AN UNDERGRADUATED THESIS

INCREASING THE STUDENTS READING COMPREHENSION THROUGH SCANNING AND SKIMMING TECHNIQUE AT SMP MUHAMMADIYAH 3 METRO

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AT SMP MUHAMMADIYAH 3 METRO

ABSTRACT

BY:

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Reading as one of four language skills (Listening, Speaking, Reading, and Writing) must be mastered by the students. Considering that English is the International language, English is widely taught at school in Indonesia, from elementary to university as a local content subject. But in reality we still find that most of them often have difficulties in reading, even though they have graduated from senior high school or courses.

The problems in this research are the students low motivation, low vocabulary and the teacher does not know the appropriate technique of teaching reading comprehension. These factors make the goal of the teaching not achieved.

The objective of this research were to know whether scanning and skimming technique increase students' reading comprehension, teacher's performance and students' activities in learning process during teaching learning process at ninth grader of SMP Muhammadiyah 3 Metro. To see the teacher performance and students' activities, the data collection method used observation sheet. Meanwhile, students' score of test was used to know students comprehension in reading (learning product). This research was conducted at SMP Muhammadiyah 3 Metro. The subject of the research was students of class IX in academic year 2011/2012.

In this research, the researcher conducted classroom action research (CAR) was done in two cycles. Between one cycle with the other is relationship. They are including Planning, Action, Observing, and Reflection. The data confirm that the result of cycle 2 (80.7%) is increase than cycle 1 (38.45%) and pre-test (7.7%).

Referring the result of the research, it can be concluded that scanning and skimming technique can increase students' reading comprehension.

MENINGKATKAN KEMAMPUAN MEMBACA SISWA DENGAN MENGGUNAKAN TEHNIK SCANNING AND SKIMMING SISWA SMP MUHAMMADIYAH 3 METRO

ABSTRAK

Oleh:

TITIN FATIMAH

Reading sebagai salah satu dari empat kemampuan bahasa (listening, speaking, reading, dan writing) harus dikuasai oleh siswa. Mengingat bahasa inggris merupakan bahasa Internasional, bahasa inggris merupakan mata pelajaran di seluruh sekolah di Indonesia, dari tingkat Sekolah Dasar sampai tingkat Universitas sebagai subyek mata

pelajaran. Namun faktanya kita masih menemukan sebagian besar siswa mengalami kesulitan dalam Reading, walaupun mereka lulusan Sekolah Menengah Atas atau lembaga kursus.

Masalah dalam penelitian ini adalah siswa rendah dalam motivasi, kosakata, dan juga kurang mengetahui tehnik yang tepat dalam mengajar Reading. Beberapa faktor tersebut membuat tujuan pembelajaran tidak tercapai.

Tujuan dari penelitian ini adalah untuk mengetahui apakah tehnik scanning and skimming dapat meningkatkan pemahaman reading siswa, cara mengajar guru, dan aktivitas siswa selama proses proses pembelajaran di kelas sembilan SMP Muhammadiyah 3 Metro. Untuk melihat cara mengajar guru dan aktivitas siswa, pengumpulan data yang di gunakan yaitu lembar observasi. Sedangkan nilai test siswa digunakan untuk mengetahui pemahaman membaca siswa (hasil pembelajaran). Subyek penelitian ini adalah siswa kelas IX C tahun akademik 2011/2012.

Dalam penelitian ini, peneliti menggunakan desain Penelitian Tindakan Kelas (PTK) dan sukses dilaksanakan dalam dua siklus. Antara satu siklus dengan siklus lainnya saling berhubungan. Terdiri dari Planing, Action, Observation and Reflection. Data yang diperoleh dari hasil hasil siklus 2 (80.7%) meningkat di bandingkan silkus 1 (38.45%) dan pre-test (7.7%).

Berdasarkan hasil penelitian, dapat disimpulkan bahwa tehnik scanning and skimming dapat meningkatkan pemahaman reading siswa.

STATEMENT OF ORIGINALITY

The undersigned:

Name   : Titin Fatimah

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States that this undergraduate thesis is original except certain parts of

quoted from the bibliography mentioned.

Metro, Desember 2011

Titin Fatimah

MOTTO

"Or more of midnight, and read the holly Qur'an truly"
(Al Muzzammil: 4)
"There is no success without reading,

and the success of reading is someone

understands about the grammatical

form

and its meaning."

DEDICATION PAGE

This undergraduate thesis is made as the researcher's testimonial for:

1. The first the researcher gives dedicated to almighty Allah SWT, thanks God All about the precious gift inside to me.

2. My beloved Father and Mother as spirit of my life who always supports, protects and advices me. Thanks for your everlasting love, and incessant prayer. You always hear my sigh in every single of time.

3. My beloved brothers always support me to be successful in my education.

4. My beloved who always inside me (Muchtarudin).

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Peace is upon to Prophet Muhammad SAW, the last messenger and prophet, the one who brings human life from the darkness to the lightness. This undergraduate thesis is presented is partial fulfillment of the requirement the degree of Sarjana Pendidikan (S.Pd) in English Education Program in STAIN of Jurai Siwo Metro.

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This researcher also gives her special thanks to her beloved parents, brother, sister, family, friends and all people who have given support and spirit, so the researcher could finish this undergraduate thesis.

Finally, the researcher realizes that this undergraduate thesis is far from completeness. Therefore, suggestion and criticism are expected. The researcher

hopes that, this undergraduate thesis can add information and be useful for development of science especially in English and other science generally.

Metro, Desember 2011

The Researcher,

TITIN FATIMAH

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. **CHAPTER I**

INTRODUCTION

A. The Background of the Problem

Language is a tool of communication that is used to express something and to stimulate a response somebody else, and to think something. The user of language can also describe as a mean of conveying something that is wanted to do. Language is as mean of communication of each other. It is difficult to do all activities without language. Someone can interact with other. Communication will occur if the listeners or readers understand what the speaker or the researcher mean.

Considering that English is the International language, English is widely taught at school in Indonesia, from elementary to university as a local content subject. But in reality we still find that most of them often have difficulties in reading, even though they have graduated from senior high school or courses.

English is stated in the national curriculum as one of subject to be learned at the school, although the result of teaching English in Indonesia is the students can not understand what the meaning of new vocabulary in English, so many students reading comprehension is poor.

There are many factors that influence the achievement of English. One of the important factors is the lack of the student's reading comprehension. If the students reading comprehension is lack, it can be influence the result of learning English.

Researcher founds that students in SMP Muhammadiyah 3 Metro have difficulties in reading comprehension. Based on the Minimum Mastery Criteria (KKM) of SMP Muhammadiyah 3 Metro the score in English is 65.

Table 1

Students Result in Reading Comprehension Text

(Pre-test on April 12th, 2011)

No	Score	Explanation	Frequency	Percentage
1	0 - 50	Poor	13	50%
2	51 – 64	Fair	3	11,5%
3	65 – 79	Good	8	30,8%
4	80 – 99	Excellent	2	7,7%
Total			**26**	**100%**

From the data of pre survey on April 12, 2011 among the eight grades of SMP Muhammadiyah 3 Metro in Academic Year of 2010/2011 shows the level of Reading Comprehension among 26 students in 2 students are included into excellent category for the score 80-99 (7,7%), 8 students are included into good category for the score 65-79 (30,8%), 3 students are included into fair category for the score 51-64 (11,5%), and 13 students are included into poor category for the score 0-50 (50%).

In this research the writer will investigate whether applying scanning and skimming technique can increase students reading comprehension. The researcher also found many aspects caused this condition, like low motivation, low vocabulary and appropriate teaching strategy and technique. The students inclined feels boring because they must read many sentences which are many new vocabularies make the students can't understand what the main idea of the text.

To improve the students' motivation in learning, the teacher must use appropriate teaching strategy and technique. If the teacher can make the condition that stimulates the students to learn, it will make easier for them to receive the text material form, so the goal of the teaching will be achieved. The researcher uses scanning and skimming technique in teaching reading.

Based on the background mention previously, researcher conducts the research entitles: INCREASING THE STUDENT'S READING COMPREHENSION THROUGH SCANNING AND SKIMMING TECHNIQUE AT SMP MUHAMMADIYAH 3 METRO.

B. Problem Identification

Considering the background of the problem above, the problem can identified as follows:

1. The students have low motivation
2. The students have low vocabulary
3. The teacher not knowing the technique of teaching reading comprehension.

C. Problem Formulation

Problem formulation in this research is can scanning and skimming technique be used to increase the student's reading comprehension at SMP Muhammadiyah 3 Metro?

D. Purpose of the Research

This research aims to increase the students reading comprehension through scanning and skimming technique at SMP Muhammadiyah 3 Metro.

E. Benefits of the Research

1. Theoretically

The result of this Classroom Action Research support the theory above the implementation of scanning and skimming technique used to increase the students reading comprehension.

2. Practically

a. The teacher

Through this research, the teacher can apply scanning and skimming technique can improve teaching reading process.

b. The Students

The implementation of scanning and skimming technique in this research will increase student's reading comprehension

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

1. Reading Comprehension

a. Concept of Reading Comprehension

Etymologically, the word "reading" in Oxford Advanced Learner's Dictionary of Current English can be defined as follows:"1) Act of one who reads. 2) Knowledge, especially of books. 3) Way in which something is interpreted or understood."[1]

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

The first, 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, and knowledge of the word."[2]

The second, Thomas S.C Farrel states that "Reading is the process of constructing meaning trough the dynamic interaction among the reader' existing knowledge, the information suggested by the written language, and the context of the reading situation."[3] The last, Sanggam Siahaan states that "The receptive written language skill is called reading"[4]

Based on the definitions above, 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 symbols and written verbal symbols. Through reading text, the students get new information and knowledge.

1. Models of Reading

a) Top-Down Models

The top-down model is the model of reading which argues that readers bring prior knowledge and experience to the text and that continue to read as long as the text confirm their expectation.

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[1] A S Hornby, *Oxford Advanced Learner's Dictionary of Current English,* Oxford University Express, Great Britain, 1974, p. 699

[2] Albert Josiah Harris and Edward R. Sipay. *How to Increase Reading Ability*, The Alpine Press, United States of America, 1984, p. 12

[3] Thomas S.C Farrel, *Planning Lesson For a Reading Class*, SEAMEO Regional Language Centre, Singapore, 2002, p. 1

[4] Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p.221

b) Bottom-Up Models

The bottom-up model is the reading which suggest that reader the words, and sentences and look at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge and syntax.

c) The Interactive Models

The interactive model argues both top-down and bottom-up processes occur when a person reads a text[5]

2. Levels of Proficiencies in Reading

There are four different levels of proficiencies according to Allice C. Omagio in Siahaan's book, there are:

1) Novice-level readers

Novice-level readers are able to recognize the writing symbols, words and expression used in some texts containing in general topics of their common experiences, such as basic classroom objects, colors numbers clothing telling the times, to read recombined short narrative and dialogues with a comprehension at mini mal except for simple memorized material.

2) Intermediate level readers

Intermediate level readers are able to get main gist, key ideas and some supporting details of narrative text types on familiar topics such as simple instructions, personal information, money matters, meeting arrangements, etc. Well with some common misunderstanding of finer points.

3) Advanced level readers

Advanced level readers are able to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context and descriptions, narrations and technical prose which contain newspaper accounts,

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[5] Thomas S.C, *Op. Cit*, p.2

instructions, directions, routine reports, non-technical prose, academic texts, current events, press, politics, economics, education with an enhancement of detail comprehension, but not still totally precise.

4) Superior level readers

Superior level readers are able to comprehend most materials on concrete an abstract topics, get main idea and most of the supporting details, understand new vocabulary in context through contextual guessing strategies which are written n lengthy narrative and description of all types of newspaper accounts, technical report, literary text that contains most practical, social abstract and professional topics in special fields of competence and particular areas of interest.[6]

Based on the statement above, the writer use intermediate level as an subject in this research because the subject is student's of Junior High School and they are learn about able to get main gist, key ideas and some supporting details of narrative text types on familiar topics such as simple instructions, personal information, money matters, meeting arrangements, etc.

"Comprehension is understanding new information in light of what already know."[7] It can be known that reading comprehension is the search for meaning and understand each new word, sentences that the students read. The same process is at work when we try to make sense of what we read. We use the words on the page to trigger out existing knowledge of whatever the words refer to, and in doing so, we often supply as much information as the words on the page do. Reading comprehension means reading a text and then showing that you understand it by doing a number of activities or actions.

b. The Factor of Student's Reading Comprehension

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[6]   Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, p. 106-107

[7]Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, Harper Collins College Publisher, United States of America, 1994, p. 35

There are two factors that influence the student's reading comprehension and they are related one another, they are internal factor and the external factor.

a) The Internal Factor

The internal factor means the factor which come from the reader (himself) or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

1. Motivation

"Motivation is some kind of internal drive which pushes someone to do things in order to achieve something"[8]. Motivation is one of the most frequent problems expressed by students. Motivation plays an important role in comprehending the text. The motivated to read when they fell that they need something from the text.

Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown defined intrinsic motivation, 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.[9]

On the other one, extrinsic motivation defined by him as extrinsically aviors 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.

2. Interest

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[8]Jeremy Harmer, *English Language Teaching Third Edition,* Longman, UK, Tt, p. 51
[9]H. Douglas Brown, *Teaching by Priciples an Interactive Approach to Language Pedagogy*, Pearson Education, San Francisco State University, 2001, p. 76

Interest is being one of the important factors in order to increasing the students' comprehension in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use scanning and skimming technique to build up the students' motivation and interest, and also want to see the effect of using scanning and skimming technique in relationship with the students' reading comprehension. It is impossible for the students to understand the text if they have no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

b) The External Factor

There are two external factors in reading comprehension, they are reading material and teacher in reading.

1. Reading Material

Other approaches in which learners are given choices in selecting reading material offer a degree of intrinsic motivation. The student's comprehension in reading depends on the level of the difficulty of the text. Thus, it can influence student's comprehension if the text given is not at the right level of the difficulty of the readers or the students.

2. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving then they are related to the students' reading comprehension achievements.

The researcher concludes that the reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.

c. English Curriculum of SMP

1. Background

English is a tool to communicate orally and in writing. Communicate is to understand and express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate in the sense of an intact is the ability of discourse, namely the ability understand and / or produce spoken text and / or write the realized in the four language skills, namely listening, speaking, reading and writing. The fourth skill is used to respond or create a discourse in public life.

in the SMP/MTs, learning English is targeted to learners can achieve functional level that is communicating orally and in writing.

Content Standards for Elementary and Secondary Education Unit to solve everyday problems, while for SMA/MA is expected to reach informational level because they are prepared to continue their education to college. Epistemic literacy level considered too high to be achieved by learners SMA/MA as functions of English in Indonesia as a foreign language.

2. Purpose

English subject in the SMP/MTs purpose so that learners have following capabilities.

a) Developing competency to communicate in spoken and written form to reach the level of functional literacy

b) Having awareness of the nature and importance of English for enhance the competitiveness of nations in a global society

c) Learners develop to understand of the interrelationships between language and culture.

3. Scope

The scopes of English subject in the SMP/MTs include:

a) Ability discourse, is the ability to understand or produce spoken text and written that is realized in the four language skills, namely listening, speaking, reading and writing in an integrated to achieve the level of functional literacy.

b) Ability to understand and create a variety of functional short text and monologue form of procedure as well as essays, descriptive, recount, narrative, and report. Gradient materials appear in the use of vocabulary, grammar, and measures of rhetoric.

c) Supporting competencies, namely linguistic competence (using grammatical rule and vocabulary, pronunciation, writing), sociocultural competence (using the follow-language expressions are acceptable in various contexts communication), strategic competence (to overcome problems that arise in the process communication with various ways to keep communications in progress), and forming discourse competence (using the tools forming the discourse).

2. Scanning and Skimming

Skimming and scanning are two specific speed-reading techniques, which enable to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose.

a. Scanning

"Basically, the process of scanning involves running your eyes down each page and taking note of any terms in **bold-face** print or *italics*, section headings, graphs and charts or anything else which seems to jump off the page."[10]

Based on definition above, scanning is quickly searching for some particular pieces information in a text. Scanning exercise may ask he students to look for names or dates, to find a definition of scanning is to extract specific information without reading through the whole text. In general English, scanning is so important in dealing with genres like schedules, manuals, form, etc.

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[10]Fred Orr, *Study Skills for Succesful Students*, Allen & Unwin, Australia, 1992, p.55

Scanning is a very efficient and most helpful set of reading techniques which allow the students to get the overview of the material or to find specific facts quite quickly. Scanning can provide an overview before read in more detail. The point to be stressed is that scanning will save time.

Scanning is a technique often use when looking up a word knows what the students are looking for, so they are concentrating on finding a particular answer. Scanning involves moving their eyes quickly down the page seeking specific words and phrases. Scanning is also used when the students first find a resource to determine whether it will answer the questions. One they have scanned the document, they might go back and skim it.

When the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look words that are bold faced, italics, or in a different font size, style, or color.

The purpose of scanning is to help the students to search quickly for specific information from a text. For example a name, a date, or get an initial impression of whether the text is suitable for given purpose.

b. Skimming

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.[11]

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[11] H. Douglas Brown, *Op. Cit*, p. 308

From the definitions above, it may be concluded that skimming is one of the ways in reading that the reader doesn't have to read all the words in passage. He or she just needs to go quickly and selectively through a passage, looking for and marking off important ideas but skipping secondary material. You can then go back later to read more closely and take notes on important points. Skimming might be helpful when someone wants to find out quickly about the writer's idea. It is necessary to know that in skimming, reading word by word is not important, because only the writer's point of view is needed.

Skimming is used to quickly identify the main ideas of the text. Skimming is done at speed three to four times faster than normal reading. People often skim when they have lots material to read in a limited amount of time. The readers use skimming technique when they want to see if an article may be of interest.

There are strategies that can be used when skimming:

1. Some people read the first and last paragraphs using heading
2. Summarize and other organizers as they move down the page
3. The students might read the title, subtitle, subheading, illustrations
4. Consider reading the first sentences of each paragraph.

This technique is useful to seek specific information rather than reading for comprehension. Skimming works well to find dates, name, and pieces. It might be used to review graphs, table, and charts.

c. Procedure of Using Scanning and Skimming Technique

Figure 1

How to Scan to Increase Reading Comprehension[12]

Scanning	
Description	Scanning means moving your eyes quickly down the page, to find one specific detail.
Purpose	Scanning lets you: • Find a single fact, date, name, or word in the text

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[12]http//www.mypathway.ca/creditrecovery/ENG1L/U1_L3.pdf, Student Handout: Unit 1 Lesson 3, (June 15th, 2011)

	• Find information that you may need
Process	First: • Think where in your text you might find the information you need. Second: • Check how the information is place on the page. Look for headings, diagrams, or boxed/highlighted items that might help you find the information.
Here's how you already do this:	For example, when looking for a phone number you: • "zero in" on the last names • Go down the page, seeking out the correct first name
Helpful Hints	• Don't read every words when you scan! • Move down quickly down ⬇ or diagonally ⬇

Figure 2

How to Skim to Increase Reading Comprehension[13]

Skimming	
Description	Skimming means reading quickly to find the BIG IDEAS
Purpose	Skimming lets you: • Read quickly to get an overall sense of the main ideas in the text • Decide before you read for detail if you can use the text for your purpose • Decide if you should read it more carefully for more details
Process	First: • Read the first few paragraphs, a few paragraphs in the middle, and the final paragraph of the text OR • Read the first and the last sentences of each paragraph

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[13]http//www.mypathway.ca/creditrecovery/ENG1L/U1_L3.pdf, *Student Handout: Unit 1 Lesson 3*, (June 15th,2011)

	(topic sentences/concluding sentence) Second: • Glance through any graphics and their captions (text around the graphic to explain it)
Here's how you already do this:	For example, when you use a phone book yellow pages, you: • "take in" the entire page
Helpful Hints	• Don't read every words when you skim! • Read quickly and horizontally ⇨

3. Increasing the Students Reading Comprehension through Scanning and Skimming Technique

Scanning and skimming is the technique used to increase reading comprehension. People read for information, enjoyment, or to complete a task. If the reader's purpose is to search for information, he will scan for a specific word. Skimming is used when the reader is exploring or reviewing larger texts. Different styles are required for different situations. If the reader has a large amount of text to cover, he will find that the use of scanning or skimming is more practical than reading every word. The key to scanning is to locate valuable or detailed information quickly. With scanning skills the eye learns to pick up detail and fill gaps in data. While scanning a text, look for significant and repeated words. Watch for definitions, highlighted words, especially words in italic or bold print. Learn to spot dates and statistics and other numbers. Do not try to read every word. When studying, know what you are looking for, think of questions, and scan for answers. Some authors put vital information in the margins of the page. After scanning an article or text, consider skimming. Skimming refers to reading data, three to four times faster than ordinary reading. Again, every word is not read. When faced with long texts and limited time, skimming becomes necessary. Researcher uses skimming when

searching articles for interest area. Skimming means reading the first and last paragraph or the first sentence in every paragraph. Headings, summarizes and other organizers are used in the skimming technique. Through a scanning the students find specific details of the text and through skimming the students get main idea from a text. Both of these techniques, the students can increase their reading comprehension.

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis is by using scanning and skimming technique, the students will be able to increase their reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Study

The object of study in this research is SMP Muhammadiyah 3 Metro.

B. Setting and Subject of the Study

The setting of the research is Muhammadiyah Junior High School 3 of Metro, it is located at Imam Bonjol street Number 102 Hadimulyo East of Metro.

The totals of teachers are 23 persons, and 2 staff administrations and 1 librarian. The total of the students are:[14]

Table 2

The Total Students of SMP Muhammadiyah 3 Metro

No	Class	Total
1	VII	88
2	VIII	93
3	IX	114
Total		**298**

In this research, the researcher chose one class only. The researcher chooses the IX C class which is consist of 26 students as the subject because it

class lowest from other class in reading comprehension. It is expected that the result of result of the research would be useful to increase their reading comprehension.

Table 3

The Subject of the Research

No	Class	Sex	Total

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[14]Document of SMP Muhammadiyah 3 Metro

1	IX C	Male	Female	
		20	6	26

C. Action Plan

1. Classroom Action Research (CAR)

"Action research is a method for improving and modifying the working system of a classroom in school."[15] It can be known that employing the action research device can solve the classroom problems. It is a method for solving the problems of teaching objectively and systematically. This is useful for improving and modifying the teaching process. The teachers and researcher are able to study their problems of teaching scientifically. It is an objective oriented method. The action research project does not contribute in the fund of knowledge but it improves and modifies the current practices.

Classroom action research is the inquiry about teaching and learning process by action in the class.[16] It means that classroom action research is obvious research that used to investigate and evaluate their work in teaching and learning process in the class. Here are the step classroom action research designs:

action

Planning

observing

CYCLE 1

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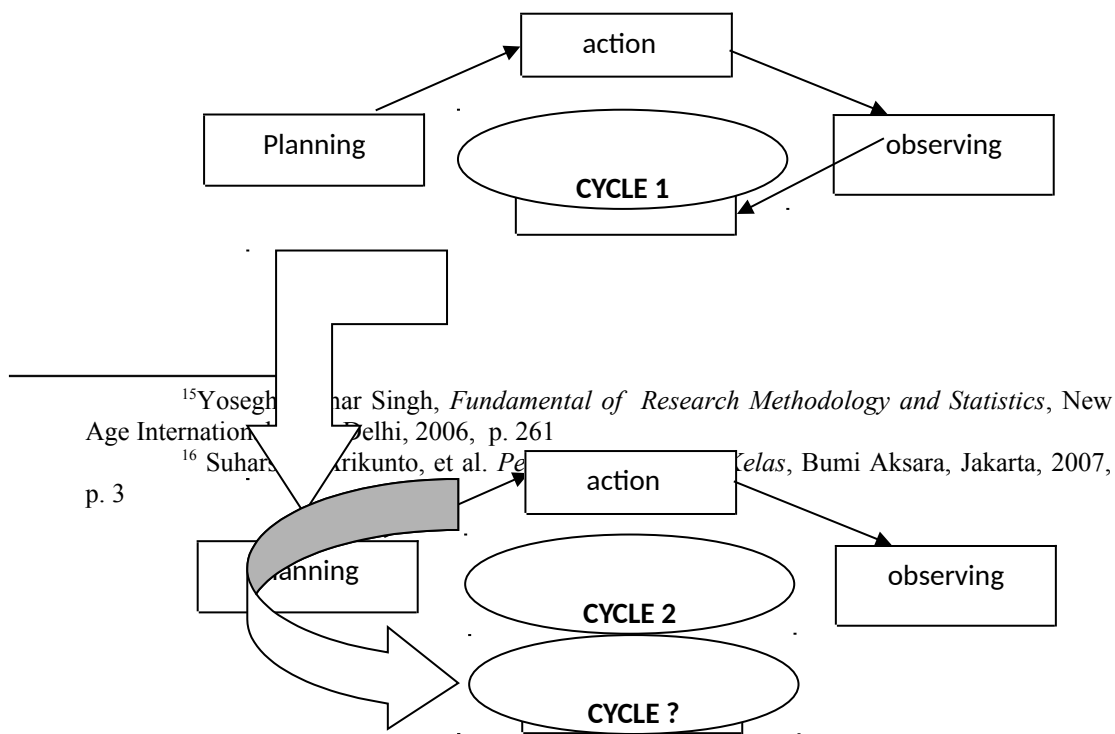
[15]Yosegh   har Singh, *Fundamental of Research Methodology and Statistics*, New Age International   Delhi, 2006, p. 261

[16] Suhar   rikunto, et al. *Pe   Kelas*, Bumi Aksara, Jakarta, 2007, p. 3

action

anning

observing

CYCLE 2

CYCLE ?

Figure 3. The cycle of the classroom action research by A. Lukman El Garsel model[17]

Based on figure 3, it can be inferred that the classroom action research is a dynamic process that has four aspects (planning, action, observing and reflecting) in every cycles, it is done in the class to increase the quality of learning process.

2. Research procedure

The research will be conducted based on the pretest and post-test design. The researcher takes one class.

The research is done in two cycles. The action research is done in four steps. They are planning, action, observing, and reflecting.

If the first cycle has failed, and the cycle must be reviewed in the second cycle and so on, that can be illustrated by like these procedure as follows:

a.   Cycle 1

1) Planning

In planning the researcher and the collaborator did as follows:

a)   The researcher prepared the lesson plan.

b)   The researcher prepared the suitable material with the syllabus.

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[17] A. Lukman El Garsel, *Classroom Action Research,* Rahayasa, 2008, p. 52

c) The researcher prepared the source of learning.

d) The researcher prepared the observation sheet.

e) The researcher prepared the format to evaluation.

2) Action

In this step the researcher and the collaborator did as follows:

a) The researcher prepared the lesson plan.

b) The researcher explained the teacher's role and the students' role in teaching reading by using scanning and skimming technique.

c) The teacher teaches by using scanning and skimming technique.

After the students will be given the treatment in the cycle 1, they will be given the post-test. The instrument that will be used has different mode with the instrument that will be given in the pre-test.

3) Observing

The third step in CAR is observing in this step the researcher observed the process of teaching learning by using format observation. The outlines of observation in this step such as: attention and responding the topic enthusiastically, following the teacher instruction, understanding the material, asking the question and answering the question from the teacher, active in the class

4) Reflecting

The fourth step in CAR is reflection; this step is reflection of acting. In this step the researcher uses the data for evaluation to make improvement for the second cycle. In cycle 2 is conducted mark up from cycle 1, it means if cycle 1 has failed so cycle 2 must be done. If cycle 1 was successful so cycle 2 was done just as continuation from cycle 1.

b.   Cycle 2

1) Planning

a) Study result in the action 1

b) Discuss about the action that will be done cycle 2

c) Arrange the detail plan about the action on cycle 2

d) Collect the subject material and the learning technique

e) Prepare the subject material

2) Action

a) Do the treatment

b) Giving the post test

3)   Observing

The researcher will observe and collect the data when learning process is doing.

4)   Reflecting

Reflecting result of cycle 1 is used to repairmen and development action in cycle 2. By reflection, the researcher and the collaborator would compare the score distribution of pre-test and post-test, the researcher reviewed and reflect on students attitude and teacher performance whether it is positive or negative, enough in the second cycle or need for next cycle.

D. Data Collection Method

To obtain objective data about the increasing the students reading comprehension through the use of scanning and skimming technique, the writer uses some methods in collecting the data as follow:

1. Test

Test is amount of questions or statements that are used to measure the skill, knowledge, intelligence or talent which is process by individual or group."[18]

Test which given are pre-test and post-test. Pre-test is done to know how much concept mastery. Post-test is done to determine increased the students' achievement.

2. Observation

The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

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[18] Edi Kusnadi, *Metodology Penelitian*, Gunung Pesagi, Bandar lampung, 2008, p. 90

3. Documentation

In this research, the researcher took the data from the school such as the total of students, teachers, and the condition of the school.

4. Field Notes

"Field notes are one means employed by qualitative researchers whose main objective of any research is to try and understand the true perspectives of the subject being studied. Field notes allow the researcher to access the subject and record what they observe in an unobtrusive manner."[19] It can known field notes made by the researcher in the course of action fieldwork, often observations of participants, location, or events. These may constitute the whole data collected or add it (as when field notes supplement conventional interview data).

E. Data Analysis Method

Data analysis will be conducted step by step taking the average score of the pre-test and the post-test. Furthermore, to know the gain, the researcher will compare between pre-test and post-test.

The formula to get the average as follow:

$$\bar{X} = \frac{\sum X}{n}$$

Note:

$\bar{X}$ = Average

$\sum X$ = Total of score

n = Total of students.[20]

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[19] http://en.wikipedia.org/wiki/Field_notes, *Field Notes*, (June 16th, 2011)

[20] Sudjana, *Metoda Statistika*, Tarsito, Bandung, 2002, p .67

F. Indicator of the Research

In this research, researcher has indicator to know increasing the students' reading comprehension through the use of scanning and skimming technique. Indicator of the research is 80% of the students get score minimum 65 in the post-test. It means that scanning and skimming as the technique success to improve the learning process and it can increase the students' reading comprehension.

CHAPTER IV

RESULT AND DISCUSSION

A. Action Result Description

1. Research Area Profile

Muhammadiyah Junior High School 3 of Metro is a private school which was established in 1957, it is located on Imam Bonjol street Number 102 Hadimulyo East of Metro. Just like another private school is owned by private institution. It was under of Elementary and Intermediate Education Majlis of Muhammadiyah Hadimulyo. It is organized by Muhammadiyah Education Foundation. It gives full authority to the head master to run

teaching and learning process. This school has been accredited by Badan Akreditasi Nasional, it gets B accreditation score in the last.

Muhammadiyah Junior High School 3 of Metro has twelve class room (one of them is used for language laboratory too), one   computer laboratory, one head master and administration room, one teacher's room, one library room, and two toilet rooms.

The human resources available to support teaching learning activities consist of, Head Master, Four vice head master, Twenty teachers, Two administrative staff, One librarian, One Office Boy.

Vision of Muhammadiyah Junior High School 3, is very simple. They are "Islamic, Popularize and have certain quality". The Vision describes in Mission as follows, Competence, Democracy, Transparency, Professional, Accountability.

The goals of Muhamadiyah Junior High School 3 of Metro are: quality outputs, professionalism, have a certain quality, and religious. To reach the goals, it has some strategy such as:

a.	School based management.
b.	Development of human being.
c.	Work in system.
d.	Good Strategy.

2. Description of Findings

This research was conducted 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings. In each cycle and each meeting in these cycles took 2 x 35 minutes. Every meeting in cycle 1 was done by the researcher as the teacher and English teacher (Mr. Sukarman) as collaborator. The researcher conducted the learning process and the collaborator observed the situation in the classroom. As it was mention before, each cycle consisted of planning, acting, observing, and reflecting. In relation to the syllabus, I made lesson plan and I would teach the students by using these lesson plans. The materials of the classroom action research were short reading text. I also prepared observation sheet and interview sheet of the students. This was done by collaborator to know the students' activities and the teacher's performance in learning process. In this research, there is any increasing the students' reading comprehension using scanning skimming technique.

Pre-test

To know the ability of the students before giving the action, in the first meeting, all of the students were given pre-test that must be done individually. The type of the test was multiple choice test in which the students were asked to choose one of the four alternative a, b, c and d. The time was given 45 minutes.

Table 4
The Students Pre-Test Score

No	Name	Score
1	AH	10

2	ATW	20
3	AAK	50
4	AS	50
5	BS	40
6	DL	30
7	DAS	40
8	DS	40
9	EDO	40
10	FR	70
11	FYS	50
12	JU	60
13	KSS	50
14	MNTAF	30
15	RW	50
16	RSY	40
17	RE	30
18	RA	80
19	RRN	50
20	SAP	60
21	STW	40
22	SRW	40
23	WP	30
24	MJS	60
25	HS	20
26	YS	40

Total		**1120**
Average		**43,08**
The Highest score		**80**
The lowest		**10**
The number of students who got 65 or more		**2**

Table 5

Students' Score Distribution of pre-test

No	Interval	Frequency	Percentage	Note
1	85-100	-	-	Failed
2	75-84	1	3.85	Pass
3	65-74	1	3.85	Pass
4	40-64	17	65.38	Failed
5	0-39	7	26.92	Failed
	Total	**26**	**100%**	

Based on the table above, we can see that there was only 2 students who got 65 or more. There were 2 students (7.7%) were success and there were 24 students (92.3%) were not success. The complete students were the students which fulfill the minimum standard at SMP Muhammadiyah 3 Metro at least the score 65. So we could compare that the success students were more be less than not success students. And from the result pre-test, we got average **43.08**. So, the result was unsatisfactory. It was the reason why the researcher used

the Scanning and Skimming technique as an alternative reading technique to increase

students' reading comprehension.

a. Cycle 1

    a. **Planning**

        In cycle 1, the researcher and collaborator (Mr. Sukarman) made and

discuss about the lesson plan. The minimum mastery criterion (KKM) at SMP

Muhammadiyah 3 Metro for English subject is 65. The lesson is listening, speaking,

reading and writing. In this meeting, the students were expected by the teacher got

specific information of the reading comprehension. The material about "How to

operate a radio". In the first and the second meeting, the teacher would explain

about scanning and skimming as reading technique.

        Then the teacher prepared teachers' observation sheet in order to see

teacher performance. Prepared students' observation sheet in order to see

students' activities. While, in order to know the students' reading comprehension,

the teacher gave the test.

    b. **Action**

    The implementation of this cycle was conducted in two meetings.

    1. The First Meeting

The first meeting was done Tuesday, August 16th, 2011 at 08.30 a.m. This meeting was opened by greeting, praying, and checking the attendance list and motivating the students. Before doing the next action, I gave question "what a reading?" only a few students could answer it by using Indonesian language "*membaca bu*". I told the students that we wanted to study the reading with scanning and skimming technique.

More, I explain what scanning and skimming technique. After that I gave the students a short paragraph about "How to operate a radio" then I explain the procedure of scanning and skimming technique in reading. The text as follows:

How to Operate a Radio

The radio is one kind of electronic media. We can use it to get information and for entertainment. There are many kinds of radios. The most modern one is a digital radio. Most radios use electricity as a power source, but some of them still use batteries. It is easy to operate a fradio.

The following steps tell how to operate a radio. Firstly, we must connect the cable to the electrical power outlet or put batteries into the power compartment. Then, we turn on the radio by rotating the volume knob clockwise. The knob must be adjusted to the desire level. After that, we can select the station by rotating the tuning knob. If the sound is not clear enough, we must extend and adjust the antenna until the sound is good. To turn the radio off, we must rotate knob counter-clockwise. Don't forget to take the cable out of the outlet, or to remove the batteries from the compartment if the radio will not be used for a long time.

After that, I gave the exercise based on the exercises a short reading form about radio and they did the exercise, then we checked it together. I asked the students whether or not they had some questions.

After 70 minutes, the bell rang then I closed the lesson, reminded the students to study hard and said it would continue in the next meeting.

2. The second meeting

In the second meeting was done on Wednesday, August 17th, 2011 at 07.15 a.m. The activity in the second meeting was relatively active. All of the students were in the class and ready to have a subject. This meeting was opened by greeting, praying and checking the attendance list and motivating the students.

In this meeting, here I wrote a short paragraph on the white board. I explain how to scan and skim the text. In this meeting most of the students understood about the technique.

After that I gave post test. They did the exercise seriously then we checked together.

Time to finish the task was 30 minutes and it seemed that students reading comprehension were increase. It can be seen from the result of the post test. The result of the post test was better than at the pre-test.

Table 6
The Students Post-test Result at Cycle 1

No	Name	Score
1	AH	50
2	ATW	70
3	AAK	70
4	AS	60

5	BS	50
6	DL	70
7	DAS	50
8	DS	80
9	EDO	60
10	FR	70
11	FYS	70
12	JU	80
13	KSS	50
14	MNTAF	50
15	RW	70
16	RSY	50
17	RE	60
18	RA	80
19	RRN	60
20	SAP	80
21	STW	50
22	SRW	40
23	WP	50
24	MJS	50
25	HS	60
26	YS	80
Total		**1570**
Average		**60.38**

The Highest score	**80**
The lowest	**40**
The number of students who got 65 or more	**10**

c. **Observation**

In observation of the researcher's action, the researcher presented two meetings in cycle 1. The teacher explained the procedure text to the students. The teacher explained about scanning and skimming as reading techniques and used these techniques. They also began to be interested in teaching learning process. In the post-test there were 10 students (38.46%) out of 26 students who got good score, the result of the students' test was better than the students' test before giving treatment.

And to know the students' activity, and the result of students' work were include in the process teaching learning, it can be explain as follow:

1. **Learning process**

   a. Teachers' Performance

      As a matter of fact the total score of the teachers' performance is 65. It means that she has fulfilled the indicator but with some weakness from the teachers' performance. The weaknesses are the teacher can not explain and showing the skill using learning technique (scanning and skimming) clearly and made the students confused and these technique

only made little increased learning process. (it can be seen in appendice

page 66)

b. The Students' Activity

Table 7

The students' activity

No	The Students' Activity	Total	Percentage(%)
1	Attention and responding the topic enthusiastically	20	76
2	Following the teacher instruction	22	84.6
3	Understanding the material	8	30.7
4	Asking the question and answering the question from the teacher	8	30.7
5	Active in the class	10	38.4
	Total	**68**	**260.4**

2. Learning product

Table 8

Students' Score Distribution of Cycle 1

No	Interval	Frequency	Percentage	Note

1	85-100	-	-	Failed
2	75-84	4	15.38%	Pass
3	65-74	6	23.08%	Pass
4	40-64	16	61.54%	Pass
5	0-39	-	-	Failed
Total		**26**	**100%**	

Based on the table above, we can see that there were 10 students (38.46%) were success and 16 students (61.54%) were not success. It was more be higher than the result of pre-test. The criteria of students who was successful in mastering the material was the students who got minimum score of 65, while the class could be said successful in achieving the material if 80% of the students in that class got score at least 65. The fact showed that the result was unsatisfactory.

d. **Reflection**

Based on the result, it can be said that scanning and skimming technique has positive effect to the students in teaching learning process. It can be seen from the result on the first cycle. Although few students who got score more than 65 only, but there was increased.

Although there was increasing of the result from the first cycle, but the research should be continued to the next cycle because the students' average have not achieved the minimum mastery criteria yet.

Probably the researcher was still nervous in the teaching the material. The second meeting the researcher was more confident in teaching the material. And the last meeting, the researcher became better than before in teaching the materials. The researcher faced difficulty in managing the class. For example when the researcher explain the topic, only few students paid attention, most of the students seemed very busy with themselves because their fasting. The class was so noisy that influence the researcher voice. The researcher overcomes this situation by speaking louder and giving clear instruction to the students.

All of the researcher performance would influence the students' motivation in reading comprehension. The researcher and the collaborator observed the teaching learning process using scanning and skimming technique. The students' score also increased from the average in pre-test 43.07 and the average test in the end of cycle 1 was 60.38, but it was not fulfill KKM at least 80% students must got 65. In cycle there were 10 students (38.46%) could fulfill the KKM and there were 16 students (61.54%) could not fulfill the KKM. It can be said that we had to be conducted cycle 2.

b. Cycle 2

a. Planning

In planning, the researcher and collaborator would like to make and discuss about the lesson plan. The lesson plan was reading, procedure text especially. In this meeting, the students expected able to get specific information of the procedure

text. In the first and the second meeting, the teacher would explain more about procedure text and the material focused on the use of find specific information and main idea from procedure text. The material was in the form of procedure text the topic "How to Make Facebook Account?" Moreover, to see the teacher performance the researcher prepared the observation sheet.

b. Action

The action of this cycle was conducted in two meetings.

1) The First Meeting

The first meeting was done on Tuesday, September 13th, 2011 at 08.30 a.m. The meeting was opened by greeting, praying, and checking the attendance list and motivating the students. I told the students that we wanted to study the vocabulary with scanning and skimming technique. So, I explain about scanning and skimming technique and gave the explanation the procedure use it too.

After that I gave the students a short paragraph about "How to Make Facebook Account?" then I explain the procedure of scanning and skimming technique in reading. The text as follows:

How to Create a Facebook Account?

First, the first thing you do is Go to www.facebook.com. Click on, "Sign Up." Follow the directions to create your free facebook account. **Then,** enter your email address. Create a password for your new account. Be sure to choose a password that is easy for you to remember, but hard for others to guess. Never give your

password to anyone. **Next**, using the, "Friend Finder" and, "Invite More Friends" features, invite your friends to join you on facebook. Edit your facebook profile. Be selective about posting your personal information online. **Finally**, enjoy and have fun!

After that, I gave the exercise based on the topic above and they did the exercise then we checked together.

The bell rang after 70 minutes. It meant that the time was up. I closed the lesson and reminded the students to always study not only English but also the other subject.

2) **The Second Meeting**

In the second meeting was done on Wednesday, September 14th, 2011 at 07.15 a.m. The activity in the second meeting was relatively active although after holiday (day of celebration at end of fasting month). All of the students were in the class and ready to have a subject. This meeting was opened by greeting, playing, and checking the attendance list and motivating the students.

In this meeting, I didn't want to do the teaching learning process, but I wanted to evaluate the previous lesson. I and collaborator gave post test cycle 2 with the similar task on post test cycle 1 but I upset the number of the test. I and collaborator gave the time 30 minutes for the students to do post test.

After 30 minutes, I asked the students to submit the test. After that, I asked the question about interview sheet. I asked one by one, and then the other students

got out from the class. I interviewed all of the students, what did you feel after

learning using scanning and skimming technique.

Time was up after 70 minutes, and I said thank you for the students'

participation then I closed the lesson by saying good bye.

Table 9

Students' Score at Post Test Cycle 2

No	Name	Score
1	AH	50
2	ATW	70
3	AAK	80
4	AS	90
5	BS	70
6	DL	70
7	DAS	80
8	DS	60
9	EDO	70
10	FR	70
11	FYS	70
12	JU	80

13	KSS	70
14	MNTAF	70
15	RW	80
16	RSY	70
17	RE	70
18	RA	80
19	RRN	70
20	SAP	70
21	STW	60
22	SRW	100
23	WP	50
24	MJS	70
25	HS	60
26	YS	70
Total		**1850**
Average		**71.15**
The Highest score		**100**
The lowest score		**50**
The number of students who got 65 or more		**21**

The post test was given to see the students' achievement in reading comprehension the researcher wanted to know whether there were or there were not increased of the students.

c. Observation

From the observation of the researchers' action, he presented two meetings in cycle 2. The researcher implemented the scanning and skimming for the reading lesson. It expected able to help the students to get information of the text easily. In this meeting, the students were seriously in following the class. They interested to found out something.

In the second meeting, the researcher gave post-test. The result was good because most of the students done the test easily. The students who got score 65 or more is 21 students (80.7%).

To know the teachers' performance and students' activities were include in the teaching learning process and to know the learning product, it can explain as follows:

1. **Learning process**
   a. Teachers' Performance

   For observing the teachers' performance, the researcher only focused on the weaknesses of the previous teaching performance in the cycle 1. In this classroom action research, showing the skill using learning technique (scanning and skimming) that was improved by the reasearch in cycle 2 covers doing a final evaluation which is relevant to the

competence and doing reflection/ making summary of the lesson by

involving the students participation. (it can be seen in appendice page

68)

b. The Students' Activity

Table 10

The Students' Activity

No	The Students' Activity	Total	Percentage(%)
1	Attention and responding the topic enthusiastically	21	80.7
2	Following the teacher instruction	24	92.3
3	Understanding the material	16	61.5
4	Asking the question and answering the question from the teacher	14	53.8
5	Active in the class	18	69.2
	Total	**93**	**357.5**

2. Learning product

Table 11

Students' Score Distribution of Cycle 1

No	Interval	Frequency	Percentage	Note
1	85-100	2	7.69%	Pass
2	75-84	6	23.08%	Pass

3	65-74	13	50%	Pass
4	40-64	5	19.23%	Pass
5	0-39	-	-	Failed
Total		**26**	**100%**	

The table above showed that the result of post test could fulfill the criteria of KKM where there were 21 students (80.7%) who can got score ≥ 65, and there were 5 students (19.3%) who were not success. The result of post test showed that the highest score was 100 and the lowest score was 50. The average score of post-test was 71.15. It showed that they were successful in teaching learning activities, because 80,7% of all students got ≥ 65.

d. Reflection

Scanning and skimming was one kind of technique that could be used as a technique in teaching reading in learning process. The implementation of using scanning and skimming in teaching reading in cycle 2 was more be better than in cycle 1. It can be seen by the students' activities and the students' score more higher than cycle 1. In cycle 2, the students' activities and the teacher's performance increased from the first meeting until the last meeting. The researcher and the collaborator found that in learning activities the students more active and see looked fun and enjoy in learning English used scanning and skimming technique.

The students score increased in cycle 2. In post-test of cycle 1 was gotten average and the students who were success 38.45 % (10 students) and who not success 61.54% (16 students). In the post test in cycle 2 was gotten average 71.53 and the students who were success 80.7% (21 students) and who were not success 19,3 % (5 students). Although there were 5 students who was not success but the percentage got more 80%.

C. Discussion

1. Learning Result at the Cycle 1

Table 12

The Increasing of Students' Score at Pre-test and Post-test Cycle 1

No	Name	Pre-test 1	Post-test 1	Increasing Score	Percentage (%)	Explanation
1	AH	10	50	40	400	Increased
2	ATW	20	70	50	250	Increased
3	AAK	50	70	20	40	Increased
4	AS	50	60	20	40	Increased

5	BS	40	50	10	25	Increased
6	DL	30	70	20	66.7	Increased
7	DAS	40	50	10	25	Increased
8	DS	40	80	40	100	Increased
9	EDO	40	60	20	50	Increased
10	FR	70	70	0	0	Constant
11	FYS	50	70	20	40	Increased
12	JU	60	80	10	16.67	Increased
13	KSS	50	50	0	0	Constant
14	MNTAF	30	50	20	66.67	Increased
15	RW	50	70	10	20	Increased
16	RSY	40	50	10	25	Increased
17	RE	30	60	30	100	Increased
18	RA	80	80	0	0	Constant
19	RRN	50	60	10	20	Increased
20	SAP	60	80	20	33.33	Increased
21	STW	40	50	10	25	Increased
22	SRW	40	40	0	0	Constant
23	WP	30	50	20	66.67	Increased
24	MJS	60	50	-10	-16.67	Decreased
25	HS	20	60	40	200	Increased
26	YS	40	80	20	50	Increased
Total		**1120**	**1570**	**360**		

Average	43.07	60.38			

In the research, pre-test and post test had done individually. It was aim to know the ability of the students before and having a treatment. From the result of pre-test and post test, we know that there was an increasing from the students result score. It could be seen from the average 43.07 become 60.38.

From the analysis was done by the writer and collaborator, the students result in pre-test found that most of the students had difficulties in memorizing the new vocabulary because the teacher was not creative to use the interesting technique to make the students memorize the vocabulary easily. The teacher translated directly when she thought new vocabularies. Therefore, the students could forget the new vocabularies easily. They were confused when they did the test because I did not give the material firstly.

To see the students' achievement in reading, the researcher and collaborator applied post-test after finishing the treatment. The test for the post test was the different as the pre-test. It was done because we wanted to know whether or not there was an increasing of the students' score. From the post-test cycle 1 score, it could be seen that there was increasing because I had given the treatment based on the lesson plan. We also wanted to see the difference between the result of the students' pre-test and the result of the students' post test and found whether the treatment increase the students' reading comprehension.

2. Learning Result at the Cycle 2

Table 13
The Increasing of Students' Score at Post-test Cycle 1 and Cycle 2

No	Name	Post-test 1	Post-test 2	Increasing Score	Percentage (%)	Explanation
1	AH	50	50	0	0	Constant
2	ATW	70	70	0	0	Increased
3	AAK	70	80	10	14.28	Increased
4	AS	60	90	30	50	Increased
5	BS	50	70	20	40	Increased
6	DL	70	70	0	0	Increased
7	DAS	50	80	30	60	Increased
8	DS	80	60	20	25	Increased
9	EDO	60	70	10	16.67	Increased
10	FR	70	70	0	0	Constant
11	FYS	70	70	0	0	Constant
12	JU	80	80	0	0	Constant
13	KSS	50	70	20	40	Increased
14	MNTAF	50	70	20	40	Increased
15	RW	70	80	10	14.28	Increased
16	RSY	50	70	20	40	Increased
17	RE	60	70	10	16.67	Increased

|						
18	RA	80	80	0	0	Constant
19	RRN	60	70	10	16.67	Increased
20	SAP	80	70	-10	-16.67	Decreased
21	STW	50	60	10	20	Increased
22	SRW	40	100	60	150	Increased
23	WP	50	50	0	0	Constant
24	MJS	50	70	20	40	Increased
25	HS	60	60	0	0	Constant
26	YS	80	70	-10	12.5	decreased
Total		**1570**	**1850**	**370**		
Average		**60.38**	**71.15**			

From the increasing of pre-test to the post-test cycle 1, it can be known that scanning and skimming technique can increase the students' reading comprehension. The students were enthusiastic during the learning process. All students attendance the class from the first treatment until the last treatment. They were also active in the class during the presentation of the material by using the scanning and skimming technique. They were able to memorize how to scan and skim the text and memorize new vocabularies. Because of the result of the students' score could not achieved the target, we decided to give a test to the students using the same way in cycle 1 but with the different lesson plan.

Because of the students' score had increase, it can be seen from their average score in pre-test 43.07 become 71.53 in post test. It meant that the students could achieve the target, the target was 80% students gain score 65 or more.

Furthermore, the increasing score in each cycle can be seen in the graph below.

Graph 1

The Increasing Score on Each Below
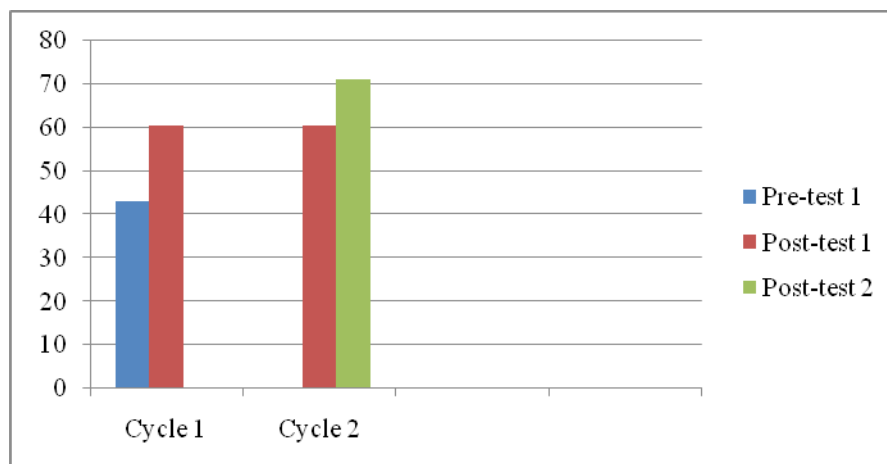
Based on the line graph above, it can be conclude that there is increased from the result of pre-test, post-test 1 and post-test 2. It proves that scanning and skimming is the effective technique to increase the students' reading comprehension.

C. Interpretation

The research is success if the student able to achieving of the minimum mastery criteria (KKM) is 65. Based on the result of pre-test and post-test, it can be seen that scanning and skimming is able to increase the students' reading comprehension. It can be seen before and after treatment. The students' average score in pre-test is 43.07, in the post-test 1 is 60.38 and in the post-test 2 is 71.53. There are gains from the result from pre-test to the post-test is 17.31 scores and from post-test 1 to the post-test 2 is 10.77 scores.

Table 14

The Interpretation of Result of Pre-test and Post-test Cycle 1 and Cycle 2

No	Name	Pre-test 1	Post-test 1	Post-test 2	Increasing score	Percentage (%)	Explanation
1	AH	10	50	50	40	400	Increased
2	ATW	20	70	70	50	250	Increased
3	AAK	50	70	80	30	60	Increased
4	AS	50	60	90	40	80	Increased
5	BS	40	50	70	30	75	Increased
6	DL	30	70	70	40	133.33	Increased
7	DAS	40	50	80	40	100	Increased
8	DS	40	80	60	20	50	Increased
9	EDO	40	60	70	30	75	Increased
10	FR	70	70	70	0	0	Constant
11	FYS	50	70	70	20	40	Increased
12	JU	60	80	80	20	33.33	Increased

13	KSS	50	50	70	20	40	Increased
14	MNTAF	30	50	70	40	133.33	Increased
15	RW	50	70	80	30	60	Increased
16	RSY	40	50	70	30	75	Increased
17	RE	30	60	70	40	133.33	Increased
18	RA	80	80	80	0	0	Constant
19	RRN	50	60	70	20	40	Increased
20	SAP	60	80	70	10	16.67	Increased
21	STW	40	50	60	20	50	Increased
22	SRW	40	40	100	60	150	Increased
23	WP	30	50	50	20	66.67	Increased
24	MJS	60	50	70	10	16.67	Increased
25	HS	20	60	60	40	66.67	Increased
26	YS	40	80	70	30	75	Increased
Total		1120	1570	1850			
Average		43.07	60.38	71.15			
The highest score		80	80	100			
The lowest score		10	40	50			

D. Observation

From the observation sheet, it can be said that the students' activities in cycle 2 was better than in cycle 1. It is similar to the students activities, there is also an improvement on the teacher's teaching performance in the first cycle and second cycle. Even though the

teachers' performance in the first cycle has been able to fulfill the target of the indicator, but there were some weakness. However, after implementing the solutions to solve the weakness, not only the teachers' teacher performance which has increase but also the students' activities and students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problem formulation and the result of the Classroom Action Research, it can be concluded:

1. Scanning and skimming technique in Reading at ninth grader of SMP Muhammadiyah 3 Metro in the academic year 2011/2012 increased English learning process.

    a. After used scanning and skimming technique the students more active than before. The students were interested, active and enjoyed during teaching learning process. It can be seen from students' observation sheet. In the cycle 1 was 52,8 % while in cycle 2 was 71,50%, so the was progress 19,42 %.

b. Scanning and skimming technique increased teachers' performance. It can be seen from observation sheet of teachers' performance. The total of score of teachers' performance in cycle 1 is 65 while the total of score in cycle 2 is 70.

2. Having analyzed the data, the researcher concluded that scanning and skimming technique increased the students' reading comprehension. It could be seen from the result of the pre-test and post-test. In the pre-test, the average score was 43.07 while in the post test was 60.38. So, there was a progress 17.31 scores. The average score of post-test cycle 2 was 71.15. So, there was a progress 10.77 score. The mean of the post test was higher than of the pre-test. The result of the post-test can fulfill the criteria where there was 80.7% (21 students) who got at least 65. The result in cycle 2 more is better than cycle 1.

B. Suggestion

Based on the result of the research that was performed at the ninth C class of SMP Muhammadiyah 3 Metro, the writer would like to propose suggestion as follows:

1. For the teacher

   a. It is suggested to the teacher to use Scanning and Skimming Technique in teaching reading because it can increase the students' reading comprehension.

2. For the students

   a. Students should be more active in learning english, if they do not inderstand about their lesson that delivered by their teacher, they should ask to the teacher.

   b. The students are suggested to improve their reading comprehension by applying scanning and skimming technique in order to master in reading quickly.

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