is a sub-skill of reading for detailed information etc. Brown said that "Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist ¹⁷", its mean that Skimming is an activity in reading without read word by word but just flash to catch the main ideas.

Based on the quotation above it can be inferred that Skimming is one of the ways in reading to identify main idea of the text quickly without read word by word, The student just need to read in a flash to find the writer's idea, because not all the word is important, it just complement of the text.

¹⁵ Otong Setiawan Djuharie, *Extensive Reading Top-Down Reading*, Bandung: Yrama Widya, 2008, p:46

¹⁶ Richard Sutz, *speed reading for Dummies*, Indianapolis: Whey publishing, inc. p.167

¹⁷ H. Douglas Brown, *Teaching by Principles*: San Francisco: San Francisco State University, 2001 p.308

b. The Procedure of Skimming

The student can skim well if they have the capability. For example, they have a large number of vocabularies is the key in understanding the writer's idea in the text. It is important to have reading ability because it helps to read the text quickly. It helps the students to predict the text by reading quickly. Speed is very useful when someone wants to read but there is no time available. In this case they can read by the Skimming. Knowing how to skim will make the students be better readers.

Webster gives some procedure how to skim for ideas as follows:

1. The general intent of the Skimming process is to eliminate reading everything except those key sentences and key words that are most likely to contain the essence of the information
2. Read the title, introductory remarks, and table of contents.
3. Read the first paragraph that really introduces the chapter. Don't be distracted by attention getting anecdotes. Quickly survey entire chapter.
4. Read the first sentence of each paragraph, then anticipate what clues it gives you about the rest of the paragraph.
5. Scan (using steps on previous page) to pick up the key words essential to completing the main idea and key details of the paragraph.
6. Read the last sentences of the paragraph if necessary
7. Read the concluding paragraphs.
8. Be flexible. Read the whole paragraph if it really seems to be "meaty"; skip a whole paragraph if it is superfluous, repetitious, or just an anecdote.¹⁸

To read effectively, the student must know the steps to skim. Suppose are Skimming a factual article with several thousand words. To get started, read the entire first several paragraphs in order to identify the

¹⁸ <http://www.Education.org.skimming>, (12 November 2011)

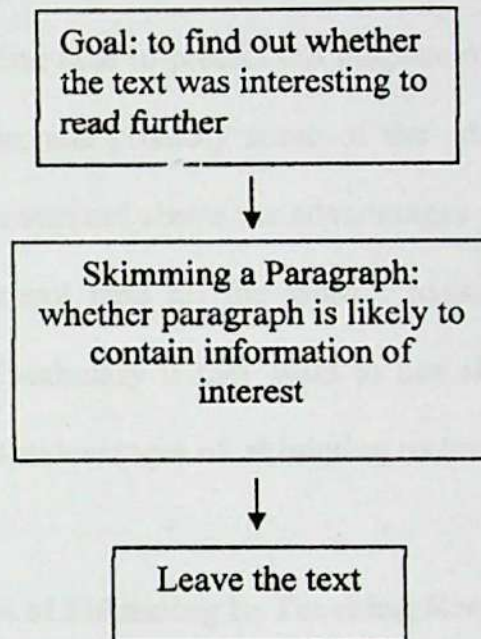
topic of the article, the subject, the little of the author's style, the author's viewpoint and so on. Leave nothing out, but read at top speed. Frequently, an author will give an introduction in the first view paragraphs; this will help to give you an overall of the article.

When Skimming, 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 sentence of each paragraph but the main idea may appear else where in the paragraph as well. By describing the common location of the topic sentence, the students could practice in finding the topic sentence in a series of paragraph.

The students should read only key words. These key words could be the topic, the descriptive adjectives, the abstractions, and the punctuation words. So if the student knows these classes of words, they will feel easy in reading the text. They should try to keep those words in mind while looking for them in the reading materials. To skimm by reading key words, the reader must be convinced that they can skip words and still continue reading. Some necessary words, phrases and sentences may be omitted in order to absorb the material rapidly. After reading they should be able to conclude the reading material to the general idea. As has been stated by Istiarto Djiwandono "Skimming as a starting point in reading"¹⁹

¹⁹ P Istiarto Djiwandono, *Strategi Membaca Bahasa Inggris*, Jakarta: Gramedia Pustaka Utama, 2002, p: 81

From the above explanation it can be summarized in the form of flow charts below.



There are different types of Skimming to use depending on what your purpose

1. Skimming to overview. The purpose of this method to get an outline of what the material is about.
2. Skimming to preview, this is used when the student know, the student are going re-read the material. Students' purpose is together as much background information as the student can on the subject without spending too much time on it.
3. Skimming to review. The student would use this method when the student has already read the material and students' purpose is to re-familiarize student with the content.²⁰

From the explanation above it can be inferred that the function of Skimming it depending on the purpose of reading. Where skimming as a starting point in reading.

²⁰ Tina constant, *The Teach Yourself*, U.S.A: contemporary books, a Division of the MoGrav-hill companies, 2003 p:35

c. Advantages and Disadvantages of skimming

According to H. Douglas Brown “ skimming gives reader the advantages of being able to predict the purpose of the passages, the main topic, or message, and possibly some of the developing or supporting ideas²¹. Based on stament above the advanntages of skimming is get main idea quickly without read all the word. Meanwhile, Student have to mastery many Vocabulary if they want to use skimming, and read more correctly this is disadvantages of skimming technique.

3. The Implementation of Skimming In Teaching Reading

Skimming is a useful skill to be applied in teaching. In Skimming the student don not read every word, instead go quickly and selectively trough a passage looking for a marking of important ideas but skipping secondary material. The student can then go back later to read more closely and takes note on important points.

One of the most important points to keep in mind when teaching reading comprehension there is not one type of reading but several depending on one's reason for reading. Student will never read efficiently unless they can adapt their reading speed and technique to their aim when reading. They will find that more reading will be assigned and suggested to them than is humanly possible to read intensively. By Skimming to get the gist of the material, the

²¹ H. Douglas Brown. *Lok.Cit.P.308*

students are able to cover all of it. However, be certain they do not skim materials that require careful reading. The same procedure use for preview Skimming could be use to get an overview. Another, method would be to read only key word.

To skim by reading key words the students must convince them selves that they can skip words and still be reading. Some publishing companies have proven that not every word is essential to meaning by publishing condensed stories and books. This is done by omitting the unnecessary words, phases and sentences. With concentration and practice the student can learn to select key words and phrases in order to cover the material rapidly.

It means that knowing how to skim will make the student be better reader. The student will immediately get the main idea or message from the author without having read the entire passage in the text.

B. Theoretical Framework and Paradigm

a. Theoretical Framework

There are two variable in this research. There are independent variable(X) and dependent variable(Y). The independent variable(X) is Skimming technique and dependent variable(Y) is reading comprehension.

Skimming is one of technique in reading strategy. It is helps the teacher as well as the student in the teaching leaning process. It makes the teacher easy in teaching but also the student can examine in read a text, so

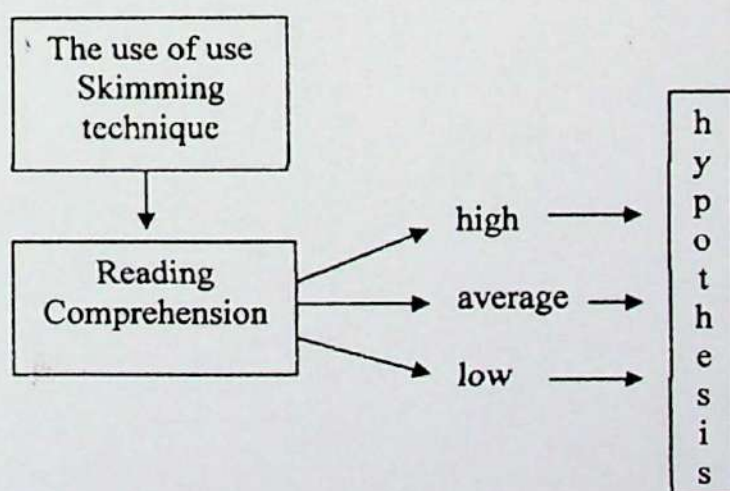
they will enjoy read the text. From these reason, the writer estimates that the Skimming technique influences the reading comprehension.

b. Paradigm

Paradigm means as the thinking that show the relation between the variable that will be observed and also as kind and the quantity of problem formulation that should be answered in reasearch, the theory that used to formulate the hypothesis, kind and the quantity of hypothesis , and statistic analysis technique that will be used

Based on the theoretical framework above the writer describes the paradigm as follow:

Figure 1
The Influence of using Skimming toward reading comprehension



C. Hypothesis Formulation

Base on theoretical framework and paradigm above, the writer formulates the hypothesis that: "there is a positive influence of the Skimming Technique toward reading comprehension in eleventh grade of SMA Muhammadiyah 1 Metro in academic year 2012/2013."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research the writer used a quantitative design as intended to investigate whether there is any positive and significant influence of using Skimming towards reading comprehension. Quantitative method explains about the reduction to parsimonious set of variable, tightly controlled through design or statistical analysis, and provides measures or observations for a testing theory¹.

There are two main types of quantitative research design, experimental design and non-experimental design. The researcher used the quantitative research type pre experimental design to identify the influence of skimming technique toward student's reading comprehension at eleventh grade of SMA Muhammadiyah 1 Metro. To know the skimming technique can be used to increase the student's reading comprehension. In this research the researcher used two classes, the first using Skimming technique in learning reading. And the second class as the control class which does not received the special treatment.

Table 1
The True Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X	X	X
Control Group	X		X

¹ John W Cresswell. *Research Design*, London: Sage publication, 2002.p. 153



B. Population and Sampling Technique

1. Population

Population is The whole Subjects which are complete and clear and will become object in the research², The population of this research is the students at the Eleventh grade of SMA Muhammadiyah 1 Metro in academic year 2011/2012. There are seven classes at class eleven. The total of students at eleventh grade are 185 and the total of students presented as bellows:

Table 2
Population of the research

<i>Class</i>	<i>Students</i>
XI IPS 1	28
XI IPS 2	29
XI IPS 3	28
XI IPA 1 (Experiment Class)	25
XI IPA 2 (Control Class)	25
XI IPA 3	25
XI IPB (BAHASA)	25

² Suharsimi Arikunto. *Prosedur penelitian Suatu Pendekatan praktek*, jakarta: Rineka cipta, 1995. p117

From the tabel above XI IPA1 is the Eksperimental class which consist 25 students, this class will receive the treatment. And the second XI IPA 2 is the control class, this class does not received the treatment.

2. Sample

The sample is a part of vise of population that will observe³. The sample of this research is the students at eleventh grade of SMA Muhammadiyah 1 metro in the academic year of 2012/2013 which consist two class and consist of 50 students.

3. Sampling Technique

The sample of this research is students first semester at the eleventh grade student at SMA Muhammadiyah 1 Metro in the academic year of 2012/2013. The eleventh graders consist seven classes. Meanwhile, the technique sample by using the random sampling, this technique chosed by writer because the sample is homogeny. The writer was took two class from all the class to became respondent in the research The class that choose is XI IPA 1 as Experiment class and XI IPA 2 as control class which consist 50 students.

³ Edi Kusnadi, *Metodeologi penelitian*, Ramayana Pers and STAIN Metro, Lampung 2008, P.84

C. The Operational Definitions Variables

Operational definitions of variables in this research are:

1. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension

2. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is skimming technique which is defined as a reading technique in reading process to get the main ideas quickly without read word by word.

D. Data Collection Method

1. Test

Moreover, the researcher use test as data collection method. Test is a sequence of question or task or other tool that to used for measure the competence, knowledge, intelligence, talented that have by individual or group,. In this research use a true experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection technique to measure both of variable. The researcher measures

teaching reading through Skimming Technique by pre-test, treatment, and post-test.

2. Documentation

Documentation is the tool which has written like books, magazines, document, regulation, note, etc.⁴. The researcher uses the documentation to get detail information about Skimming technique, reading comprehension and the condition of school in SMA Muhammadiyah 1 Metro.

E. Research Instrument

Suharsimi Arikunto defines instrument is as the tools of research which is used in each method⁵. The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about the influence using skimming toward reading, so the research instrument which used in present research is in the form of the multiple choices in the text of reading. Here is the blue print:

⁴Suharsimi Arikunto, *Lok.Cit.* P.158.

⁵ *Ibid.* P.126

Table 3
The Instrument Blue print

Variable	Indicator
Reading Comprehension	1. Electronic a. Main idea of the passage b. Main point of the paragraph 1) Creating question about main idea 2) Monitoring understanding 3) Clarifying parts of the text which have confused them
	2. Family a. Main idea of the passage b. Main point of the paragraph 1) Monitoring understanding 2) Clarifying parts of the text which have confused them
	3. Job a. Main idea of the passage b. Main point of the paragraph 1) Clarifying parts of the text which have confused them 2) Monitoring understanding 3) Creating questions about the main idea.

2. Instrument Calibration

This research the writer will use one kind of the test. That is student's reading test the objective test in this term, the writer uses of multiple choice test A,B,C, D it consist of 20 items and the total score of the multiple choice is 100 (20 : 2 x 10).

F. Data Analysis Technique

Writer uses true experiment to investigate whether there is the influence of using Skimming technique toward reading comprehension ability at the eleventh grade of SMA Muhammadiyah 1 Metro in the academic year 2012/2013, the true experiment in the form of paired by using control group pre-test and post-test design and here is the formulation of t-test⁷:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

- My : Mean Sample Experiment
- M : Mean Sample Control
- Nx : Number Study Control
- Ny : Number Study Experiment
- X : Deviation X^2 and X^1
- Y : Deviation Y^1 from the Mean Y

⁷ Suharsimi Arikunto. *Prosedur penelitian Suatu Pendekatan praktek*, jakarta: Rineka cipta, 1995.p311

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

- a. Short story about SMA Muhammadiyah 1 Metro

SMA Muhammadiyah 1 Metro is located on JL.Khaibras no.65, west Metro, metro city. Post code 34114. It was founded On 1960's by several cleric's vigures of Metro town. There are three subject class in SMA Muhammadiyah1 Metro, IPA, IPS, IPB (Bahasa).

- b. Infrastructure of SMA Muhammadiyah 1 Metro

The data confirms that SMA Muhammadiyah 1 Metro has 17 rooms which consists of 6 classrooms, 1 laboratories of computer, 4 laboratory of science, 1 mosque, 1 library, a principal room, administration room, general teacher room , a field, park area and 1 canteens.

2. Research Data

- a. Result of pre-test

The purpose of administering pre-test is to know the student's Reading Ability before treatment. The result of pre-test can be identified as follows:

Table 4
The result of pre-test at the eleventh grade students XI IPA 1
(Experimental Class) of SMA Muhammadiyah 1 Metro in Academic year of
2012/2013

No	Student's Name	The grade of pre-test
1	AD	60
2	ADF	55
3	AS	55
4	ANR	50
5	BL	55
6	BS	60
7	CK	60
8	CC	55
9	DD	50
10	DF	55
11	DR	45
12	EK	60
13	ES	65
14	ET	60
15	EP	65
16	FK	45
17	FS	50
18	FT	55
19	GA	65
20	GB	70
21	HJ	55
22	RF	50
23	RS	60
24	SD	65
25	TK	75
TOTAL		1475
AVERAGE		59

Table 4 shows that 13 students (52 %) of 25 students have scored lower than 60. Meanwhile The criteria of minimum standard (KKM) that is 60.

The Average score of the pre-test is 59. It show that the result of pre-test in XI IPA 1 (experiment class) was un satisfactory.

The researcher has done pre-test to the control class too. The Result of pre-test can be identified as follows :

Table 5
The result of pre-test at the eleventh grade students XI IPA 2
(Control Class) of SMA Muhammadiyah 1 Metro in Academic year of 2012/2013

No	Student's Name	The Grade of pre-test
1	AA	55
2	AAN	50
3	AC	45
4	AFA	55
5	AKT	60
6	ANH	45
7	BD	55
8	BR	50
9	BS	65
10	CF	60
11	CP	75
12	CR	55
13	CT	50
14	DA	60
15	DBP	55
16	DU	55
17	DY	55
18	EA	50
19	EF	50
20	ER	60
21	ES	65
22	FR	55
23	MRF	50
24	RF	55
25	YM	65
TOTAL		1395
AVERAGE		55.8

Table 5 shows that 17 students (68 %) of 25 students have scored lower than 60. Meanwhile The criteria of minimum standard (KKM) that is 60. The Average score of the pre-test is 55.8. It show that the result of pre-test in XI IPA 2 (control class) was un satisfactory.

b. Result of post –test

After analyzing the weakness from pre-test, the writer delivered the treatment for the experiment class. The writer ask to the students about the difficulties in answering the exercise and give more explanation about the reading comprehension by using the skimming technique. After that, the writer gives the post test for experiment and control class to measure their knowing of reading comprehension with same test. The result of pos test can be shown as follows:

Table 6
The result of post-test at the eleventh grade students XI IPA 1
(Experimental Class) of SMA Muhammadiyah 1 Metro in Academic year of
2012/2013

No	Student's Name	The grade of post-test
1	AD	70
2	ADF	60
3	AS	70
4	ANR	55
5	BL	60
6	BS	60
7	CK	55
8	CC	65
9	DD	70
10	DF	65
11	DR	55
12	EK	80
13	ES	85
14	ET	85
15	EP	80
16	FK	55
17	FS	70
18	FT	70
19	GA	85
20	GB	90
21	HJ	55
22	RF	70
23	RS	80
24	SD	85
25	TK	90
TOTAL		1765
AVERAGE		70.6

Table 6 above shows that the result of post-test in experiment class can fulfill minimum standard (KKM) at SMA Muhammadiyah 1 Metro. Where 20 students (80%) from 25 students get score more than 60, and the average of post-

test score 70.6, it mean that the treatment by using skimming technique can improving student's reading ability.

The control class get the same material but does not given the treatment.

So they were given post-test too, the result can be seen from the table as follows :

Table 7
The result of post-test at the eleventh grade students
(Control Class) SMA Muhammadiyah 1 Metro in Academic year of 2012/2013

No	Student's Name	The Grade of post-test
1	AA	60
2	AAN	55
3	AC	55
4	AFA	60
5	AKT	60
6	ANH	50
7	BD	55
8	BR	50
9	BS	65
10	CF	60
11	CP	70
12	CR	50
13	CT	60
14	DA	55
15	DBP	60
16	DU	60
17	DY	50
18	EA	65
19	EF	55
20	ER	70
21	ES	75
22	FR	65
23	MRF	55
24	RF	60
25	YM	70
TOTAL		1480
AVERAGE		59.2

From the table control class above, it can be seen that there are 10 students (40%) from 25 students who get score less than 60 as the minimum standard, and the average score of post-test at the control class is 59.2.

From the post-test result above, can be said that the result of post-test in experiment class more satisfactory than control class, it mean that skimming technique can influence the student's reading ability.

B. Hypotesis Testing

After applying test method, the researcher analyzed the data by using T-test in order prove whether there is any influence on using skimming technique toward the student's reading ability at the eleventh grade of SMA Muhammadiyah 1 Metro in the academic year 2012/2013.

1. Preparing the table in order to prove whether there is any difference of experiment class and control class at the eleventh grade of SMA Muhammadiyah 1 Metro in the academic year 2012/2013.

Table. 8
The List of Pretest Score and Post test Score Students' Reading
Comprehension at the Eleventh Grade of SMA Muhammadiyah 1 Metro in
the academic year 2012/2013

Control Class					Experiment class				
Subject	Pre-test (X ₁)	Post-test (X ₂)	Gain (X)	X ²	Subject	Pre-test (Y ₁)	Post-test (Y ₂)	Gain (Y)	Y ²
AA	55	60	5	25	AD	60	70	10	100
AAN	50	55	5	25	ADF	55	60	5	25
AC	45	55	10	100	AS	55	70	15	225
AFA	55	60	5	25	ANR	50	55	5	25
AKT	60	60	0	0	BL	55	60	5	25
ANH	45	50	5	25	BS	60	60	0	0
BD	55	55	0	0	CK	60	55	-5	25
BR	50	50	0	0	CC	55	65	10	100
BS	65	65	0	0	DD	50	70	20	400
CF	60	60	0	0	DF	55	65	10	100
CP	75	70	-5	25	DR	45	55	10	100
CR	55	50	-5	25	EK	60	80	20	400
CT	50	60	10	100	ES	65	85	20	400
DA	60	55	-5	25	ET	60	85	25	625
DBP	55	60	5	25	EP	65	80	15	225
DU	55	60	5	25	FK	45	55	10	100
DY	55	50	-5	25	FS	50	70	20	400
EA	50	65	15	225	FT	55	70	15	225
EF	50	55	5	25	GA	65	85	20	400
ER	60	70	10	100	GB	70	90	20	400
ES	65	75	10	100	HJ	55	55	0	0
FR	55	65	10	100	RF	50	70	20	400
MRF	50	55	5	25	RS	60	80	20	400
RF	55	60	5	25	SD	65	85	20	400
YM	65	70	5	25	TK	75	90	15	225
	1395	1480	95	1075		1475	1765	330	5725

2. Putting the data above into T-test formula in order to get t-observation

The first, the writer search the M_x and M_y as follows:

$$\begin{aligned} M_x &= \frac{X}{N} & M_y &= \frac{Y}{N} \\ &= \frac{95}{24} = 3.8 & &= \frac{330}{25} = 13.2 \end{aligned}$$

Next the writer search the value of $\sum x^2$ and $\sum y^2$ as follows :

$$\begin{aligned} \sum x^2 &= \sum x^2 - \left[\frac{\sum x^2}{N} \right] \\ &= 1075 - \left[\frac{x^2}{N} \right] \\ &= 1075 - \frac{95^2}{25} \\ &= 1075 - 361 = 714 \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \sum y^2 - \left[\frac{\sum y^2}{N} \right] \\ &= 5725 - \left[\frac{y^2}{N} \right] \\ &= 5725 - \frac{330^2}{25} \\ &= 5725 - 4356 = 1369 \end{aligned}$$

Next, the writer accounted by using T- test formula as follow :

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\
 &= \frac{3.8 - 13.2}{\sqrt{\left[\frac{714 + 1369}{25 + 25 - 2} \right] \left[\frac{1}{25} + \frac{1}{25} \right]}} \\
 &= \frac{9.4}{\sqrt{\left[\frac{2083}{48} \right] \left[\frac{2}{25} \right]}} \\
 &= \frac{9.4}{\sqrt{43.4 \times 0.08}} \\
 &= \frac{9.4}{\sqrt{3.472}} \\
 &= \frac{9.4}{1.86} = 5.05
 \end{aligned}$$

T-Observation is 5.05 as the result of the counting by using T-Formula. To know the critical value of the T-Test (T-Observe), the writer firstly counted df (degree of freedom). The formulation as follow :

$$df = N_x + N_y - 2$$

$$= 25 + 25 - 2 = 48.$$

But, 48 are not found out in t-table, so the writer must do onterpolation.

As follows :

interpolation	5%	1%
Df 60 + df	2.021+1.980/2	2.704+2.671/2
120/2	2.0005	2.6875

1. The critical value of t-test (t_{table}) for the 5 % level is 2.0005
2. The critical value of t-test (t_{table}) for the 1 % level is 2.6875

From all data analysis above , it can be found that:

1. " $t_{observed}$ " = 5.05
2. " t_{table} " = 2.0005

It mean that " $t_{observed}$ " higher than " t_{table} " it can be inferred that there is positive influence of using skimming technique toward Reading comprehension in the eleventh graders of SMA Muhammadiyah 1 Metro in the academic year 2012/2013.

C. Interpretation

The writer has formulated the alternative hypothesis (H_i) and Null hypothesis (H_o) as follows :

- Alternative hypothesis (H_i)

There is a significant influence of teaching reading by using skimming technique toward student's reading ability at the eleventh grade of SMA Muhammadiyah 1 Metro in academic year 2012/2013.

- Null hypothesis (H_o)

There is no significant influence of teaching reading by using skimming technique toward student's reading ability at the eleventh grade of SMA Muhammadiyah 1 Metro in academic year 2012/2013.

After H_i and H_o above were formulated the writer consulted T-observation to T- table as follows :

- If T- observation is bigger than T- table. It mean that H_i is accepted and H_o is rejected.
- If T- observation is smaller than T- table. It mean that H_i is rejected and H_o is accepted.

D. Discussion

Learning English, Especially in learning reading comprehension, Skimming technique is helpful. Skimming technique can influence student's reading comprehension ability, Skimming is a technique that used in the reading process to identify the main idea, or general knowledge in detail quickly without read all word. Skimming should be used by the students to help them get the main idea quickly. This technique is needed and the teacher should be delivered to help the students in doing the reading comprehension text. But in the fact, there are many students have low score in reading comprehension.

Skimming is one of technique in reading that used to get main idea quickly without need long time and its helpful students, because limited of the time, so the students must find main idea quickly. Based on problem above, skimming can be solution for this problem. Based on definition and problem above, the researcher decided that skimming suitable to help students in reading comprehension test.

Based on problem above, The researcher want to investigate whether there is a positive and significant influence between skimming toward student's reading comprehension ability among the eleventh grade students at SMA Muhammadiyah 1 Metro. After collect the data, and then the researcher uses the true experiment in the form of paired by using control group pre-test and post-test design and the formulation of t-test. And the result of the research confirmed that

that " t_{observed} " higher than " t_{table} " it can be inferred that there is positive and significant influence of using skimming technique toward Reading comprehension in the eleventh graders of SMA Muhammadiyah 1 Metro in the academic year 2012/2013.

E. Limitation

This research was conducted at SMA Muhammadiyah 1 Metro in the academic year 2012/2013. The subject of the research were the eleventh graders of SMA Muhammadiyah 1 Metro in the academic year 2012/2013. The choice of subject was the skimming technique. In the learning process the writer found some problems in understanding reading comprehension that faced by the students. The first many question that has a long text, so the students confused to get the main idea of the text. Second, the teacher doesn't use technique yet effectively, so the students needs long time to read the text. The other limitation of this research is has proved that using skimming technique is effective to teaching reading in eleventh grade of SMA Muhammadiyah 1 Metro And has a positive influence toward reading comprehension ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data collected and analysis, the research concludes that there is a significant of teaching reading by using skimming technique toward reading ability at the eleventh grade of SMA Muhammadiyah 1 Metro in academic year 2012/2013. It can be seen from the result of the pre-test and post –test. In pre-test, the average score of experiment class was 57.6, while in the post test was 70.6. It mean that the post-test is higher than pre-test. The result of post-test can fulfill minimum standard (KKM) at SMA Muhammadiyah 1 Metro. Meanwhile, the average of pre-test in control class is 55.8, while the average of post-test 59.2, it can be said that the experiment class higher than the control class, it mean that skimming technique can influence the student's reading ability.

The result of research shows that " $t_{\text{observed}} = 5.05$ is higher than " $t_{\text{table}} = 2.0005$. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there is a positive influence of using skimming technique toward the students' reading comprehension at the eleventh graders of SMA Muhammadiyah 1 Metro in the academic year 2012/2013.

B. Suggestion

After the writer has done the research at the eleventh grade of SMA Muhammadiyah 1 Metro, the writer would like to give some suggestion as follows:

a. For the Headmaster

1. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
2. It is suggested for the headmaster in order to persuade the teacher to use this method because it is make student interest in teaching learning process

b. For the Teacher

1. It is better for the teacher to use skimming technique in teaching reading English because it can improve student's reading English ability.
2. In teaching Reading comprehension, using skimming technique actively.
So, the students can understand Reading comprehension easier and faster.

c. For the students

1. It is suggested to increase their ability in reading ability in order that can success in learning English.
2. To more active in learning English by using skimming technique can help the students to enjoy to follow the material that the teacher given.

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