

**THE EFFECT OF SKIMMING STRATEGY ON STUDENTS'  
ACHIEVEMENT IN READING COMPREHENSION  
AT GRADE XI SMKS PANCA DHARMA  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic Studies  
Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic  
Educational Scholar (S.Pd.I) in English Program*

**By :**

**LAILA FEBRIANI**  
**Reg. No. 07 340 0091**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTEMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
PADANGSIDIMPUAN  
2013**



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*Assalamu 'alaikum Wr.Wb*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Laila Febriani, Nim: 07 340 0091 yang berjudul: **“The Effect of Skimming Strategy on Students’ Achievement in Reading Comprehension At Grade XI SMKS Panca Dharma Padangsidimpuan”**, kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada Jurusan Tarbiyah Program Studi Tadris Bahasa Inggris STAIN Padangsidimpuan.

Untuk itu, dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqosyah.

*Wassalamu 'alaikum Wr.Wb.*

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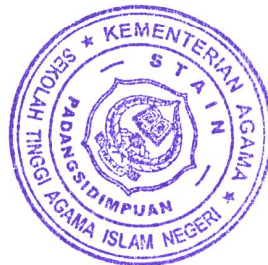
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PADANGSIDIMPUAN**

**PENGESAHAN**

**Skripsi Berjudul : THE EFFECT OF SKIMMING STRATEGY ON  
STUDENTS' ACHIEVEMENT IN READING  
COMPREHENSION AT GRADE XI SMKS PANCA  
DHARMA PADANGSIDEMPUN**

**Ditulis oleh : LAILA FEBRIANI  
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Telah dapat diterima sebagai salah satu syarat memperoleh  
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In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now.

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Researcher realizes this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

Padangsidempuan, 20 Januari 2013

Researcher,



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### **ABSTRACT**

From observation before, researcher found that students' ability in reading comprehension still low. It is based on identification of problem that students faced. Students cannot comprehend the topic sentence, main idea, information from the text; students seldom practiced reading in daily activity. So, the problems above to be solved by using skimming strategy on students' achievement in reading comprehension.

The population of the research was the eleventh grade students of SMKS Panca Dharma Padangsidimpuan. 151 students from the population were taken 74 students as the sample of this research. The sample was divided into two classes. The first class thirty seven students as the experimental class and the second class thirty seven students as the control class. The experimental class was taught by using skimming strategy and the control class was taught conventional strategy. The instrument for collecting the data was twenty multiple choices. The data was analyzed by using t-test formula.

The data analysis of post-test showed that score of the students in the experimental class was significantly higher than that score of students in control class at the level of significance 5% with  $dk (n_1 + n_2 - 2) = 72$ . Mean score was gotten in the experimental is score 76,84, highest score is 85 and smallest score is 60. While, mean score was gotten in the control class is 72,12, highest score is 85 and smallest score is 60. The t-count of observation is 1,88 while the t-table is 1,66.

Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that "there is a significant effect of using skimming strategy on students' achievement in reading comprehension.

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### ABSTRACT

Dari obserpasisebelumnya, peneliti menemukan bahwa kemampuan siswa dalam membaca sangat rendah. Ini berdasarkan dari identifikasi masalah yang di temukan dari siswa. Siswa tidak dapat mengerti tentang topik kalimat, main idea, informasi dan teks, dalam kehidupan sehari-hari siswa jarang membaca. Jadi, masalah di atas akan dipecahkan dengan menggunakan strategy skimming terhadap kemampuan siswa dalam memahami bacaan.

Populasi dalam penelitian ini adalah siswa kelas dua SMKS Panca Dharma Padangsidempuan. Sampel yang diperoleh dalam penelitian ini berjumlah tujuh puluh empat orang. Sampel di bagikan menjadi dua kelas. Kelas yang pertama kelas eksperimen yang berjumlah tiga puluh tujuh orang dan kelas control berjumlah tiga puluh tujuh orang. Kelas eksperimen menggunakan strategi skimming dan kelas control menggunakan strategy konvensional. Sebagai alat pengumpul data digunakan tes pilihan berganda sebanyak dua puluh lima.

Untuk menguji hipotesis digunakan uji t.

Dari analisis data diperoleh nilai rata-rata post-tes kelas eksperimen lebih besar daripada rata-rata post-tes kelas control dengan signifikansi level 5% dengan  $(n_1 + n_2 - 2) = 72$ . Dengan rata-rata nilai post-tes kelas eksperimen 76,84, dengan skor tertinggi 85 dan skor terendah 60. Sedangkan, nilai rata-rata post-tes kelas control 72,12, skor tertinggi 85 dan skor terendah 60. Dimana t-hitung diperoleh 1,88 sedangkan t-tabel diperoleh 1,66. Untuk itu, hipotesis ( $H_0$ ) ditolak dan alternatif hipotesis ( $H_a$ ) diterima. yang berarti “adapengaruh yang signifikan dengan menggunakan strategi skimming terhadap kemampuan siswa dalam memahami bacaan”.





### Appendix III

Name : \_\_\_\_\_  
Reg.No : \_\_\_\_\_  
Class/Sem : \_\_\_\_\_

#### Instruction:

Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–25 items and you have 60 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

One day, when sangkuriang was hunting. He accidentally killed his beautiful black dog, si Tumang. This dog was actually his own father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated from his mother since childhood. He was destined to meet his mother again. When on his way home, he stopped at a small village. There, he met and fell in love with a beautiful girl. He didn't realize that the village was his homeland nor that the beautiful girl, Dayang Sumbi, was his own mother whose was still remain young and pretty.

Their love grew naturally and one day, when they were discussing about their wedding plans. Dayang Sumbi suddenly realized that Sangkuriang's was her only son who had left twenty years ago. How could she marry her own son? But she did not wish disappointed him by canceling his wedding. So, she had a condition to Sangkuriang to provide a lake and a boat before the dawn.

Sangkuriang accepted this condition and built a lake by damming the Cestrum River. Before the dawn, the lake and the boat were almost complete. Dayang Sumbi realized that Sangkuriang would fulfill the condition before his dawn. With her supernatural, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's work not yet complete and he realized that his endeavor were lost. With all his anger, he kicked the boat that he himself had built. The boat fell over and become the mountain Tangkuban Perahu (in Indonesian, Tangkuban means upside down and perahu means boat).

1. What is the topic of the text above?
  - a. The legend of Sangkuriang
  - b. Bayang Sumbi
  - c. Dayang Sumbi dan Sangkuriang
  - d. The legend of Tangkuban Perahu
  
2. Who is siTumang ?
  - a. Sangkuriang's father

- b. Sangkuriangs' grand mother
  - c. Sangkuriangs' guru
  - d. Sangkuriangs' teacher
3. When Sangkuriang separate with his mother?
    - a. Since born
    - b. Since childhood
    - c. When he get married
    - d. After he got married
  4. What Dayang sumbi said condition to sangkuriang?
    - a. Make a mountain before doming
    - b. Make a lake by damming the cestrum revere
    - c. Make a lake and boat before down
    - d. Make a river before down
  5. What is the conclusion of the text?
    - a. Sangkuriang not complete his work and he realized that his endeavor werw lost
    - b. Sangkuriang and dayang sumbi has married
    - c. Sangkuriang meet with his mother
    - d. Sangkuriang known that dayang sumbi was his mother for long time ago

I was waiting for the doctor to finish his examination. I was worried and nervous. Would he have to operate? Would a blood transfusion be necessary? What he has to say?

Dr. Johnson was a heart specialist. He was an excellent doctor and his examination was always completed. He listened to the patient's heartbeat, took his blood pressure and temperature, gave him an X-ray and examined his eyes and ears.

The doctor finally completed his examination and spoke to me. He told me that heart trouble is never a minor illness, but this was a serious heart attack. He advised losing some weight getting a plenty of sleep and eating good meals. Smoking and drinking would be harmful, of course. Dr. Johnson said it would be necessary to be careful for a while but he was certain that there was nothing to worry about.

I felt much better after I spoke to Dr. Johnson.

6. He was an excellent doctor .He in paragraph two line one refers to . . .
  - a. pasien
  - b. Dr .Johnson
  - c. goverment
  - d. nurses



Have you got a dictionary? As a student of English you should have and English dictionary. A dictionary is important for somebody learning English. It helps the learner to study the English language.

A dictionary is a kind of reference book. It gives a list of words in alphabetical order and gives information about them. It explains their pronunciation, spelling and meaning. In addition, a good dictionary also explains how words are used. For example, it mentions what part of speech a word is. This helps the student to use words in sentences. An English dictionary that has explanations in English is called a monolingual dictionary. An English dictionary that has explanations in Indonesia is called bilingual dictionary.

People classify dictionaries by size and coverage. There are pocket dictionaries or small dictionaries and large ones. A small dictionary usually contains a limited number of words. It may be suitable for beginners. A larger dictionary has more words and may be suitable for advanced learners.

7. What is the topic of text above?
  - a. Dictionary
  - b. English Dictionary
  - c. Dictionary is Important
  - d. The Dictionary and Its Uses
  
8. What is the main idea of paragraph two?
  - a. A dictionary is important for somebody learning English
  - b. A dictionary is a kind of reference book
  - c. Dictionary help somebody learner English
  - d. English dictionary that has explanation in English
  
9. It helps the learner to study English language. It in paragraph one line three refers to...
  - a. Someone
  - b. Teacher
  - c. Dictionary
  - d. Book

Magma also usually contains crystals of minerals that are forming in it. When magma is very hot, the crystals are also dissolved in it, just as sugar dissolves in boiling water. When magma reaches the earth's surface, it cools and freezes into a solid rock. Magma that has come out on to the surface is called lava.

10. What is the topic of the paragraph?
  - a. Lava
  - b. Crystals

- c. Magma
- d. Rock

11. What is the main idea of the paragraph ?
- a. Magma is contains crystal and mineral
  - b. Magma is very hot
  - c. Magma is reaches the earth's surface
  - d. Magma is called lava

A natural disaster, for example a great flood, a big fire, or earthquake, is terrible accident. It usually causes great suffering and loss of large sum of money. The casualties are injured or dead. Some people become homeless and needed medical care.

12. What is the paragraph about?
- a. Earthquake
  - b. Homeless
  - c. Medical care
  - d. A natural disaster

## **RECORD FOOD SHORTAGES**

Indonesia will face a record food deficit this year because of lower harvest and financial crisis that has the cost of import, two UN food agencies said on Thursday. In a joint report, the Food and Agriculture Organization (FAO) and the World Food Programmed (WFP) said large-scale international assistance would be needed to meet a shortfall in rice, the country's main staple food.

"FAO-WFP urges donor countries to assist in managing its drought and financial crisis-related food problems", the report by the two Rome-based organization said. Steep food price increase and rapidly growing UN employment were adding large numbers of people to those already living below the poverty line, the report added.

"Approximately 7.5 million poor Indonesians in 15 provinces may experiences acute food shortages during the upcoming dry season ", said the report on the world's fourth-most populous country whose economy has been shattered.

The report was based on finding of an 11-member mission from the two agencies, which visited the country from March 9<sup>st</sup> to April 1<sup>st</sup>. The two agencies estimated that the rice harvest in 1998 would be some 47.5 million tons 3.6 percent below last year's already reduced production. The shortfall was due to one of Indonesia's worst droughts this century. The report said the Indonesia

government planned to import about 1.5 million tons of rice between April and September but this would still leave deficit of two millions. The shortfall would have to be made up by the International Monetary Fund on a wide-ranging package of measure to revive its battered economy. The major challenge facing the country was to ensure food supply for some 7.5 million poor people since and overall food prices have increased by about 50 percent in the last 12 month, the report said. Awe Klatch, head of the assessment mission, told a news briefing production was low, stocks were low and prices were too high.

13. What the meaning of mission in paragraph four?
  - a. Acceleration
  - b. Speed
  - c. As fast as
  - d. Sped
  
14. What is the main idea of paragraph one ...
  - a. Indonesia will face a record food deficit this year
  - b. Lower harvest and financial crisis that hast the cost of import
  - c. Food and Agriculture Organization
  - d. World Food Programmed
  
15. The report said the Indonesia government planned to import about 1.5 million tons of rice between April and September but this would still leave deficit of two millions. The report refers to...
  - a. Government
  - b. Awe Klatch as a head of the assessment mission.
  - c. UN
  - d. Poor man
  
16. The shortfall was due to one of Indonesia's worst *droughts* this century. The italic word in the sentence refers to....
  - a. Winter
  - b. Rainy season
  - c. Dry season
  - d. Summer
  
17. The aim of FAO-WFP is.....
  - a. To urges donor countries to assist Indonesia estimated
  - b. To agencies estimated
  - c. To assessment mission
  - d. The major challenge facing the country

18. The *shortfall* was due to one of Indonesia's worst drought this country. The word in italic means.....
- An amount lacking to reach to amount needed
  - A kind of biscuit made from flour
  - To make nor become short
  - A short period of time

A recent investigation by scientists at the US Geological Survey shows that strange animal behavior might help predict future earthquakes. Investigators found such occurrences in a ten – kilometer radius of the epicenter of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably. Scientists believe that animals can perceive these environmental changes as early as several days before the mishap.

In 1976 after observing animal behavior, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

19. What the conclusion of the text?
- Animals are smarter than humans
  - Animals have certain instincts that humans don't possess.
  - By running around the house, they can feel the vibrations.
  - Humans don't know where to look.
20. In this passage, the word *evacuate* in paragraph two line three nearly means...
- |            |             |
|------------|-------------|
| a. Exile   | c. Remove   |
| b. Destroy | d. Emaciate |

Validasi :  
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Laila Febriani

( )

( )

## Appendix IV

Name : \_\_\_\_\_  
Reg.No : \_\_\_\_\_  
Class/Sem : \_\_\_\_\_

### Instruction:

Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–25 items and you have 60 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

### The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a son.

Few years later, this son would help bringing lunch to her father out in the fields. One day, his son was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned son of a fish". The son ran home and asked his mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her son to run up the hills because a huge disaster was about to come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake and she turned into a fish again.

1. Where is the lake Toba?
  - a. North Sulawesi
  - b. North Kalimantan
  - c. North Sumatera
  - d. West Sumatera
  
2. Where did the man live?

- a. In a big house
- b. In a big hut
- c. In a simple house
- d. In a simple hut

Yanto lives not very far from my house. He goes to school in the afternoon and in the morning he shells newspaper around our neighborhoods. His father was a government employee. He retired two years ago. Now he runs a small shop beside their house. We can buy groceries in Pak Mario's Shop. The prices are reasonable so people like to go shopping there. Yanto can collect six to seven hundred rupiah from selling newspaper every day. He spends it for his pocket money. Yanto saves some of his money in the bank.

3. What the conclusion of text about?
- a. Yanto save his money in bank
  - b. Yanto go to school every day
  - c. Yanto can collect six to seven hundred every day
  - d. Yanto sell newspaper every day

Changes in population are caused by births, deaths and movement of people into an out of a country. The numbers children born, called fertility, increase population. A natural increase in the population of country comes from a greater number of births than deaths. The number of deaths, called mortality, decreases population. Migration the number of people entering or leaving a country can cause either an increase or decrease in population. Some people immigrate to another country because of economic and political reasons.

4. What is the appropriate title of paragraph above?
- a. Country
  - b. Changes in population
  - c. Decrease population
  - d. Migration

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were

having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”. Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

5. She run away into the wood

She in paragraph one line three refers to...

- |               |                 |
|---------------|-----------------|
| a. Snow white | c. Her aunt     |
| b. Her uncle  | d. Seven dwarfs |

Jimmy continued his walk sadly. He walked and walked to the edge of the wood. He finally arrived at the seashore. Then the met Lilo Turtle.

“You look so sad, why ?” asked Lilo to Jimmy.

“Nobody wants to be my friend. I know that I am scary and have sharp spines,” said jimmy sadly. “I want to ask you, too, but I know it’s useless,” he added.

“I want to be your friend,” said Lilo.

Jimmy was surprised by Lilo’s answer. He did not believe what he has just heard.

“ I am sorry, would you mind repeating that again?” asked Jimmy.

“I want to bed you friend,” replied Lilo.

“Really?” asked Jimmy again.

“Yes” said Lilo. “Don’t you see, I have a shell on my back? It will protect me from your spine,” added Lilo. “We can meet each other, talk, walk, and play every day. That is what friends do, isn’t it?”.

Finally, Jimmy found a friend who understands him. Jimmy wasn’t lonely anymore. They walk along the seashore happily.

6. Where did Jimmy meet Lilo ?

- |                    |                  |
|--------------------|------------------|
| a. At the seashore | c. At the Island |
| b. At the river    | d. At the Lake   |

A natural disaster, for example a great flood, a big fire, or earthquake, is terrible accident. It usually causes great suffering and loss of large sum of money. The casualties are injured or dead. Some people become homeless and needed medical care.

7. What is the subject of paragraph above?
- Earthquake
  - Homeless
  - Rock
  - A natural disaster

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons why bicycles are popular. Another reason is many. Bicycles are not expensive to buy. They do not need gas to make them go. They are also easy and cheap to fix. In cities, many people like bicycles better than cars. By bicycles, they never have to wait in traffic. They also do not have to find a place to park. Finally, bicycles do not cause any pollution.

8. What is the point of the paragraph?
- Bicycles are very popular today in many countries
  - They do not need gas to make them go
  - They also do not have to find a place to park
  - Bicycles do not cause any pollution

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

9. The conclusion of the story is...
- Snow White lived with seven dwarfs happily



- b. Snow White lived alone
- c. Snow White lived with her aunt and her uncle
- d. Snow White lived with two dwarfs happily

Repertory theatres where a group of actors, directors, designers, and playwrights work in one theatre in a city. Repertory theatres present different plays, as many as five or six in a week, which may be repeated in the following years. Many are classics, such as the work of Shakespeare, Sophocles, Chekhov, Ibsen, or other great playwrights.

10. What is the meaning of “repertory theatres” line one in paragraph?
- a. A group of actors, directors, designers and playwrights in one theatre in a city
  - b. Shakespeare
  - c. Chekhov
  - d. Ibsen

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

11. What is the topic of text above?
- a. Live in snow white
  - b. Snow ball
  - c. Snow white
  - d. Uncle talking about snow white

Ali and Ani had a vocation. They want to parapat. They wanted to visit Hadi's family. Mr. Anwar, Ali and Ani's father, went together with them. They went there by bus. They left Medan at six o'clock in the morning and arrived in Parapat at nine. Edi and Tati were waiting for them at the bus station.

12. What is the main idea of the paragraph above?
- a. The Hadi family wanted to visit Parapat
  - b. The Anwar family went to Parapat to visit the Hadi's family
  - c. Ali and Ani's vocation
  - d. Edi and Tati were waiting for them at the bus station

Repertory theatres where a group of actors, directors, designers, and playwrights work in one theatre in a city. Repertory theatres present different plays, as many as five or six in a week, which may be repeated in the following years. Many are classics, such as the work of Shakespeare, Sophocles, Chekhov, Ibsen, or other great playwrights.

13. What is main issue of the paragraph above?
- a. Actors
  - b. Work of Shakespeare
  - c. City
  - d. Repertory theatre

### **RECORD FOOD SHORTAGES**

Indonesia will face a record food deficit this year because of lower harvest and financial crisis that has the cost of import, two UN food agencies said on Thursday. In a joint report, the Food and Agriculture Organization (FAO) and the World Food Program (WFP) said large-scale international assistance would be needed to meet a shortfall in rice, the country's main staple food.

"FAO-WFP urges donor countries to assist in managing its drought and financial crisis-related food problems", the report by the two Rome-based organization said. Steep food price increase and rapidly growing UN employment were adding large numbers of people to those already living below the poverty line, the report added.

"Approximately 7.5 million poor Indonesians in 15 provinces may experiences acute food shortages during the upcoming dry season", said the report on the world's fourth-most populous country whose economy has been shattered.

The report was based on finding of an 11-member mission from the two agencies, which visited the country from March 9<sup>th</sup> to April 1<sup>st</sup>. The two agencies estimated that the rice harvest in 1998 would be some 47.5 million tons 3.6 percent below last year's already reduced production. The shortfall was due to one of Indonesia's worst droughts this century. The report said the Indonesia government planned to import about 1.5 million tons of rice between April and September but this would still leave deficit of two millions. The shortfall would have to be made up by the International Monetary Fund on a wide-ranging package of measure to revive its battered economy. The major challenge facing the country was to ensure food supply for some 7.5 million poor people since and overall food prices have increased by about 50 percent in the last 12 month, the report said. Uwe Kracht, head of the

assessment mission, told a news briefing production was low, stocks were low and prices were too high.

14. What is the main point of this passage?

- a. Food and agriculture organization
- b. FAO and WFP urges donor countries
- c. Two agencies estimated
- d. Indonesian will face a record food

Repertory theatres where a group of actors, directors, designers, and playwrights work in one theatre in a city. Repertory theatres present different plays, as many as five or six in a week, which may be repeated in the following years. Many are classics, such as the work of Shakespeare, Sophocles, Chekhov, Ibsen, or other great playwrights

15. The close resemblance of *designer* in line one is....

- a. Player
- b. Planner
- c. Milliner
- d. Singer

Have you got a dictionary? As a student of English you should have an English dictionary. A dictionary is important for somebody learning English. It helps the learner to study the English language.

A dictionary is a kind of reference book. It gives a list of words in alphabetical order and gives information about them. It explains their pronunciation, spelling and meaning. In addition, a good dictionary also explains how words are used. For example, it mentions what part of speech a word is. This helps the student to use words in sentences. An English dictionary that has explanations in English is called a monolingual dictionary. An English dictionary that has explanations in Indonesia is called a bilingual dictionary.

People classify dictionaries by size and coverage. There are pocket dictionaries or small dictionaries and large ones. A small dictionary usually contains a limited number of words. It may be suitable for beginners. A larger dictionary has more words and may be suitable for advanced learners.

16. What is the main idea of text?

- a. A dictionary is a kind of reference book
- b. A dictionary is important for somebody learning English
- c. Dictionary help somebody learner English
- d. English dictionary that has explanation in English

## **A Friend for Jimmy the Porcupine**

Once upon a time, in the dark wood of Nowhere Land there was a porcupine named Jimmy who walked alone. He looked sad. "I am lonely. I don't have a friend. I want a friend, I need a friend." He whispered to himself. He ran and climbed the tree.

Jimmy continued his walk sadly. He walked and walked to the edge of the wood. He finally arrived at the seashore. Then he met Lilo Turtle.

"You look so sad, why?" asked Lilo to Jimmy.

"Nobody wants to be my friend. I know that I am scary and have sharp spines," said Jimmy sadly. "I want to ask you, too, but I know it's useless," he added.

"I want to be your friend," said Lilo.

Jimmy was surprised by Lilo's answer. He did not believe what he has just heard.

"I am sorry, would you mind repeating that again?" asked Jimmy.

"I want to be your friend," replied Lilo.

"Really?" asked Jimmy again.

"Yes" said Lilo. "Don't you see, I have a shell on my back? It will protect me from your spine," added Lilo. "We can meet each other, talk, walk, and play every day. That is what friends do, isn't it?"

Finally, Jimmy found a friend who understands him. Jimmy wasn't lonely anymore. They walk along the seashore happily.

17. "I am lonely. I don't have a friend". I in paragraph one line two refers to...
- a. Donny Squirrel
  - b. Jimmy Porcupine
  - c. Lucy Beaver
  - d. Lilo Turtle
18. What is the conclusion of the story?
- a. Jimmy alone
  - b. Jimmy do not have a friend
  - c. Jimmy found a friend who understand him
  - d. Nobody wants to be his friend.

## **Beauty and the Beast**

Once upon a time, there was a girl named Beauty. She lived with her father and her sister in a small village. Beauty was a beautiful girl. She was also hard worker. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No one was in, but there was food on the table. Then, he walked around the castle. He picked a rose from the garden for Beauty. Suddenly, an angry Beast appeared. He wanted to kill Beauty's father, unless Beauty was brought to him.

Beauty's father told his daughters what had happened. Beauty's sisters ordered her to see the beast.

Beauty went to the Beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away, but she was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.

One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell into the Beast. Suddenly, the Beast changed into a handsome prince. Beauty and the Beast got married and lived happily ever after.

19. The conclusion of the story is.....
- a. Beauty and the Beast got married and lived happily
  - b. Beauty and the Beast got married and lived sadly
  - c. Beauty and the Beast did not marry
  - d. Beauty and the Beast got married but not live together
20. What is opposite meaning of word *beauty*?
- a. Malformed
  - b. Handsome
  - c. Ugly
  - d. Cute

## Key Answer

### I Pre-test

- |       |       |
|-------|-------|
| 1. D  | 13. C |
| 2. A  | 14. A |
| 3. B  | 15. D |
| 4. C  | 16.   |
| 5. A  | 17. B |
| 6.    | 18. A |
| 7. B  | 19. C |
| 8.    | 20. A |
| 9. D  | 21. D |
| 10. B | 22. D |
| 11.   | 23.   |
| 12. C | 24. B |
|       | 25. C |

### II Post-test

- |       |       |
|-------|-------|
| 1.    | 13. A |
| 2.    | 14. C |
| 3. C  | 15. D |
| 4. D  | 16. A |
| 5. A  | 17. B |
| 6. B  | 18. B |
| 7. B  | 19. C |
| 8. C  | 20.   |
| 9. A  | 21. C |
| 10. D | 22.   |
| 11. B | 23.   |
| 12. C | 24. B |
|       | 25. C |

No.	Initial	Number of Items																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	AA	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	
2	AB	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	
3	AC	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	
4	AD	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	
5	AF	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	
6	AG	1	1	1	Difference Capacity and Difficulty Level of Items (invalid of the items had dropout) Pre Test													0
7	AH	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	
8	AI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9	AJ	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	AK	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11	AL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12	AM	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	
13	AN	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	
14	AO	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
15	AP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
16	AQ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
17	AR	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
18	AS	0	1	0	0	1	1	1	1	0	0	0	1	1	1	0	0	
19	AT	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
20	AU	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
21	AV	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	
22	AW	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
23	AX	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	
24	AY	0	1	0	0	0	0	1	0	1	1	1	1	0	0	1	1	
25	AZ	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
26	BA	0	1	0	0	0	0	1	0	0	1	1	1	0	0	1	0	
27	BB	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	
28	BC	14	17	13	15	13	16	10	18	12	18	16	18	18	12	14	18	
29	BD	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
30	BE	14	17	13	15	13	16	10	18	12	18	16	18	18	12	14	18	
31	BF	230	266	225	250	233	258	199	270	197	280	236	280	197	225	262	298	
32	Mean	0,393	0,511	0,341	0,676	0,616	0,659	0,522	0,213	0,435	0,464	0,387	0,495	0,435	0,421	0,445	0,388	
33	Mean	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	
34	Keterangan	J <sub>A</sub>	v	13 <sup>v</sup>	13 <sup>v</sup>	13 <sup>v</sup>	13 <sup>inv</sup>	13 <sup>v</sup>	13 <sup>inv</sup>	13 <sup>v</sup>	13 <sup>v</sup>	13 <sup>v</sup>	13 <sup>inv</sup>	13 <sup>v</sup>	13 <sup>v</sup>	13 <sup>v</sup>	13 <sup>v</sup>	
35	D			0,15	0,31	0,38	0,69	0,69	0,31	0,62	0,31	0,31	0,31	0,46	0,31	0,38	0,31	
36	Category D	L		E	E	G	G	E	G	E	E	E	G	E	E	E	E	
37	B	24		14	17	13	15	16	12	18	18	12	14	18	13	10	12	
38	Initial	JS		26	26	26	26	26	26	26	26	26	26	26	26	26	26	
39	P <sub>1</sub>	2	0,94	0,54	0,54	0,50	0,58	0,62	0,45	0,69	0,69	0,46	0,54	0,69	0,50	0,38	0,46	
40	Category P	E		M	M	M	M	M	M	M	M	M	M	M	M	M	M	
41	AA	Where: L = low, E = enough, G = good																
42	AB	Where: E = easy, M = medium																
43	AC	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	
44	AD	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	
45	AF	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	
46	AG	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
47	AH	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	
48	AI	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	0	
49	AJ	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	
50	AK	1	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	
51	AL	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	
52	AM	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	
53	AN	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	
54	AO	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	
55	AP	1	1	0	0	0	0	0	1	0	1	0	1	1	0	1	1	
56	AQ	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	
57	AR	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	
58	AS	1	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	

Appendix VI

Validity Test For Post Test

No.	Class	Number of Items														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Top down	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2	Top down	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
3	Top down	0	1	0	1	0	1	1	1	1	0	1	1	1	1	
4	Top down	1	1	0	1	1	1	0	0	1	1	1	0	0	1	
5	Top down	1	1	1	1	0	0	1	1	0	1	1	0	1	1	
6	Top down	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
7	Top down	1	1	1	0	1	1	1	1	1	0	1	1	1	1	
8	Top down	1	1	1	0	1	1	0	0	0	0	1	1	1	0	
9	Top down	1	0	1	1	0	0	1	1	1	1	1	1	1	1	
10	Top down	1	0	1	1	0	0	1	1	1	1	1	1	1	1	
11	Top down	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
12	Top down	1	1	1	1	1	1	0	1	1	1	0	0	1	1	
13	Top down	1	1	1	1	1	1	0	1	1	1	0	0	1	1	
14	Bottom up	1	1	1	1	0	1	1	0	1	0	1	1	1	0	
15	Bottom up	0	0	0	0	1	0	1	1	0	1	1	0	1	1	
16	Bottom up	1	1	0	1	0	1	0	1	0	0	0	1	1	0	
17	Bottom up	1	1	1	1	1	1	1	1	0	1	0	1	1	0	
18	Bottom up	0	0	0	1	1	0	0	1	1	1	1	0	1	0	
19	Bottom up	0	0	0	1	1	1	0	1	1	0	1	0	0	1	
20	Bottom up	0	0	1	1	0	1	1	1	1	1	1	1	1	0	
21	Bottom up	1	1	1	1	1	1	0	0	0	1	1	1	1	1	
22	Bottom up	0	0	1	0	0	1	1	0	1	0	0	1	0	0	
23	Bottom up	1	1	1	1	1	1	1	1	0	0	0	0	0	1	
24	Bottom up	1	1	1	1	0	0	0	0	1	1	1	0	0	0	
25	Bottom up	1	1	0	0	0	0	0	0	0	0	0	0	0	1	
26	Bottom up	1	1	1	1	1	1	1	0	0	0	0	0	1	1	
	B <sub>A</sub>	12	11	11	11	9	10	9	12	11	10	11	9	12	12	
	B <sub>B</sub>	8	8	8	10	7	9	7	7	7	6	7	6	8	6	
	J <sub>A</sub>	13	13	13	13	13	13	13	13	13	13	13	13	13	13	
	J <sub>B</sub>	13	13	13	13	13	13	13	13	13	13	13	13	13	13	
	D	0,30	0,23	0,23	0,07	0,15	0,07	0,15	0,38	0,30	0,30	0,30	0,23	0,30	0,46	
	Category D	E	E	E	L	L	L	L	E	E	E	E	E	E	G	
	B	20	19	19	21	16	19	16	19	18	16	18	15	20	18	
	JS	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
	P	0,76	0,73	0,73	0,80	0,61	0,73	0,61	0,73	0,69	0,61	0,69	0,57	0,76	0,69	
	Category P	M	M	M	E	M	M	M	M	M	M	M	M	M	M	
	Where: L= low, E = enough, G = good															
	Where: E = easy, M = medium															



## PPENDIX IX

### A. Validity test, Difference Capacity and Difficult Level items of the Test in Pre Test

#### 1. Validity Test of the Items

To calculation validity of the items, researcher used *Product Moment* formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:  $r_{xy}$  = coefficient validity of items  
 $X$  = score item which it will be found the validity of items  
 $Y$  = total score  
 $N$  = total sample

Describing of the coefficient validity items, researcher used orientation if  $r_{xy} > r_{table}$ , it means the items is valid.

#### Ex. validity of items No. 1:

Found that:  $N=26$ ;  $\sum X = 24$ ;  $\sum X^2 = 24$ ;  $\sum Y = 374$ ;  $\sum Y^2 = 5866$   $\sum XY = 357$ .

$$\begin{aligned} \text{So that: } r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{26(357) - (24)(374)}{\sqrt{\{26(24) - (24)^2\} \{26(5866) - (374)^2\}}} \\ r_{xy} &= \frac{9282 - 8976}{\sqrt{\{624 - 576\} \{152516 - 139876\}}} \\ r_{xy} &= \frac{306}{\sqrt{\{48\} \{12640\}}} = \frac{306}{\sqrt{606720}} = \frac{306}{778,92} \\ r_{xy} &= 0,393 \end{aligned}$$

Based on the list of critics values *r product moment* for  $\alpha = 0,05$  and  $N=26$  researcher found that  $r_{table} = 0,388$ . because  $r_{xy} = 0,393 > r_{table} = 0,388$ , so that, the items No. 1 was valid. Researcher used the same ways for 25 items.

#### 2. Calculation Difference Capacity Items of the Test

Calculated the difference of capacity (D) every items of the test, researcher used the formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:  
 $D$  = difference of capacity  
 $B_A$  = total the correct answer in top-down class  
 $B_B$  = total the correct answer in bottom-up class

$J_A$  = total sample of top-down class  
 $J_B$  = total sample of bottom-up class

### Ex. Items No. 1

Found that:  $B_A = 13$ ;  $J_A = 13$   
 $B_B = 11$ ;  $J_B = 13$

So that:  $D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$

$$D = \frac{13}{13} - \frac{11}{13}$$

$$D = \frac{2}{13}$$

$$D = 0,15$$

From the calculation, researcher found that  $D = 0,15$ , the position  $D = 0,00-0,20$  (error), so the items no. 1 in difference of capacity is error. Researcher used the same ways for 25 items.

### 3. Calculation Difficult Level Items of the Test

To know difficult level items of the test, researcher used the formula as follow:

$$P = \frac{B}{JS}$$

Where:  $P$  = coefficient difficult level of the test  
 $B$  = total sample in correct answer  
 $JS$  = total sample

#### Ex. Items No. 1

Found that:  $B = 24$ ;  $JS = 26$

So that :  $P = \frac{B}{JS}$

$$P = \frac{24}{26}$$

$$P = 0,92$$

In calculation, researcher found that  $P = 0,92$  the position  $P = 0,70-1,00$  (item is easy), so the items no. 1 was easy categorize. Researcher used the same ways for 25 items.

## B. Validity test, Difference Capacity and Difficult Level items of the Test in Post Test

### 1. Validity Test of the Items

To calculation validity of the items, researcher used *Product Moment* formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:  $r_{xy}$  = coefficient validity of items  
 $X$  = score item which it will be found the validity of items  
 $Y$  = total score  
 $N$  = total sample

Describing of the coefficient validity items, researcher used orientation if  $r_{xy} > r_{table}$ , it means the items is valid.

**Ex. validity of items No. 1:**

Found that:  $N=26$ ;  $\sum X = 23$ ;  $\sum X^2 = 23$ ;  $\sum Y = 400$ ;  $\sum Y^2 = 6445$   $\sum XY = 370$ .

$$\begin{aligned} \text{So that: } r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{26(370) - (23)(400)}{\sqrt{\{26(23) - (23)^2\} \{26(6445) - (400)^2\}}} \\ r_{xy} &= \frac{9620 - 9200}{\sqrt{\{598 - 529\} \{167570 - 160000\}}} \\ r_{xy} &= \frac{420}{\sqrt{\{69\} \{7570\}}} = \frac{420}{\sqrt{522330}} = \frac{420}{722,72} \\ r_{xy} &= 0,581 \end{aligned}$$

Based on the list of critics values *r product moment* for  $\alpha = 0,05$  and  $N=26$  researcher found that  $r_{table} = 0,388$ . because  $r_{xy} = 0,581 > r_{table} = 0,388$ , so that, the items No. 1 was valid. Researcher used the same ways for 25 items.

**2. Calculation Difference Capacity Items of the Test**

Calculated the difference of capacity (D) every items of the test, researcher used the formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D = difference of capacity  
 $B_A$  = total the correct answer in top-down class  
 $B_B$  = total the correct answer in bottom-up class  
 $J_A$  = total sample of top-down class  
 $J_B$  = total sample of bottom-up class

**Ex. Items No. 1**

Found that:  $B_A = 12$        $J_A = 13$   
 $B_B = 8$                $J_B = 13$

So that:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

$$D = \frac{12}{13} - \frac{8}{13}$$

$$D = \frac{4}{13}$$

$$D = 0,30$$

From the calculation, researcher found that  $D = 0,30$ , the position  $D = 0,20-0,40$  (enough), so the items no. 1 in difference of capacity is enough. Researcher used the same ways for 25 items.

### 3. Calculation Difficult Level Items of the Test

To know difficult level items of the test, researcher used the formula as follow:

$$P = \frac{B}{JS}$$

Where: P = coefficient difficult level of the test  
 B = total sample in correct answer  
 JS = total sample

#### Ex. Items No. 1

Found that: B = 24; JS = 26

So that :  $P = \frac{B}{JS}$

$$P = \frac{24}{26}$$

$$P = 0,76$$

In calculation, researcher found that  $P = 0,76$  the position  $P = 0,70-1,00$  (item is easy), so the items no. 1 was easy categorize. Researcher used the same ways for 25 items.

## APPENDIX XII

### THE SCORE OF CONTROL CLASS IN PRE-TEST

1. The score of control class in pre-test from low score to high score

50 50 50 50 55 55 60 60 60 60  
 60 60 60 60 65 65 65 65 65 65  
 65 65 65 65 65 70 70 70 70 70  
 70 70 75 75 75 80 80

2. High score = 80

3. Low score = 50

4. Range = high score – low score  
 = 80 - 50 = 30

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log 37$   
 =  $1 + 3,3 (1,668)$   
 =  $1 + 5,174$   
 =  $6,174$   
 = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{6} = 5$$

7. Mean score(x) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	F	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
50-54	4	52	3	12	9	36
55-59	2	57	2	4	4	8
60-64	8	62	1	8	1	9
65-69	11	67	0	0	0	0
70-74	7	72	-1	-7	1	7
75-79	3	77	-2	-6	4	16
80-84	2	82	-3	-6	9	18

			3			
$i = 5$	37			4	28	94

$$\begin{aligned}
 8. \quad Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 67 + 5 \left( \frac{4}{37} \right) \\
 &= 67 + 5 (0,10) \\
 &= 67 + (0,5) \\
 &= 67,5
 \end{aligned}$$

$$\begin{aligned}
 9. \quad SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2} \\
 &= 5 \sqrt{\frac{94}{37} - \left[ \frac{4}{37} \right]^2} \\
 &= 5 \sqrt{2,54 - (0,10)^2} \\
 &= 5 \sqrt{2,54 - 0,01} \\
 &= 5 \sqrt{2,53} \\
 &= 5 (1,59) \\
 &= 7,95
 \end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
80-84	84,5	2,13	0,4834				
	79,5	1,50	0,4332	0,0502	1,85	2	0,08
75-79	74,5	0,88	0,3106	0,1226	4,53	3	0,33
70-74	69,5	0,25	0,0987	0,2119	7,84	7	0,10
65-69	64,5	-0,37	0,1443	0,0456	2,96	11	2,71
60-64	59,5	-1,00	0,3413	0,197	7,28	8	0,09
55-59	54,5	-1,63	0,4484	0,1071	3,96	2	0,49
50-54	49,5	-2,26	0,4881	0,0397	1,46	4	1,73
							5,53

Based on table above, researcher found that  $\chi^2_{\text{count}} = 5,53$  while  $\chi^2_{\text{table}} = 5,99$ , cause  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  ( $5,53 < 5,99$ ) with degree of freedom  $dk = 5 - 3 = 2$  and significant level  $\alpha = 5\%$ . So distribution of control class by using conventional strategy (Pre-test) is normal.

#### 10. Median

No	Interval of Classes	F	X
1	50-54	4	52
2	55-59	2	57
3	60-64	8	62
4	65-69	11	67
5	70-74	7	72
6	75-79	3	77
7	80-84	2	82

Explanation :

$$Me = B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right)$$

Me = Median

B = Low limit of the interval median conceives Me

F<sub>m</sub> = Frequency of class conceives Me

F<sub>2</sub> = Frequency of cumulative before interval of classes conceives Me

C = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 1, that:

$$B = 69,5$$

$$F_2 = 11$$

$$C = 6$$

$$f_{me} = 12$$

$$n = 37$$

So :

$$\begin{aligned} Me &= B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right) \\ &= 69,5 + \left( \frac{18,5 - 11}{12} \cdot 6 \right) \\ &= 69,5 + (3,75) \\ &= 73,25 \end{aligned}$$

11. Modus = 65

## APPENDIX XIII

### THE SCORE OF EXPERIMENT CLASS IN PRE-TEST

1. The score of experiment class in pre-test from low score to high score

50 50 50 55 55 55 60 60 60 60  
60 60 60 60 65 65 65 65 65 65  
65 65 65 65 65 65 65 70 70 70  
70 70 70 75 75 80 80

2. High score = 80

3. Low score = 50

4. Range = high score – low score  
= 80 – 50 = 30

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
=  $1 + 3,3 \log 37$   
=  $1 + 3,3 (1,568)$



$$\begin{aligned}
 &= 1 + 5,174 \\
 &= 6,174 \\
 &= 6
 \end{aligned}$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{6} = 5,00 = 5$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	F	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
50-54	3	52	3	9	9	27
55-59	3	57	2	6	4	18
60-64	8	62	1	8	1	8
65-69	13	67	0	0	0	0
70-74	6	72	-1	-6	1	6
75-79	2	77	-2	-4	4	8
80-84	2	82	-3	-6	9	18
<i>i</i> = 5	37			7	28	85

8. 
$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x^1}{N} \\
 &= 67 + 5 \left( \frac{7}{37} \right) \\
 &= 67 + 5 (0,18) \\
 &= 67 + (0,9) \\
 &= 67,9
 \end{aligned}$$

9. 
$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum f x'^2}{N} - \left[ \frac{\sum f x'}{N} \right]^2} \\
 &= 5 \sqrt{\frac{85}{37} - \left[ \frac{7}{37} \right]^2} \\
 &= 5 \sqrt{2,29 - (0,9)^2}
 \end{aligned}$$

$$\begin{aligned}
&= 5\sqrt{2,29 - 0,9} \\
&= 5\sqrt{1,39} \\
&= 5(1,17) \\
&= 5,85
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
80-84	84,5	2,83	0,4977				
				0,0216	1,97	3	0,52
75-79	79,5	1,98	0,4761				
				0,1075	3,97	3	0,24
70-74	74,5	1,12	0,3686				
				0,2622	9,70	8	0,17
65-69	69,5	0,27	0,1064				
				0,1126	1,94	13	1,70
60-64	64,5	0,58	0,2190				
				0,0526	4,16	6	0,44
55-59	59,5	-1,43	0,1664				
				0,3226	11,9	2	0,83
50-54	54,5	-2,29	0,4890				
				0,0098	0,36	2	1,25
	49,5	-3,14	0,4988				
							5,15

Based on table above, researcher found that  $x^2_{count} = 5,15$  while  $x^2_{table} = 5,99$ , cause  $x^2_{count} < x^2_{table}$  ( $5,15 < 5,99$ ) with degree of freedom  $dk = 5 - 3 = 2$  and significant level  $\alpha = 5\%$ . So distribution of experiment class by using skimming strategy (Pre-test) is normal.

#### 10. Median

No	Interval of Classes	F	X
1	50-54	3	52
2	55-59	3	57
3	60-64	8	62
4	65-69	13	67
5	70-74	6	72
6	75-79	2	77
7	80-84	2	80

Explanation :

$$Me = B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right)$$

Where :

$$\begin{aligned} B &= 69,5 \\ F_2 &= 13 \\ C &= 6 \\ f_{me} &= 12 \\ n &= 37 \end{aligned}$$

So :

$$\begin{aligned} Me &= 69,5 + \left( \frac{18,5 - 13}{12} \times 6 \right) \\ &= 69,5 + (2,75) \\ &= 72,5 \end{aligned}$$

11. Modus = 65

**APPENDIX XIV**

**THE SCORE OF CONTROL CLASS IN POST-TEST**

1. The score of control class in pre-test from low score to high score

60 60 60 60 60 60 60 65 65 65  
 65 65 65 65 70 70 70 70 70 70  
 70 70 70 75 75 75 75 75 75 75  
 75 80 80 80 80 85 85

2. High score = 85

3. Low score = 60

4. Range = high score – low score  
 = 85 – 60 = 25

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log 37$   
 =  $1 + 3,3 (1,568)$   
 =  $1 + 5,1744$   
 = 6,1744  
 = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{25}{6} = 4,16 = 4$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	F	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
60 – 64	7	6 2	-2,5	- 17, 5	6,25	43,75
65 – 69	7	6 7	- 1,2	- 8,7	1,56	10,92

			5	5		
70 – 74	9	7 2	0	0	0	0
75 – 79	8	7 7	1,2 5	10	1,56	12,48
80 – 84	4	8 2	2,5	10	6,25	25
85 – 89	2	8 7	3,7 5	7,5	14	15
i= 4	3 7		3,7 5	1,2 5	29,6 2	107,1 5

$$8. \quad Mx = M^1 + i \frac{\Sigma fx^1}{N}$$

$$= 72 + 4 \left( \frac{1,25}{37} \right)$$

$$= 72 + 4 (0,03)$$

$$= 72 + (0,12)$$

$$= 72,12$$

$$9. \quad SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[ \frac{\Sigma fx'}{N} \right]^2}$$

$$= 4 \sqrt{\frac{107}{37} - \left[ \frac{1,25}{37} \right]^2}$$

$$= 4 \sqrt{2,89 - (0,03)^2}$$

$$= 4 \sqrt{2,89 - 0,0009}$$

$$= 4 \sqrt{2,8891}$$

$$= 4 (1,69)$$

$$= 6,76$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
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85-89	89,5	2,58	0,4952	0,0434	1,60	2	0,25
80-84	84,5	2,57	0,4949	0,0414	1,53	4	1,61
75-79	79,5	1,68	0,4535	0,1683	6,22	8	0,28
70-74	74,5	0,79	0,2852	0,2493	9,22	9	-0,02
65-69	69,5	0,09	0,0359	0,298	11,02	7	-0,37
60-64	64,5	0,97	0,3340	0,1346	4,98	7	0,40
	60,5	1,86	0,4686				
							2,15

Based on table above, researcher found that  $x^2_{count} = 2,15$  while  $x^2_{table} = 3,84$ , cause  $x^2_{count} < x^2_{table}$  ( $2,15 < 3,84$ ) with degree of freedom  $dk = 4 - 3 = 1$  and significant level  $\alpha = 5\%$ . So distribution of control class by using conventional strategy (Post-test) is normal.

#### 10. Median

No	Interval of Classes	F	fk
1	60-65	7	62
2	66-71	7	67
3	72-77	9	72
4	78-83	8	77
5	84-89	4	82
6	90-95	2	87

Explanation :

$$Me = B + \left( \frac{\frac{n}{2} - (\sum f_2)}{f_{me}} \cdot C \right)$$

Position of Me in the interval of classes is number 1, that:

$$\begin{aligned} B &= 75 \\ F_2 &= 9 \\ f_{me} &= 14 \\ C &= 6 \\ n &= 37 \end{aligned}$$

So :

$$Me = 75 + \left( \frac{18,5 - 9}{14} \times 6 \right)$$

$$= 75 + (4,07)$$

$$= 79,07$$

11. Modus = 75

## APPENDIX XV

### THE SCORE OF EXPERIMENT CLASS IN POST-TEST

1. The score of experiment class in pre-test from low score to high score

60 60 65 65 65 65 70 70 70 70  
 70 70 70 70 70 70 75 75 75 75  
 75 75 80 80 80 80 80 80 80 85  
 85 85 85 85 85 85 85

2. High score = 85

3. Low score = 60

4. Range = high score – low score  
 = 85 – 60 = 25

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log 37$   
 =  $1 + 3,3 (1,568)$   
 =  $1 + 5,1744$   
 = 6,1744  
 = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{25}{6} = 4,16 = 4$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	f	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
60 – 64	2	62	-2,5	-5	6,25	12,5
65 – 69	4	67	-1,25	-5	1,56	5
70 – 74	10	72	0	0	0	0
75 – 79	6	77	1,25	7,5	1,56	9,36
80 – 84	7	82	2,5	17,5	6,25	43,75

85 – 89	8	87	3,75	30	14,06	112
$i = 4$	37		3,75	45	30,22	182

8. 
$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 72 + 4 \left( \frac{45}{37} \right)$$

$$= 72 + 4 (1,21)$$

$$= 72 + (4,84)$$

$$= 76,84$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2}$$

$$= 4 \sqrt{\frac{182}{37} - \left[ \frac{45}{37} \right]^2}$$

$$= 4 \sqrt{4,91 - (1,21)^2}$$

$$= 4 \sqrt{4,91 - 1,46}$$

$$= 4 \sqrt{3,45}$$

$$= 4 (1,85)$$

$$= 7,4$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
85-89	89,5	2,52	0,4941	0,0377	2,39	8	2,24
80-84	84,5	1,71	0,4564	0,4365	16,15	7	-0,56
75-79	79,5	0,05	0,0199	0,2259	8,35	6	-0,28
70-74	74,5	0,66	0,2454	0,0188	1,69	10	2,41
65-69	69,5	0,72	0,2642	0,1728	6,39	4	-0,37
60-64	64,5	1,53	0,4370	0,0534	1,97	2	0,01
	60,5	2,34	0,4904				3,45

Based on table above, reseracher found that  $x^2_{count} = 3,45$  while  $x^2_{table} = 3,84$ , cause  $x^2_{cause} < x^2_{table}$  ( $3,45 < 3,84$ ) with degree of freedom  $dk = 4 - 3 = 1$  and significant level  $\alpha = 5\%$ . So distribution of experiment class by using skimming strategy (Post-test) is normal.

9. Median



No	Interval of Classes	F	X
1	60-64	2	62
2	65-69	4	67
3	70-74	10	72
4	75-79	6	77
5	80-84	7	82
6	85-89	2	87

Explanation :

$$Me = B + \left( \frac{\frac{n}{2} - (\sum f_2)}{f_{me}} \cdot C \right)$$

Position of Me in the interval of classes is number 1, that:

$$\begin{aligned} B_b &= 72 \\ F &= 10 \\ f_m &= 15 \\ i &= 6 \\ n &= 37 \end{aligned}$$

So :

$$\begin{aligned} &= 72 + \left( \frac{18,5 - 10}{15} \times 6 \right) \\ &= 72 + (3,4) \\ &= 75,4 \end{aligned}$$

12. Modus = 70

## APPENDIX XVI

### THE SCORE OF CONTROL CLASS IN PRE-TEST AND POST-TEST

No	Pre-test	Post-test	$Y_1$	$Y_2^2$
1	70	60	-10	100
2	65	60	-5	25
3	60	60	-	-

4	60	70	10	100
5	65	60	-5	25
6	65	65	-	-
7	70	75	5	25
8	75	95	20	400
9	70	70	-	-
10	70	70	-	-
11	70	75	5	25
12	65	80	15	225
13	65	75	10	100
14	60	65	5	25
15	65	70	5	25
16	50	65	10	100
17	50	80	30	900
18	65	65	-	-
19	65	70	5	25
20	60	70	10	100
21	55	70	15	225
22	55	70	15	225
23	50	70	20	400
24	50	70	20	400
25	60	70	10	100
26	70	75	5	25
27	70	70	-	-
28	65	70	5	25

29	60	70	10	100
30	60	70	10	100
31	75	75	-	-
32	75	70	-5	25
33	80	85	5	25
34	80	70	-10	100
35	60	80	20	400
36	65	80	15	225
37	65	70	5	25
	2380	2595	250	4600

## APPENDIX XVII

### THE SCORE OF EXPERIMENT CLASS IN PRE-TEST AND POST-TEST

No	Pre-test	Post-test	$Y_1$	$Y_2^2$
1	70	75	5	25
2	70	70	-	-
3	70	75	5	25
4	65	70	5	25
5	65	70	5	25
6	65	65	-	-
7	60	65	5	25
8	50	60	10	100
9	70	70	-	-
10	65	70	5	25
11	70	75	5	25
12	65	70	5	25
13	50	75	20	400
14	70	75	5	25
15	65	90	25	625
16	55	70	15	225

17	70	75	5	25
18	80	80	-	-
19	70	75	5	25
20	70	75	5	25
21	80	95	15	225
22	70	80	10	100
23	60	75	15	225
24	55	75	20	400
25	55	70	20	400
26	80	85	5	25
27	50	70	20	400
28	50	65	15	225
29	50	70	20	400
30	60	75	15	225
31	60	75	15	225
32	50	65	15	225
33	60	60	-	-
34	70	75	5	25
35	80	85	5	25
36	70	85	15	225
37	65	75	10	100
	2370	2705	340	5100

## APPENDIX XVIII

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experiment class sample by using skimining strategy and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. variant of the control class sample by using conventional strategy is:

$$n = 37$$

$$\sum xi = 2380$$

$$\sum xi^2 = 155300$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{37(155300) - (2380)^2}{37(37-1)} \\ &= \frac{5746100 - 5664400}{37(36)} \\ &= \frac{81700}{1332} \\ &= 61,33 \end{aligned}$$

B. Variant of the experimental class sample by using skimming strategy is:

$$n = 37$$

$$\sum xi = 2370$$

$$\sum xi^2 = 153750$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\ &= \frac{37(153750) - (2370)^2}{37(37-1)} \\ &= \frac{5688750 - 5616900}{37(36)} \\ &= \frac{71850}{1332} \\ &= 53,94 \end{aligned}$$

The Formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{61,33}{53,94} \\ &= 1,13 \end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1,13$  with  $\alpha$  5 % and  $dk = 37$  from the distribution list F, researcher found that  $F_{\text{table}} = 1,69$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1,13 < 1,69$ ). So, there is no difference the variant between the first class as control class by using conventional strategy and the second class as experimentclass by using skimming strategy (homogeneous).

## APPENDIX XIX

### HOMOGENEITY TEST OF THE BOTH AVERAGES

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(37 - 1)(53,94) + (37 - 1)(61,33)}{37 + 37 - 2}} \\ &= \sqrt{\frac{36(53,94) + 36(61,33)}{72}} \\ &= \sqrt{\frac{1941,84 + 2207,88}{72}} \\ &= \sqrt{\frac{4149,72}{72}} \\ &= \sqrt{57,63} \\ &= 7,59 \end{aligned}$$

So:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{67,9 - 67,5}{7,59 \sqrt{\frac{1}{37} + \frac{1}{37}}} \\ &= \frac{0,4}{7,59 \sqrt{\frac{2}{37}}} \\ &= \frac{0,4}{7,59 \sqrt{0,05}} \\ &= \frac{0,4}{1,66} \\ &= 0,24 \end{aligned}$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 0,24$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 37 + 37 - 2 = 72$ , researcher found that  $t_{\text{table}} = 1,66$ , cause  $t_{\text{count}} < t_{\text{table}} (0,24 < 1,66)$ . So,  $H_0$  is accepted, it means no difference the average between the first class as experimental class by using skimming strategy and the second class as control class by using conventional strategy in this research.



## APPENDIX XX

### HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experiment class sample by using skimming strategy and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

C. variant of the control class sample by using conventional strategy is:

$$n = 37$$

$$\sum xi = 2595$$

$$\sum xi^2 = 183925$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{37(183925) - (2595)^2}{37(37-1)} \\ &= \frac{6805225 - 6734025}{637(3)} \\ &= \frac{71200}{1332} \\ &= 53,42 \end{aligned}$$

D. Variant of the experimental class sample by using skimming strategy is:

$$n = 37$$

$$\sum xi = 2705$$

$$\sum xi^2 = 205225$$

So:

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$\begin{aligned}
&= \frac{37(205225) - (2705)^2}{37(37-1)} \\
&= \frac{7593325 - 7317025}{37(36)} \\
&= \frac{276300}{1332} \\
&= 207,4
\end{aligned}$$

The Formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned}
F &= \frac{53,42}{207,4} \\
&= 0,25
\end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 0,25$  with  $\alpha$  5 % and  $dk = 37$  from the distribution list F, researcher found that  $F_{\text{table}} = 1,66$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $0,25 < 1,66$ ). So, there is no difference the variant between the first class as control class by using conventional strategy and the second class as experiment class by using skimming strategy (homogeneous).

## APPENDIX XXI

### HOMOGENEITY TEST OF THE BOTH AVERAGES

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned}
S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\
&= \sqrt{\frac{(37 - 1)(53,42) + (37 - 1)(207,4)}{37 + 37 - 2}}
\end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{36(53,42) + 36(207,4)}{72}} \\
&= \sqrt{\frac{1923,12 + 7466,4}{72}} \\
&= \sqrt{\frac{9389,52}{72}} \\
&= \sqrt{130,41} \\
&= 11,41
\end{aligned}$$

So:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{76,84 - 72,12}{\sqrt{\frac{1}{37} + \frac{1}{37}}} \\
&= \frac{4,72}{\sqrt{\frac{2}{37}}} \\
&= \frac{4,72}{\sqrt{0,05}} \\
&= \frac{4,72}{2,51} \\
&= 1,88
\end{aligned}$$

Based on calculation result of the difference test of the both averages, researcher found that  $t_{count} = 1,88$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 37 + 37 - 2 = 72$ , and researcher found that  $t_{table} = 1,66$ , cause  $t_{count} > t_{table}$  ( $1,88 > 1,66$ ). So,  $H_a$  is accepted, it means that there is a significant effect of using skimming strategy on students' achievement in reading comprehension.

**APPENDIX XXII**

**PRODUCT MOMENT r Table**

<b>N</b>	<b>Taraf</b>	<b>Signif</b>	<b>N</b>	<b>Taraf</b>	<b>Signif</b>	<b>N</b>	<b>Taraf</b>	<b>Signif</b>
	<b>5 %</b>	<b>1 %</b>		<b>5 %</b>	<b>1 %</b>		<b>5 %</b>	<b>1 %</b>
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

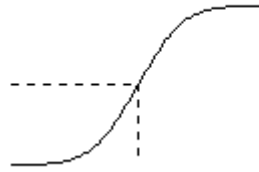
# APPENDIX XXIII

## Z-Table

Density Function:



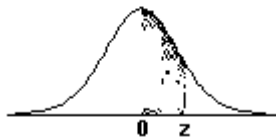
Distribution Function:



$z = 0.00$

$p = .50$

### Area between 0 and z



	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767

<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
<b>2.6</b>	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
<b>2.7</b>	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
<b>2.8</b>	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
<b>2.9</b>	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
<b>3.0</b>	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

APPENDIX XXIV

**Chi-Square Table**

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.300
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215

<b>df</b>	<b>0.995</b>	<b>0.99</b>	<b>0.975</b>	<b>0.95</b>	<b>0.90</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>
<b>80</b>	51.172	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
<b>90</b>	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
<b>100</b>	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169



## APPENDIX XXV

### T-Table

df - degrees of freedom for t curve

P - area under the t curve with df degrees of freedom to the right of t(df)

Example:

$$P[t(2) > 2.92] = 0.05$$

$$P[-2.92 < t(2) < 2.92] = 0.9$$

df	0.25	0.2	0.15	0.1	0.05	0.025	0.02	0.01	0.005	0.0025	0.001	0.0005
1	1.000	1.376	1.963	3.078	6.31	12.70	15.90	31.82	63.65	127.3	318.3	636.619
2	0.817	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.08	22.33	31.599
3	0.765	0.979	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.22	12.924
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.696	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.610	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.090	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

## **CURRICULUM VITAE**

### **A. Identity**

Name : Laila Febriani

NIM : 07 340 0091

Place and Birthday : Tanjung Sialang, February 12, 1989

Sex : Female

Religion : Moslem

Address : Huraba, Kec. Siabu  
Kab. Mandailing Natal

### **B. Parent**

1. Father's name : Amir Hamzah Pulungan
2. Mother's name : Dehrawati Nasution

### **C. Education Background**

1. Elementary School : at SD Negeri 147889 Siabu from 1996-2001
2. Junior High School : at SMP Negeri 3 Siabu from 2001-2004.
3. Senior High School : at SMA Negeri 1 Siabu from 2004-2007.
4. Institute : at Educational English Department of Tarbiyah  
Faculty at STAIN Padangsidimpuan ( 2013 )





DEPARTEMEN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN

Sekretariat: Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidempuan 22733

Nomor : Stt. 14/UBS/P.22/2012  
Lampir : -----  
Hal : Pembimbing Skripsi

Padangsidempuan, 15 Maret 2012  
Kepada Yth  
1. Rayendriani Fahmei Lubis, M.Ag  
2. Sojuangon Rambe, S.S, M.Hum  
Di -  
Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

Nama/NIM : LAILA FEBRIANI / 07. 340 0091  
Jurusan/ Prog. Studi : TARBIYAH / TADRIS BAHASA INGGRIS -3  
Judul Skripsi : THE EFFECT OF SKIMMING STRATEGY ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT GRADE XI SMK S PANCA DHARMA PADANGSIDIMPUAN

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Kepala Unit Bina Skripsi

Drs. Agus Salim Lubis, M.Ag  
NIP. 19630821 199303 1 003

Ketua Prodi Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag  
Nip. 19710510 200003 2 001

Ketua Jurusan Tarbiyah

Hj. Zulhanna, S.Ag., M.Pd  
NIP. 19720702 199703 2 003

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING I

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Nip. 19710510 200003 2 001

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II

Sojuangon Rambe, S.S, M.Hum  
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KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733  
email:stainpasid@yahoo.co.id

Padangsidimpuan, 18 April 2012

Nomor :Sti.14/I.B.4/PP.00.9/029 /2012

Lamp. : -

Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada Yth.  
Kepala SMK S Panca Dharma  
Padangsidimpuan  
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

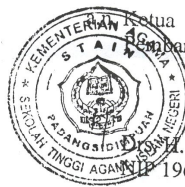
Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

Nama : Laila Febriani  
Nomor Induk Mahasiswa : 07. 340 0091  
Jurusan/Prog.Studi : Tarbiyah/TBI  
Alamat : Huraba Kecamatan Siabu  
Mandailing Natal

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul "The Effect Of Skimming Strategy On Students' Achievement In  
Reading Comprehension At Grade XI SMK S Panca Dharma".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Ketua  
Bantu Ketua I

Irwan Saleh Dalimunthe, MA  
19610615 199103 1 004

Tembusan :  
1. Bina Skripsi  
2. Arsip

**YAYASAN PENDIDIKAN PANCA DHARMA (YPPD)  
SMK S PANCA DHARMA**

( Bisnis dan Manajemen/Tehnologi Informasi dan Komunikasi)  
Jalan Tapian Nauli No.35 0634 – 24065 Kel Aek Tampang Padangsidempuan  
NDS : 5307180201 NSS : 344071001005 NPSN : 10212568 STATUS TERAKREDITASI “ B

**SURAT KETERANGAN**  
No.3433 /105.20/SMK.PD.03/PL/2012

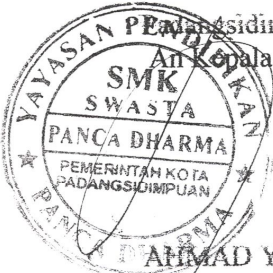
Yang bertanda tangan di bawah ini Kepala SMK Swasta Panca Dharma Padaingsidempuan,  
menerangkan bahwa :

Nama : LAILA FEBRIANI  
NPM : 07.340.0091  
Jurusan : Tarbiyah  
Program Studi : TBI  
Jenjang : Sarjana (S-I)

Adalah benar nama tersebut diatas diberi izin melaksanakan Penelitian di SMK Swasta  
Panca Dharma Padangsidempuan untuk memenuhi penyusunan Skripsi dengan Judul  
: THE EFFECT OF SKIMMING STRATEGY ON STUDENTS' ACHIEVEMENT IN  
READING COMPREHENSION AT GRADE XI SMK SWASTA PANCA DHARMA “

Sesuai dengan surat Ketua STAIN Padangsidempuan.  
Nomor: Stt.14/I.B.4/PP.00.9/829/2012

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mana  
mestinya.

Padangsidempuan, 10 Nopember 2012  
An Kepala  
  
AHMAD YANI NASUTION

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

In the context of English communicative competence includes four major aspect categorized in to main ways was receptive competence and productive competence. Receptive competence consists of two different modes of language behavior, namely listening and reading. Productive competence consists of two modes, namely speaking and writing.

Reading is a way to get the information from something that was written. Reading is an interaction between readers to the text .reading holds important matter in teaching English. Reading is important to be learned and mastered by every human.

Generally, reading had a lot of significances. First, when someone wants to know about something in the book, he or she must read a first book. The reading is done by someone got information from reading text, so he or she could comprehend about content of text: he or she must know what the meaning of reading. In teaching English, reading was one of object which it could help the student in learning process.

Second, reading made our knowledge increase or much knowledge. By reading, the student were hoped to had knowledge which it could improve their test result. If reading was done goodly, the student could got information from the

reading text, so the students' knowledge could be increase. As we know that in our life, we always asked by our parents or teacher to read some books.

Third, is our religion, Allah SWT asks to human to read .Allah said in holy Al-Quran According to Suroh Al-Alaq 1-5 as follow:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ نَكُنْ نَدْعُهُمُ الْإِنْسَانَ ۝ عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning:

Proclaim! (or read!) In the name of Thy Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed Blood. Proclaim! and Thy Lord is Most Bountiful. He who taught (the use of) the pen. Taught man that which He know not.

According to Surah Al-Alaq 1-5 above, Allah SWT asks human to read, because from reading act we can comprehend something about how something was important for us got meaning or value of something. So, Allah SWT asked human to read the first something. Knowing what the meaning of life. It means that Allah SWT teach us to comprehend what his purpose create us.

Reading is one of the skill must be mastered by student in English. But, in unfortunately not all students were successful in reading. In this case, researcher described in SMKS Panca Dharma Padangsidempuan, based on researcher when teaching practice in this school, some of the student couldn't read English text correctly, couldn't remember what they have read, they did not understand about



the component of paragraph, did not have many vocabularies, and did not understand about the use of punctuation.

First, students cannot read English text correctly. In this case, researcher described in SMKS Panca Dharma Padangsidempuan based on researcher when teaching practice in this school when the student read they couldn't use good punctuation, context grammatical clues, and then when the reader read the reader couldn't read with use good pronunciations, so that the listener couldn't understand what the reader read.

Second, students did not understand component of paragraph. In English teaching learning process at SMKS Panca Dharma, researcher commanded the students to read a text and after them finished read the text researcher commanded the students to find the main idea, supporting sentence and conclusion of the text, the students difficult fine it. So, researcher could conclude the students not understand about it.

Third, students did not have many vocabularies. Much vocabulary is one way to comprehend the sentence. But in reality some of the students did not have many vocabularies, so if the teacher explained about the lesson or gave them task to translate, they did not understand because they did not know the meaning what the teacher said and did not knew the meaning of the text task.

The last, the students did not have a good strategy in reading or they didn't knew reading strategy. It caused the teacher didn't use the strategy in reading process. So, the student didn't apply the strategy reading if they are read book

when they read out learning time. So that, if researcher described from their value in final examination the ability of student in reading in this school categorized low.

Researcher described the ability of student in reading comprehension was low because the value of them in final examination was 68 whereas KKM in this school is 70. So that, the category students in this school was low.

To solve of the problem, researcher must give good strategies to increase their ability in reading, as researchers' knows, there were many strategy could improve students' reading, they were:

The first, P2R (Preview, read, review) was a systematic reading study procedure designed to be used with content are materials that were organized through the use of reading. The second, Graphic and semantic organizers was illustrate concepts and relationship between concepts in a text or using diagrams. The third, SQ3R( Survey, Question, Read, Recite, and Review ) was a systematic reading study procedure designed to be used with content are materials that were organized through the use of reading, underlining, and other format cues that highlight important topics. Survey, question, read, recite, and review. The Fourth, Made connections would help students understand what the author's purpose was and what they story is about. We could use connections with any fiction or non-fiction text that we read. The fifth, PACER (Preview, Assess, Choice, Expedite, Review) the procedure was use in reading.

The sixth, skimming was the ability to identify main idea and reading at the fastest speed a person can accomplish. It used when a reader wishes to cover



material in hurry. The seventh, scanning was the ability in reading to find or to locate specific information. The eight, Summarizing requires students to determine what was important in what they were reading and to put it into their own words. And the last was questioning, questioning was another strategy that would greatly benefit a student.

Based on the strategies above, researcher determined the skimming is the ability to identify main idea<sup>1</sup> and strategy to improve the reading skills, it is believed as the best way to improve the students' skill to find the main idea of the text. The strength of skimming were: 1. Skimming is reading at the fastest speed a person can accomplish.<sup>2</sup> 2. by skimming the readers could faster to understand of the meaning what they read; 3. skimming was easy, because by skimming they readers could underline the main idea and topic sentence of the text what they read. Skimming was an activity to take the point of something that we read.<sup>3</sup> It tries to find out the important things from the text which was the authors' ideas, important part, and organization of writing and sequences of main ideas.

Based on the explanation above, researcher used experiment research to know **“THE EFFECT OF SKIMMING STRATEGY TO STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION AT GRADE XI SMKS**

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<sup>1</sup>Murni Djamal Dkk, *Improving Reading Skills in English Dictionary*. (Jakarta: Darul Ulum Pres, 2001 ) p. 53.

<sup>2</sup> Zainal, *Reading Theories* (Padang,: Universitas Negeri Padang, 2003) p. 92.

<sup>3</sup> Murni Djamal, et.al. Op. Cit., p. 53.

**PANCA DHARMA PADANGSIDIMPUAN”**. The research will explore the difference of reading achievement after applying the strategies in the classroom.

### **B. Identification of the Problems**

Based on background above, researcher described about students' reading activities. The students' skill in reading comprehension was still low. Some of the students couldn't read English text correctly. Besides, the students did not understand component of paragraph and did not have many vocabularies. Then, the students had not good strategy in reading or they don't know about reading strategy. Such as: P2R, Graphic and Semantic Organizers, SQ3R, Making connection, PACER, Skimming, Scanning, and Summarizing requires, Questioning. So that, the students was still low in reading.

### **C. Limitation of the Problems**

The problem of reading in SMKS Panca Dharma in class two was very large and many strategies could use to improve in reading comprehension. So that, researcher was impossible to research all of the problems and strategies. Therefore, researcher focused on skimming strategy to improve the students' skill in reading comprehension.

### **D. Formulation of the Problems**

In conducting the research, researcher described the formulation of the problems as follow:

1. How was the students' achievement in reading comprehension by using skimming strategy at SMKS Panca Dharma Padangsidempuan?
2. How was the students' achievement in reading comprehension by using conventional strategy at SMKS Panca Dharma Padangsidempuan?
3. Was the students' reading comprehension achievement by using skimming strategy was significantly better than conventional strategy at SMKS Panca Dharma Padangsidempuan?

#### **E. Purpose of the Research**

Based on the formulation of the problems above, researcher determined the purpose of research, they are:

1. To describe the students' achievement by using skimming strategy at Grade XI SMKS Panca Dharma Padangsidempuan
2. To describe the students' achievement by using conventional strategy at Grade XI SMKS Panca Dharma Padangsidempuan
3. To examine the students' achievement in reading comprehension by using skimming strategy was significantly better than conventional strategy at Grade XI SMKS Panca Dharma Padangsidempuan.

#### **F. Research Significance**

This research has significances to the following area: the result of this research would give one suitable strategy that can be used by teachers to get successful of English teaching learning in every subject matter. This research was

expected to provide information, which may have practical as well as theoretical values for English teacher and the other teachers. The result of this research would inform English language teacher and the other teacher in their attempts to decide which of the best strategy in teaching reading and in every subject matter.

Then, using appropriate strategy in learning made students enjoy to study and it made them to increase their motivation in learning, because one of the important factors to get successful learning was using appropriate strategy.

For head master was to give suggestion to English teachers to improve learners' ability in English especially reading. So, the students was easier in reading comprehension and then to command every teacher applied strategies in English teaching learning especially in teaching reading comprehension. So, the students were easy in learning of reading comprehension.

The last was the results of this research, researcher hoped to help the other researcher would conduct further research in the same topic. This research could give them information about teaching strategy, especially skimming strategy. So that, it was make them easier in their research.

## **G. Definition of Research Variables**

*Effect*: "A change produced by an action or a cause, a result or an outcome."<sup>4</sup>

"A result of something or the ability to bring out a result. Change that

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<sup>4</sup>A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995) p. 369.

somebody/ something causes in somebody/ something else.”<sup>5</sup> In conclusion, Effect is a change or a result that is occurred on students’ reading comprehension by using skimming method.

*Skimming* strategy: The ability to identify main idea.<sup>6</sup> Skimming strategy is reading at the fastest speed a person can accomplish.

*Reading* : The action of a person who read.<sup>7</sup> Reading is an activity the reader to get information from text.

*Comprehension*: It is the process by which a person understanding the meaning of the written or spoken language. In conclusion, comprehension is an exercise aimed at improving or testing one understands of a language, not only knowing but also comprehends about text.<sup>8</sup>

*Reading comprehension*: Complex processes which take part of useful of good and poor ability. Reading comprehension is the ability to understand information presented in written form. It is the process of getting.<sup>9</sup>

*Achievement*: Reach something by effort.<sup>10</sup> A thing done successfully with effort and skill.<sup>11</sup> In conclusion, achievement is a result from

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<sup>5</sup>*Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2003) p. 143.

<sup>6</sup>Murni Djamel Dkk, *Improving Reading Skills in English Dictionary*. (Jakarta: Darul Ulum Pres, 2001 ) p. 53.

<sup>7</sup>*Ibid.*, p. 963.

<sup>8</sup>Donald C. Orlich. *Teaching Strategy a Guide to Better Instruction* ( America: D.C Healt and Company, 1985), p. 85.

<sup>9</sup>Golden Wainwright, *Speed Reading Better Recalling* (Jakarta: Gramedia, 2007) p. 42.

<sup>10</sup> *Oxford Learner’s Pocket Dictionary, Ibid.*, p. 4

<sup>11</sup> A.S Hornby, *Oxford Advanced Learner’s Dictionary, Ibid.*, p. 10

skill on students reading comprehension by using skimming strategy.

## **H. Outline of the Thesis**

The systematic of this thesis was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one was about introduction, consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the research, used of the research, definition of operational variables, and outline of the thesis.

Chapter two was the theoretical description, which explain about: 1.) reading comprehension 2.) Skimming Strategy. In chapter two also discussed about review related finding, conceptual frame work, and hypothesis.

In the chapter three, it is consisted of research methodology. It consists of : a. Research Design b. Place and Time of Research c. Population and Sample d. Instrument e. Technique of Collecting Data f. Technique of Data Analysis.

In the chapter four, it is consist of : a. Description of Data. It was consistof: 1. The result of Experiment Class in Pre test and Post test 2. The result of Control Class in Pre test and Posttest 3. Normality Test and Homogeneity Test b. Hypothesis Test c. Discussion.

Chapter five was the conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Reading Comprehension

###### a. Defenition Reading

###### 1. Reading

Reading is a receptive skills, it is transactional between a reader and a writer. Reading is an interactive process between a reader and the text, reading is the process cognition, interpretation and perception of a written or printed material.

Reading is acomplex process; it involves much more than adding word meaning together. Reading involves not only understanding ideas, but also recognizing the relationships and structures among ideas.<sup>1</sup> According to David Nunan stated that, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.<sup>2</sup>

Reading is useful for other purpose too; any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their

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<sup>1</sup>Kathlen T. Mc. Whorter. *Efficient and Flexible Reading* (Harper Collins Publisher, 1992) p. 165.

<sup>2</sup>David Nunan. *Practical English Language Teaching* (New York: Mc Grow Hill, 2003) p. 68.

minds as part of the process of language acquisition, and if the reading the text is especially interesting and engaging, acquisition is likely to be even more successful.<sup>3</sup>

From all of explanation above researcher concluded that reading is an activity the reader to get information from text or reading is a process communication from the writer to the reader for understanding what means of writer.

According to Henry Guntur Tarigan stated that, there are two aspects in reading they are:

- a. Mechanical skills in the lower order. This aspects includes introducing the for of word alpha beties, the linguistic elements, correlation correspondence of spelling and sound and speed of slow reading.
- b. Comprehension skill in higher order. This aspects includes comprehension simple defenition, understanding signficance or meaning evaluation of speed flexible reading.<sup>4</sup>

From explanation above.it can conclude aspect in reading is mechanical skills in slow reading and comprehension skill is skill in speed flexible reading.

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<sup>3</sup>Jeremy Harwer. *How to Teach English* (Addison Wesley Longman Limited, 1998) p. 68.

<sup>4</sup>Henry Guntur Tarigan. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Aksara, 1986) p. 11.

## 2. Comprehension

According to Richard comprehension is the process by which a person understanding the meaning of written or spoken language clearly.<sup>5</sup>

Comprehension is the ability to understand the meaning from written or spoken language.

Comprehension is activities require students to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, written, pictorial, or concrete presentations.<sup>6</sup>

Based on explanation above, the researcher concludes that comprehension is a process in which the reader may construct meaning by interacting with the text.

## 3. Reading Comprehension

Reading Comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. According to Goodman, reading comprehension is interaction between thought and language and bases evaluation of succes in comprehension on te extent to which the reader's recontructed message agrees with the

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<sup>5</sup>Richard A. Renandya. *Language Teaching Methodology* (Cambridge: Cambridge University, 2006) p. 54.

<sup>6</sup>Donald C. Orlich. *Teaching Strategies A Guide to Better Instruction* (D.C. Heath and Company Texington Massachusetts Toronto) p. 87.

writers in tended message.<sup>7</sup> Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers.

Reading comprehension are complex proseses which take part of useful of good and poor ability.<sup>8</sup> Researcher concluded that reading comprehension is the ability the reader to understand the text and comprehend the mean of text.

### **b. Kinds of Reading**

If seen from listen or not reader's voice when they reading, so reading process can divided in two kinds.

#### **1. Silent Reading**

According to oxford dictionary silent is condition of not speaking and without a sound track<sup>9</sup>. Then henry guntur tarigan said "reading is a process who done and be used by reader to get message from written. silent reading is reading a text without voice. silent reading is to training students to really pay attention to can understand text. Reading is primarialy a silent activity.<sup>10</sup>

According to david Nunan, silent reading generally focus in the classroom should be on getting meaning from print when comparison is

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<sup>7</sup>Wayne Otto. *How to Teach Reading* (America: Addisen. Wesley Publishing Company, 1979) p. 161.

<sup>8</sup>Golden Wainwright, *Speed Reading Better Recalling* (Jakarta: Gramedia, 2007) p. 42.

<sup>9</sup>Horn by, *Oxford advanced learners dictionary* (New York : Oxford University Press : 1995) p. 887.

<sup>10</sup>Henry Guntur Tarigan, *Loc. Cit.*, p. 22.

the goal of reading.<sup>11</sup> Henry Guntur Tarigan Said silent reading it is use only visual memory, by silent reading, the student to be train really can understand material of text. so silent reading is a process who done and be used by reader to get message from written by condition not speaking and without sound track. the researcher canclud silent reading is reading activity with doing without voice.

There were many skills was climed in silent reading, as follow:

- a) Reading without voice, without move of lip
- b) Reading without the move of head
- c) Silent reading is faster than voice reading
- d) Reding without finger of things as director
- e) Understanding of the text
- f) The speed of eyes is climed in reading
- g) Reading with the good understanding
- h) To coherent of speed with difficulties in the text.<sup>12</sup>

## 2. Loudly Reading

According to Kasihani stated that, loud reading is to train students able to read with good pronunciation or speak. the aim of loud reading is able to tell good words, fares, and sentence of English<sup>13</sup>. According to H. Douglas Brown. silent reading is the test-taker sees separate letters,

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<sup>11</sup>David Nunan, *Op .Cit.*, p. 64.

<sup>12</sup>*Ibid.*, p. 24.

<sup>13</sup>Kasihani K.E. Suyanto, *Op.Cit.*, p. 64.

words, and/ or short sentences and read them a loud, one by one, in the presence of an administrator. since the easements is of reading comprehension, any recognize sable oral approximation of the target response is considered correct.<sup>14</sup>

Further, Ag, Bambang Setiyadi stated that “Oral reading is relatively uncommon in modern language classes. this type of reading is still important in improving learners pronunciation. working in groups will make language learners feel confident to pronounce word in foreign accent and practice is really recommended in this method. this is really helpful for language learners who are reluctant and say to imitate the teacher expression individually.<sup>15</sup>

Henry Guntur Tarigan said loud reading is a activity to read use voice and saying and the correct intonation to listener and reader can get information by also, likes thinking, feeling, attitude, or writers experience<sup>16</sup>. Generally loud reading is oral matter, there fore, aspecially in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension. for this case reading text must be choice which the content and language is easier to understan.

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<sup>14</sup>H. Douglas Brown, *Language Assessment*(San Fransisco: State University, 2004)p. 190.

<sup>15</sup>Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta : Graha Ilmu, 2006) p. 67.

<sup>16</sup>Henry Guntur Tarigan, *Loc.cit.*, p. 22.

### **c. The level of Comprehension**

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure and then situation in which language used. In other word, comprehension is the combination in which language used. In other word, comprehension is the combination if knowledge among structure, vocabulary and the situation on largely comprehension, because the same structure or vocabulary on the combination of them might have the different situation.

Smith said that, there are four level of comprehension:

#### **1. Literal Comprehension**

Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.

#### **2. Interpretation**

Definitely involves thinking skill and requires readers to identify ideas and meaning that are not explicitly stated in the written text within the interpretive level, the form of language in a literature, so it is easy to understanding content and to differ between origin language and literary language.

The reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

### 3. Critical Reading

When individuals read critically, they evaluate what is read. That is, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity or worth.

### 4. Creative Reading

Creative reading going beyond what the author has written, applying ideas to from the text to new situation and recombining the authors ideas to form new concept or to expand add ones. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.<sup>17</sup>

#### **d. Aspect of Reading Comprehension**

It is know that although a readers' background knowledge is important to successful reading comprehension mastery, specific skill knowledge is also important and must be learned by students. Model of reading comprehension instruction is similar to the one for decoding and consists of the following common elements, they are:

##### 1) Comprehension units

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<sup>17</sup>Wayne Otto, *Op.Cit.*, p. 152-153.



The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.

2) Processing skills

The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simpler form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills, and so forth.

3) Knowledge base

The background knowledge and specific skills knowledge important to understanding and evaluating the message in a text (syntax), (semantic), (factual information), (logic), and (schema).

4) Strategic knowledge

The metacognitive strategies for evoking skills and knowledge designed to monitor and check ongoing comprehension.<sup>18</sup>

#### e. Reading Evaluation

After we give the lesson to students, it is necessary to know how far their ability about the lesson. To know their ability, we must give test to the students, because testing is a tool to measure. There some techniques to make test, one of them is multiple choice question.

According to Weir multiple choice is:

“The test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct. The marking process is totally objective because the marker is not permitted to exercise judgement when marking the candidate’s answer, agreement has already been reached as to the correct answer to each item. Selecting and setting item are, however subjective process and the decision about which is correct answer is a matter of subjective judgement on the part of the item writer”.<sup>19</sup> In conclusion, multiple

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<sup>18</sup>Douglas Brown, et. al. *Op.Cit.*, p.41.

<sup>19</sup>Cyrill J. Weir, *Communicate Language Testing*(New York: Prentice Hall, 1990) p. 43.

choice is a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list.

Similarly, according to Arthur Hughes stated that “a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives. The superficial attraction of this technique is out weighed in institutional testing by various problem enumerated.”<sup>20</sup>

Weir list advantage and disadvantage of multiple choice test. They are:

The advantage of multiple choice:

1. The marking, as will being reliable, is simple, more rapid and often more cost effective than other forms of written. The format of the multiple choice test item is such that the intention of the test compiler are clear; than candidates know what is required of them.
2. Candidates’ marks, unlike those in subjective formats, can not be affected by the personal judge or idiosyncraises of the marker.

Disadvantage of multiple choice:

1. If a candidate gets a multiple choice item wrong because of some flow in the question, the answer sheet on which he records his answer will not reveal this fact.
2. The scores gained in multiple choice test, may be suspect because the candidate has guessed all or some of the answer.

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<sup>20</sup>Arthur Hughes, *Testing for Language Teacher*(New York: Cambridge University Press, 1989) p. 120.

3. Multiple choice test take much longer and are more expensive and difficult to prepare than essay test.<sup>21</sup>

From the explanation above, it can be concluded that any testing reading comprehension has advantages and disadvantages when making a test to students, in multiple-choice questions,

## 2. Skimming

### a. Definition Skimming

Skimming is a strategy of reading only selected portions of material in order to obtain knowledge of the general ideas and major supporting details. It is a highly selective process requiring intense concentration and constant analysis and integration of these portions of the material that are read.<sup>22</sup>

Skimming is the ability to identify main idea.<sup>23</sup> H. Douglas Brown stated, skimming is the process of rapid coverage of reading matter to determine its gist or main idea.<sup>24</sup> Skimming is a selective reading technique used to obtain key ideas it is most useful only when an overview of the material is needed, and complete, detailed information is not required.<sup>25</sup> Skimming is reading at the fastest speed a person can

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<sup>21</sup>Elizabeth-Sharber, Suite 101.com/improving-your-skimming-skills-a-102876.

<sup>22</sup>Cyrill J. Weir, *Op.Cit.*, p.43.

<sup>23</sup>Murni Djamal et. al. *Improving Reading skill in English* (Jakarta: Darul Ulum Press, 2001) p. 53.

<sup>24</sup>H. Douglas Brown. *Language Assesment* (San Fransisco State University, 2004) p. 213.

<sup>25</sup>Kathleen T. MC, Whorter, *Op.Cit.*, p. 99.

accomplish.<sup>26</sup> Skimming is an activity to take the point of something that we read in Indonesia skimming can be stated as “menggaris bawahi yang penting dalam bacaan”. or making the underline to the important information in the text.<sup>27</sup>

From the explanation above, it can be concluded skimming is a strategy of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

### **b. Goals and Objective Skimming**

According to Durkin stated that, the goal of skimming is getting “ the general gist of content.” The readers moves the eyes quickly over the printed page, looking for key words and making use of organizational cues, such as headings, and others aids, such as graphs and picture.<sup>28</sup>

Based on explanation above, it concludes goal of skimming is to take the speed information from the text.

### **c. Skimming Procedure**

According to Flora Debora Floris described about skimming procedure is:

1. Read the title, subtitle and subheading to find out what the text is about.
2. Look at the illustration (if any) to give you further information about the topic.
3. Read the first and last sentence of every paragraph.
4. Do not read every word or every sentences. Let your eyes skim over the text, taking in key word.

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<sup>26</sup>Zainal, *Reading Theories*(Padang,: Universitas Negeri Padang, 2003) p. 92.

<sup>27</sup>Murni Djamal, et.al, *Op. Cit*, p. 53.

<sup>28</sup>Wayne Otto, *Op. Cit.*, p. 202-203.

5. Continue to think about the meaning of the text.<sup>29</sup>

In addition, Kathleen T, Mc Whorter described about kimming procedure is :

1. Read the title
2. Read the subtitle or introductory
3. Read the introductory paragraph
4. Read the headings
5. Read the first sentence of each paragraph
6. Find the key words
7. Read the title or legend of any maps, graphs, charts, or diagrams
8. Read the least paragraph.<sup>30</sup>

From explanation above, it can conclude procedure skimming is procedure that is use in reading and used for the reader could faster to understand of the meaning and to take main idea and topic sentence of the text what they read. In this research, researcher mixed skimming procedure above in one. They are:

1. Read the title, sub title or introductory paragraph, and subheading ( if any ).
2. Look at the illustration ( if any ).
3. Read the first and last sentence of every paragraph.
4. Find the key words.
5. Read the title or legend of any maps, graphs, charts, or diagrams.

### 3. Conventional Strategy

Conventional strategy is the strategy or the way usually used by the teachers to teach the text to students.<sup>31</sup> According to Hudson that conventional strategy is the

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<sup>29</sup> Flora Debra Floris et.al, *Success in Academic English* (Jakarta: Graha Ilmu, 2007) p. 18.

<sup>30</sup> Kathleen T. Mc Whorter, *Op.Cit.*, p. 81.

<sup>31</sup> John Dryden. *Conventional Strategy*

(<http://www.britannica.com/EBchecked/topic/421797/nuclear-strategy/52993/Conventional-strategy>), retrieved on December 02, 2011 at 16.00 p.m.

strategy used by teachers based on mutual agreement in a school.<sup>32</sup> Based on above explanation, the researcher concluded that conventional strategy is the strategy used to teach learning materials based on the agreement at school.

The way of teachers to teach English text at grade XI SMKS Panca Dharma Padangsidempuan to class XI students that are, Explain the subject matter, Give information about goal of reading, Describes the generic structure of text, and teacher command the students answer the question.

## **B. Review of Related Findings**

There were some related findings of this research. The research about with title “The effect of the skimming strategy to the students achievement in reading comprehension at grade XI of SMKS Panca Darma Padangsidempuan” there were three.

The first, “The Comparative study between SQ3R and Discussion Method to the Grade XI Madrasah Aliyah Ittihadul Mubalighin Ujung Gading Students Comprehending Narrative Text Ability in 2010-2011 Academic year” by Lindayanti (2010). The result of her research said that the students were better in comprehension narrative text by using SQ3R method based on mean scores 70,

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<sup>32</sup>Hudson. *The Meaning of Conventional Strategy*(<http://www.conventionalstrategy/topic/54372-strategy>), retrieved on August 07, 2012 at 11.00 a.m.

discussion method that have the mean score was 68,75 so that, SQ3R better than discussion method.<sup>33</sup>

The second, “The Relationship Between Reading and Structure Ability to the Student of SMA N 4 Padangsidimpuan” by Irma Yeka (2005). Based on the Arikunto’s table of interpretation the correlation is sufficient. The correlation between reading comprehension of the students and the structure of the students at SMA N 4 Padangsidimpuan is 0,72.<sup>34</sup>

The third, “A case study on the correlation Between the Mastery on Grammar and Reading Comprehension of SMK N 1 Padangsidimpuan” by Rosita Dalimunte (2007). Based on the Arikunto’s table of interpretation the correlation is sufficient, because the correlation between reading comprehension of the students and grammar competence is 0,72.<sup>35</sup>

Based on the relatid finding some title above, researcher concluded that the strategy could be increased the student’s ability in reading comprehension. So, the researcher hoped that the skimming strategy could increase the student’s ability in reading comprehension.

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<sup>33</sup>Lindayanti. The Comparative Study between SQ3R and Discussion Method to the Grade XI Madrasah Aliyah Ittihadul Mubalghin Ujung Gading Comprehending Narrative Text Ability 2010-2011 Academic Year, (UMTS: Padangsidimpuan), p.63.

<sup>34</sup>Irma Yeka. The Relationship between Reading and Structure Ability to the Students’ of SMA Negeri 4 Padangsidimpuan in 2006 (UMTS: Padangsidimpuan), p.63.

<sup>35</sup>Rosita. A Case Study on the Correlation Between the Mastery on Grammar and Reading Comprehension of SMK Negeri 1 Padangsidimpuan in 2007 (Padangsidimpuan: UMTS), p.62.

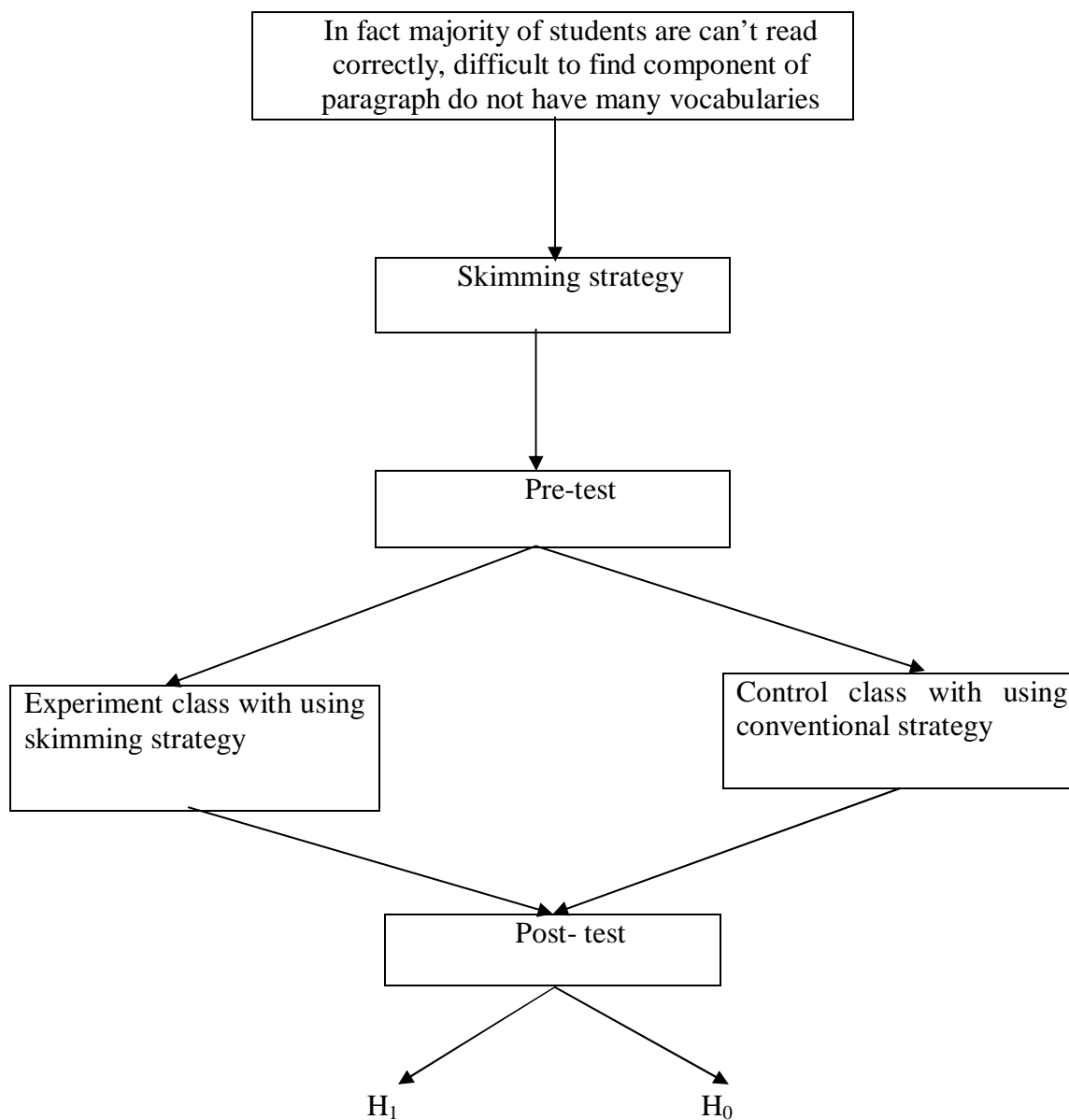
### **C. Conceptual Framework**

In education, reading is one of skills was very important. Reading could help student to understand for every material, especially in English material. And the succesful of reading comprehension depend on many factors. One of them is how the teacher teach to the student. The suitable strategy was very important in teaching reading. Reading is interaction between reader and text. Reading comprehension is the ability to understand information presented in written form. Itwas the process of get meaning from print.

Skimming is a strategy of rapidly making the eyes over text with the purpose of get only the mind ideas an a general ever view of the content. This strategy had influence in teaching English especially in reading. Strategy and subject were two parts have relation. The relation of skimming strategy to improve students reading comprehension.

Based on the explanation above skimming strategies must suitable to improve the students reading comprehension.





From the pictures above, group skimming strategies was a strategy used by teacher on reading comprehension. In order to learning of reading comprehension through using skimming strategy to be easier, the teacher must be able to facility the students to learn effectively.

#### **D. Hypothesis**

Hypothesis is a provisional respond to the problem, proved after collecting the data. Suharsimi says “Hypothesis is a tentative answer that is needs the answer to the Problem”.<sup>36</sup> The hypothesis is not a final answer so, it needs testing. An established the nature of the problem and gave direction to the data gathering process. It would be accepted if the data findings suitable with the hypothesis unless it would be rejected if the data lost from the hypothesis.

The hypothesis of this research stated that:

H<sub>a</sub>: There was a significant effect of using skimming strategy on students' achievement in reading comprehension.

H<sub>o</sub>: There was no significant effect of using skimming strategy on students' achievement in reading comprehension.

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<sup>36</sup> Suharsimi Arikunto, *Manajemen Penelitian*(Jakarta: Rineka Cipta, 2009)p. 55.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

To take the data, researcher made some test and uses experiment method. According to L.R Gay and Peter Airisian, experimental research is the only type of research that can test hypothesis to established cause and effect relationship.<sup>1</sup> IbnuHajar stated that experimental research is research design scientific which more careful and appropriate to do research the effect of something variable and another variable.<sup>2</sup> In addition, Sugiyono stated that, experimental research is a research that is used to find the effect of treatment, different with the other research does not use treatment.<sup>3</sup>

From the quotation above, researcher concluded that the experimental research was a kind of research which had the aim to know causal effect relationship between one variable and more to other variable. The experimental research controls the selection of participant for the study and divided the select participant into more groups having similar characteristic at the start of experiment the writer had done an experimental research as a strategy of the effect of skimming strategy on students achievement in reading comprehension at grade XI SMKS Panca Dharma Padangsidempuan.

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<sup>1</sup>L. R. Gay and Peter Airasian, *Education Research*(New York: Merril, 2000) p. 367.

<sup>2</sup>IbnuHadjar, *Dasar-DasarMethodologiPenelitianQuantitatifDalamPendidikan* (Semarang: PT Raja GrafindoPersada, 1999) p. 321.

<sup>3</sup>Sugiyono, *MetodologyPenelitianPendidikan* (Bandung :Alfabeta, 2010) p. 107.

**Table 1**  
**Table of the Design of Instrument**

Class	Pretest	Treatment	Post test
Experiment	✓	✓	✓
Control	✓	X	✓

## **B. Place and Time of Research**

This research would be done at SMKS Panca Dharma Padangsidimpuan. This subject of research was at the XI grade of student at SMKS Panca Dharma Padangsidimpuan 2012 Academic years. This research had been done in September 2012 until October 2012 at SMKS Panca Dharma Padangsidimpuan.

## **C. Population and Sample**

### **1. Population**

According to Suharsimi Arikunto "A population is a set (collection) of all elements possessing one or more attributes of interest."<sup>4</sup> According to Gay and Airasian, "Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable".<sup>5</sup> The last, Ary said that population is all members of well defined class of people, event, or objects.<sup>6</sup>

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<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta : Rineka Cipta, 2002) p. 108.

<sup>5</sup>L.R. Gay and Peter Airasian. *Op. Cit*, p. 122.

<sup>6</sup> Sukardi. *Metodologi Penelitian Pendidikan* ( Jakarta: Bumi Aksara, 2003), p. 53.

From the definition above, it could be concluded that the population was the entire subject under study. The students at grade XI SMKS Panca Dharma Padangsidempuan which amounts eight class and amount of student was 299 students. But after behavior homogeneity test class XI<sub>4</sub>, XI<sub>5</sub>, XI<sub>6</sub> and XI<sub>7</sub> did not include the population because this class not homogenous for research. Thus, the population amounted to four class and amount of students was 151 students. For more details could be seen in the table below:

**Table 2**  
**The Population of Eleventh Grade Student of SMKS Panca Dharma**  
**Padangsidempuan in 2011/2012 Academic Year**

No	Class	Male	Female	Total
1	XI <sup>1</sup> Akunt	13	25	38
2	XI <sup>2</sup> Akunt	13	24	37
3	XI <sup>3</sup> Akunt	14	23	40
4	XI <sup>8</sup> TKJ	26	13	39
	Total	66	85	151

Akunt = Akuntansi  
TKJ = Teknik Komputer Jaringan

## 2. Sample

Sample is a part of population.<sup>7</sup> In the research, many techniques to take sample from the population, such as random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling, and double sampling.<sup>8</sup> In this research, researcher

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<sup>7</sup>*Ibid.*, p. 131.

<sup>8</sup>*Ibid.*, p. 107-115.

used cluster sampling. Cluster sampling was the sample, which it was taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school. So that, researcher found that two class have same characteristics, they were XI<sub>2</sub>, and XI<sub>3</sub>, have same amount time every week in English lesson.<sup>9</sup> While, XI<sub>1</sub> and XI<sub>8</sub> have same amount time every week in English lesson but the students' skills in those classes was low than XI<sub>2</sub>, and XI<sub>3</sub> classes. So, researcher was not selected the XI<sub>1</sub>, and XI<sub>8</sub>, class as the sample of this research.

Based on pre-observation of researcher, students of XI<sub>2</sub> and XI<sub>3</sub> class had same ability in English lesson. The source of information was from the result of students in examination and English teachers showed that score from all of students examination was 69. Because of this research was experiment approach, researcher took the sample of this research XI<sub>3</sub> as experiment class and XI<sub>2</sub> as control class. It could be seen the table as follow:

**Table 3**  
**The Sample of Students SMKS Panca Dharma Padangsidimpuan**

Class	Numbers
Experiment Class by Using Skimming Strategy	37 Students
Control Class Using Conventional Method	37 Students
Total	74 Students

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<sup>9</sup>*Ibid.*, p. 114.

Based on the table above, researcher concluded that the total of sample from the population was 74. It means that, researcher made this sample as miniature of population and as described result of students' ability from all population in reading comprehension

#### **D. Instrumentation**

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. SuharsimiArikunto said that Instrument of collecting data is a helping tool that chosen and used by researcher in the research to make systematic and easier.<sup>10</sup>

In this case, in order to got the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument; they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.<sup>11</sup>

The instrument that was used by researcher was achievement test. Margono stated that, test is a stimulation that is given to someone to get the answers that it can be made as based of score decision.<sup>12</sup> The test of this research was multiple-choice forms that consisted of four chosen used the test, they were a, b, c, and d. The students were given a test to know and to get the data about students' ability in reading comprehension that consists of 20 questions and the students were given

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<sup>10</sup>SuharsimiArikunto, *ManajemenPenelitian* (Jakarta: RinekaCipta, 1995), p. 134.

<sup>11</sup>*Ibid.*,

<sup>12</sup>S. Margono, *MetodologyPenelitianPendidikan* (Jakarta: RinekaCipta, 2004), p. 170.

time 60 minutes. Then, the correct answer would get 5 score and the incorrect answer would get 0 score. If the students could answer all the questions correctly, the score was 100. According to Riduwan's book of *Belajar Mudah Penelitian Untuk Guru, Karyawan, dan Peneliti Pemula* determined score and category from the result of the test as table below:<sup>13</sup>

**Table 4**  
**The Students' Score Classification**

Score	Category
81 – 100	Very high
61 – 80	High
41 – 60	Enough
21 – 40	Low
0 - 20	Very low

So, from the book above, researcher was given the scoring of test as follow:

**Table 5**  
**The Indicator Reading Comprehension Text**

No	Indicators	Items	Number, of items	Score	Total score
1	Able to find the topic of text	5	1,6, 9, 13,15	4	20
2	Able to identify main idea of text	4	10,14,16,18	4	16
3	Able to find information needed from text	4	2,3,4,8	4	16
4	Able to give conclusions the text	4	5,11,21,24	4	16
5	Able to identify reference meaning from the text	4	7,12,19,20	4	16
6	Able to build vocabulary	4	17,22,23,25	4	16
TOTAL		20			100

<sup>13</sup>Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Peneliti Pemula* (Bandung: Bumi Aksara, 2000), p. 69.



Based on the table 4 and table 5 above, researcher concluded that if students got answers correctly from some items of test (indicator), students' answers correctly would times with scoring who researcher gave. And result of calculation, researcher determined students' scoring in the five categories, such as very high, high, enough, low and very low

### **Instrument of test**

Instrument of test was multiple choices. Researcher gave pre-test and post-test to the both classes. To made sure the instrument was valid, researcher arranged some steps.

Steps in made instrument of test as following:

- a. Making widence test.
- b. Arrange test on widence test.
- c. Validation of test determined with making validation page.
- d. Researcher gave the instrument to other sample to find the validity of instrument.
- e. Analysis test to know validity, difficulty level, and difference.

#### 1) Test Validity

SuharsimiArikunto stated that, product moment is the formula to test validity<sup>14</sup>. So, researcher used product moment as follow:

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<sup>14</sup>SuharsimiArikunto, *MenejemenPenelitian* (Jakarta: RinekaCipta, 1990) p. 225.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:  $r_{xy}$  : correlation between variable X and Y

N : Total of sample

$\sum X$  : The scores of variable X

$\sum Y$  : The scores of variable Y

$\sum XY$  : Product X and Y

Interpretation to coefficient correlation as following:

Criteria:

$0,8 < r_{xy} \leq 1,0$  : Very high correlation

$0,6 < r_{xy} \leq 0,8$  : High correlation

$0,4 < r_{xy} \leq 0,6$  :Medium correlation

$0,2 < r_{xy} \leq 0,4$  :Low correlation

$0,0 < r_{xy} \leq 0,2$  :Very low correlation

Result of calculation by coefficient of correlation biserial was determined if  $r_{xy} > r_{table}$  with the significant level 5 % (0,05) with the tabel r product moment. So that, the items was tested valid.

From the result of research calculation, researcher found for pre-test showed that 20 number was valid from 25 number of test. Whereas for post-test showed that 21 number was valid from 25 number of test. Therefore, the researcher took 20 valid test of pre-test and post-test to be

tasted in the experimental research class and control class. Researcher calculation, it could be seen on the appendix V and VI.

## 2) Difficulty Level

Indicate difficult or easy of test: the score could be calculate with formulation as follow:

$$P = \frac{B}{JS}$$

Where:

P = Difficult level of the test

B = Total sample in correct answer

JS = Total sample

Good difficulties degree is difficulties degree with chance as follows:

0,00 – 0,30 : difficulty

0,30 – 0,70 : medium

0,70 – 1,00 : easy

Based on 20 items of the test was valid, researcher found that the difficulty level of ítems divided into 2 categories, in pre-test they were: 1 was easy categories, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20 was medium categories. In post-test they were: 4 and 19 was easy categories, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20 was medium categories. Researcher calculation, it could be seen on the appendix VII and VIII.

### 3) Differences Capacity

Differences capacity test was ability of test to different inter student who has high competence to low competence students. The formulation to find difference as follow:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D = difference of capacity

B<sub>A</sub> = total the correct answer in top-down class

B<sub>B</sub> = total the correct answer in bottom-up class

J<sub>A</sub> = total sample of top-down class

J<sub>B</sub> = total sample of bottom-up class

Criteria used to find differences as follow:

Criteria:

0.40 ≤ DB ≤ 1,00 : Very good

0.30 ≤ DB < 0.40 : Good

0.20 ≤ DB < 0,30 : Bad

0.00 ≤ DB < 0,20 : Very Bad

Based on 20 items of the test was valid and has difficulty level. The last was difference capacity. Researcher found that from 20 items of test divided into categories, in pre-test they were; 4, 5, 7, was category good, 1, 18, 20 was category low and 2, 3, 6, 8, 9, 10, 12, 13, 14, 15, 16, 17, and 19 was categories enough. In post-test they were: 4, 5, 6, 7, 16, 17, was

category low, 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 15, 18, 19 was category enough and 14, 20 was category good. Researcher calculation, it could be seen on the appendix VII and VIII.

### **E. Technique of Collecting Data**

To get the data from the student, the researcher collected by giving pre test and post test by test to students.

#### **a. Pre test**

The pre test was conducted to find out the homogeneity of the sample. The function of the pre test was to find mean scores of the skimming strategy group and conventional group before the writer gives treatment. In this case, the writer hopes that the whole students reading comprehension were same. or if there was a difference between those groups, the difference was hopefully not significance.

#### **b. Treatment**

The experiment group and the control group were giving some material, which was consisted of reading comprehension aspect that would be taught by the teacher in different ways. The experiment group was giving treatment it was taught by using skimming strategy and the control group not using strategy

#### **c. Post Test**

After giving treatment, the writer conducted a post test which the same test with the pre test, and has been conducted in the previous of the research.

This post test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post test, the writer analyzed the data. And the writer would find out the effect of using skimming strategy in the experiment group.

## F. Technique of Data Analysis

### a. Normality test

To know whether data of research has normal. So, researcher used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Chi-Quadrate

$f_o$  = Frequency is gotten from the sample/result of observation (questioner)

$f_h$  = Frequency is gotten from the sample as image from frequency is hoped from the population<sup>15</sup>

To calculate the result of Chi-Quadrate, it was used significant level 5 % (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k - 3$ ). If result  $x^2_{count} < x^2_{table}$ . So, it was could be concluded that the data was distributed by normal.

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<sup>15</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85.

b. Homogeneityvariant test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both of classes was same, it was could be called homogeneous. To test it, researcher used formula as follow:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

Where:

$n_1$  = Total of the data that bigger variant

$n_2$  = Total of the data that smaller variant

Criteria:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Where:

$\sigma_1^2$  = Variantof experimental class

$\sigma_2^2$  = Variant of control class<sup>16</sup>

$H_0$  is accepted if  $F \leq F_{\frac{1}{2} (n_1-1)(n_2-1)}$  while if  $F_{\text{count}} > F_{\text{table}}$ . So,  $H_0$ is rejected

with significant level 5 % (0,05) anddknumerator is  $(n_1-1)$  whiledkdenominatoris  $(n_2- 1)$

---

<sup>16</sup>Sudjana, *MetodaStatistika*, (Jakarta: Tarsito, 2002), p. 250.

### c. Hypothesis Tests

Data Analysis was used to test the hypothesis by using t-test, that:

$$H_a : \mu_1 \neq \mu_2$$

$$H_o : \mu_1 = \mu_2$$

If  $H_a : \mu_1 > \mu_2$ , it was mean the result of reading comprehension by using skimming strategy to the XI grade students of SMKS Panca Dharma Padangsidempuan was significant effect. But, if the  $H_o : \mu_1 \leq \mu_2$  it was mean the result of reading comprehension by using skimming strategy to the XI grade students of SMKS Panca Dharma Padangsidempuan was no significant effect.

To test the hypothesis, researcher used the formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\bar{x}_1$  = Mean of experimental class sample

$\bar{x}_2$  = Mean of control class sample

$n_1$  = Total of experimental class sample

$n_2$  = Total of control class sample<sup>17</sup>

and the formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

---

<sup>17</sup>*Ibid.*, p. 219.



$s$  = Variant

$s_1^2$  = Variant of experimental class

$s_2^2$  = Variant of control class<sup>18</sup>

To test criteria of hypothesis is if  $H_0$  is accepted by  $-t_{table} < t_{count} < t_{table}$ . By

opportunity  $\left(1 - \frac{1}{2}\alpha\right)$  and  $dk = (n_1 + n_2 - 2)$  and  $H_0$  was rejected if there was t

has the other results.

---

<sup>18</sup>*Ibid.*, p. 239.

**CHAPTER IV**  
**RESULT OF THE RESEARCH**

**A. Description of Data**

The description of data was done by calculating the data of pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

**1. The Score of Experiment Class**

**a. Pre-test Experimental Class**

**Table 6**  
**The Score of Experiment Class in Pre-test**

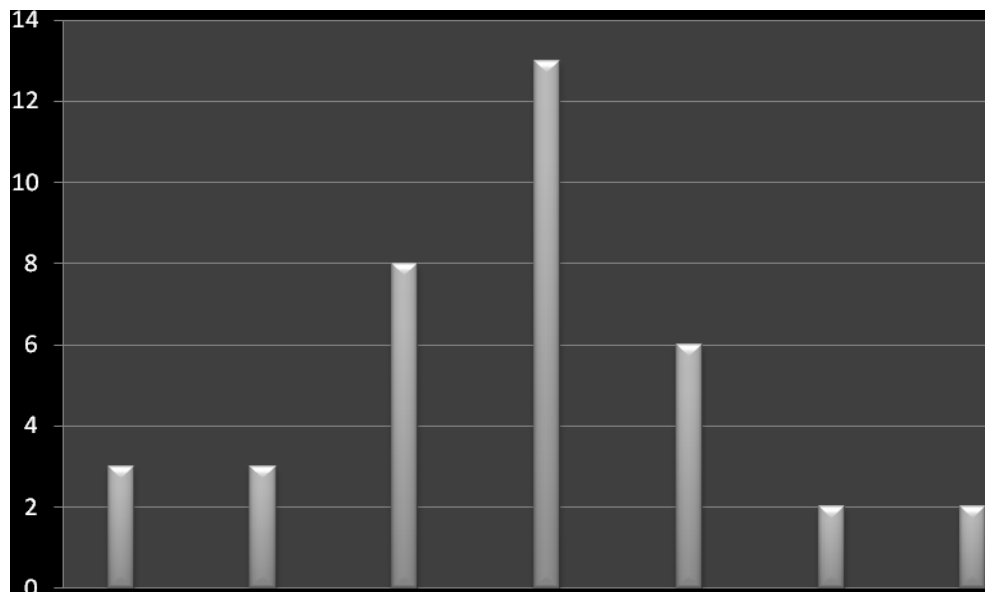
Total	2370
Highest Score	80
Lowest Score	50
Range	30
Interval	5
Mean	67,9
SDt	5,85
Median	72,5
Modus	65

Based on the table above the total score of experiment class in pre-test was 2370, mean was 67,9, median was 72,5 modus was 65. The researcher get the highest score was 80 and the lowest score was 50. Next, the calculation of how to get it could be seen in the appendix X and XII. Then, the computed of the frequency distribution of the students' score of experimentclass could be applied into table frequency distribution as follow:

**Table 7**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	50-54	3	8%
2	55-59	3	8%
3	60-64	8	22%
4	65-69	13	35%
5	70-74	6	17%
6	75-79	2	5%
7	80-84	2	5%
$i = 5$		37	100%

Based on the table above, it can be drawn at histogram as follow:



**b. Post-test Experiment Class**

**Table 8**  
**The Score of Experiment Class in Post-test**

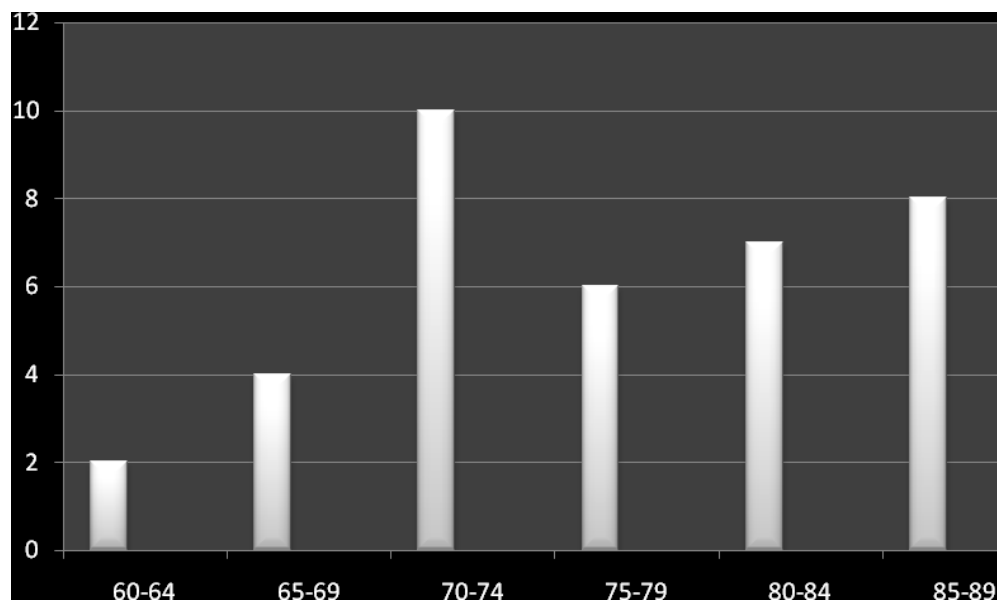
Total	2705
Highest Score	85
Lowest Score	60
Range	25
Interval	4
Mean	76,84
SDt	7,4
Median	74,4
Modus	70

Based on the table above the total score of experiment class in post-test was 2705, mean was 76,84, median was 74,4, modus was 70. The researcher get the highest score was 85 and the lowest score was 60. Next, the calculation of how to get it could be seen in the appendix X and XIV. Then, the computed of the frequency distribution of the students' score of experimentclass could be applied into table frequency distribution as follow:

**Table 9**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	60-64	2	5%
2	65-69	4	10%
3	70-74	10	27%
4	75-79	6	16%
5	80-84	7	19%
6	85-89	8	22%
$i = 4$		37	100%

Based on the table above, it can be drawn at histogram as follow:



## 2. The Score of Control Class

### a. Pre-test Control Class

**Table 10**

**The Score of Control Class in Pre-tes**

Total	2380
Highest Score	80
Lowest Score	50
Range	30
Interval	5
Mean	67,5
SDt	7,95
Median	73,25
Modus	65

Based on the table above the total score of control class in pre-test was 2380, mean was 67,5, median was 73,25, modus was 65. The researcher get the

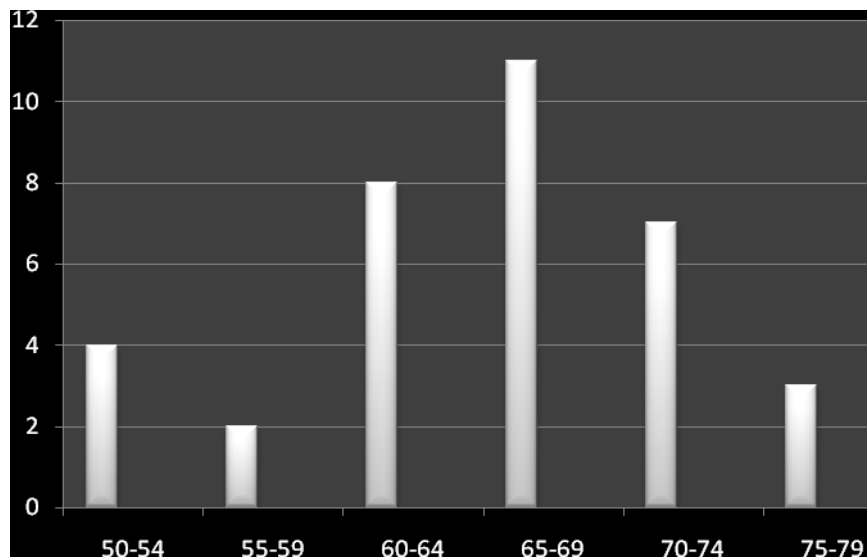
highest score was 80 and the lowest score was 50. Next, the calculation of how to get it could be seen in the appendix XI and XIII.

From the table above, the researcher concluded that the students' ability before using conventional strategy was enough. It was improved by the means score of experiment class and control class was 67,9 and 67,5. Then, the computed of the frequency distribution of the students' score of controlclass could be applied into table frequency distribution as follow:

**Table 11**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	50-54	4	11%
2	55-59	2	5%
3	60-64	8	22%
4	65-69	11	30%
5	70-74	7	19%
6	75-79	3	8%
7	80-84	2	5%
$i = 5$		37	100%

Based on the table above, it can be drawn at histogram as follow:



**b. Post-test Control Class**

**Table 12**  
**The Score of Control Class in Post-test**

Total	2595
Highest Score	85
Lowest Score	60
Range	25
Interval	4
Mean	72,12
SDt	6,76
Median	79,7
Modus	70

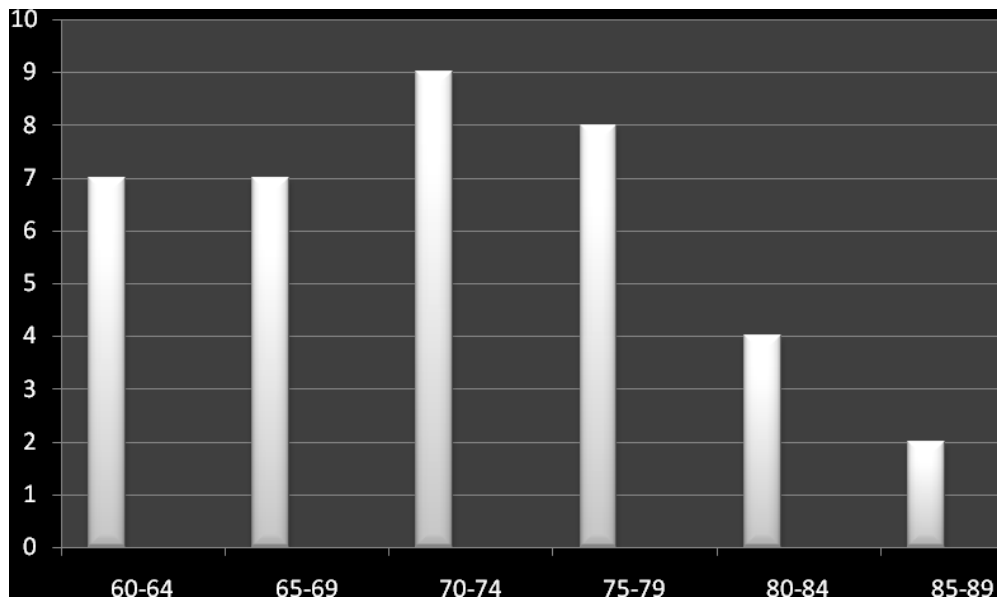
Based on the table above the total score of control class in post-test was 2595, mean was 72,12, median was 79,7, modus was 70. The researcher get the highest score was 85 and the lowest score was 60. Then, the calculation of how to get it could be seen in the appendix XI and XV. Next, the computed of the

frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

**Table 13**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	60-64	7	19%
2	65-69	7	19%
3	70-74	9	24%
4	75-79	8	22%
5	80-84	4	11%
6	85-89	2	5%
$i = 4$		37	100%

Based on the table above, it can be drawn at histogram as follow:





### 3. Normality Test and Homogeneity Test

#### a. Normality Test and Homogeneity Test of Experiment Class and Control Class in Pre-test

To describe the test was normal and sample was homogenous from the experimental class and control class in pre-test, it can be seen on table as follow:

**Table 14**  
**Normality Test and Homogeneity Test in Pre-test**

Class	Normality Test		Homogeneity Test	
	$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
Experiment Class	6,72	5,99	1,13 < 1,66	
Control Class	7,85	5,99		

Based on researcher calculation, the score  $x^2_{table}$  with degree of freedom  $dk = (k - 3) = (5 - 3) = 2$  and significant level  $\alpha$  was 5 %, researcher found that  $x^2_{table}$  was 5,99. Cause  $x^2_{count} < x^2_{table}$  in the both class. So,  $H_0$  is accepted, it means that experiment class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XII and XIII.

From the researcher calculation of the homogeneity variant test, researcher found that  $F_{count}$  was 1,13 with significant level  $\alpha = 5\%$  with  $dk = (n_1 + n_2 - 2) = (37 + 37 - 2) = 72$  from the distributing list F was found

that  $F_{table}$  was 1.66, cause  $F_{count} < F_{table}$  ( $1.13 < 1.66$ ). So, no difference the variant between the both of classes (homogeneous). Researcher calculation, it can be seen on the appendix XVIII.

So that, based on analysis the score pre-test, researcher was concluded that the sample is distributed normal and homogeneous (pre-test). It means that both of classes in this research is begun from the same situation.

**b. Normality Test and Homogeneity Test of Experiment Class and Control Class in Post-test**

To describe the test was normal and sample was homogenous from the experimental class and control class in post-test, it can be seen on table as follow:

**Table 15**  
**Normality Test and Homogeneity Test in Post-test**

Class	Normality Test		Homogeneity Test	
	$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
Experiment Class	9,2	3,84	0,25 < 1,66	
Control Class	4,60	3,84		

Based on researcher calculation of normality test to the experiment class by using skimming strategy in post-test, researcher found that the score  $\chi^2_{table}$  with degree of freedom  $dk = (k - 3) = (4 - 3) = 1$  and significant level  $\alpha = 5\%$ ,

researcher found that  $\chi^2_{table}=3.84$ ,  $\chi^2_{count}$  in the experiment class by using skimming strategy and in the control class by using conventional strategy  $< \chi^2_{table}$ . Cause the both classes  $\chi^2_{count} < \chi^2_{table}$ . So,  $H_0$  is accepted, it means that the both classes are distributed normal. Researcher calculation, it can be seen on the appendix XIV and XV.

From the researcher calculation of the homogeneity variant test, researcher found that  $F_{count}$  was 0,25 with significant level  $\alpha = 5\%$  with  $dk = (n_1 + n_2 - 2) = (37 + 37 - 2) = 72$  from the distributing list F was found that  $F_{table}$  was 1.66, cause  $F_{count} < F_{table}$  (0,25 < 1.66). So, no difference the variant between the both of classes (homogeneous). Researcher calculation, it can be seen on the appendix XX.

## B. Hypothesis Testing

The data would be analyzed to prove hypothesis by using formula of T-test. The result of the researcher calculation, it can be seen on the table as follow:

**Table 16**  
**Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0,24	1,66	1,88	1,66

Hypothesis test uses the difference test of the both averages with criteria:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

$H_a$ : There was a significant effect of using skimming strategy on students' achievement in reading comprehension.

$H_0$ : There was no significant effect of using skimming strategy on students' achievement in reading comprehension.

Based on researcher calculation, researcher found that  $t_{count} 1,88$  while  $t_{table} 1,66$ . With opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = (n_1 + n_2 - 2) = (37 + 37 - 2) = 72$ , cause  $t_{count} > t_{table}$  ( $1,88 > 1,66$ ). It means that Hypothesis ( $H_a$ ) was accepted, it means there is a significant effect of using skimming strategy on students' achievement in reading comprehension. It described the mean score of experiment class by using skimming strategy is 76,84 and mean score of control class in using conventional strategy is 72,12. So, From the explanation above it was students' reading comprehension achievement by using skimming strategy was better than conventional strategy ( $\mu^1 > \mu^2$ ). Researcher calculation, it could be seen on appendix XIX and XXI.

### **C. Discussion**

In this research, researcher found that the students' achievement in reading comprehension is low. Student's could't determine or understand about topic sentence, main idea, information, conclusion, meaning from the text and vocabulary. It is known when researcher asked them to find main idea or information from the text directly, most of students can not answered it.

After doing the observation, researcher found the problem. It is because strategy that used in teaching reading is bored. So the students' motivation in learning English especially in reading is low. From the problem, researcher tried to give the treatment by using skimming strategy. Skimming is a strategy of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. Skimming strategy was practiced by students in class which the students was full monitored by researcher to get the maximal result of this research. The purpose of this strategy is to improve the students' reading comprehension. The result of the treatment is students' reading comprehension increase. Although the research found the effect was very low.

Analysis results and hypothesis testing show that both these variables have the effect and hypothesis alternative ( $H_a$ ) was accepted. This means that students' reading comprehension achievement by using skimming strategy is better than conventional strategy ( $\mu^1 > \mu^2$ ). Hypothesis zero ( $H_0$ ) was rejected. Finally, the researcher concluded that skimming strategy was effective in reading ability.

#### **D. Threats of the Research**

Whole series of research have been carried out in accordance with the steps set out in the research methodology. These results meant that the results truly objective and systematic. However, to get the perfect results of the research is very difficult due to various limitations. Among the constraints faced by the writer during the conduct of research and preparation of this thesis is a matter of honesty of respondents in answering the question contained in the instruments (test), the respondent may be true but sometimes there is also dishonest to affect the data obtained. The researcher found the effect was low. It can be the threats of the research, limitation of the instrument that cannot reach the real data, others.

Although the writer found obstacles in conducting this research, with a vengeance and tried as much as possible, do not reduce the significance of this research. The end with all the efforts, hard work and assistance of all parties, this thesis can be completed.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Researcher got the conclusion that the effect of skimming strategy on reading comprehension. Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The students' achievement in reading ability by using skimming strategy at grade XI SMK S Panca Dharma Padangsidimpuan was 76,84.
2. The students' achievement in reading ability by using conventional strategy at grade XI SMK S Panca Dharma Padang sidimpuan was 72,12.
3. Students' reading comprehension achievement by using skimming strategy was better than conventional strategy ( $\mu_1 > \mu_2$ ). Hypothesis alternative ( $H_a$ ) was accepted. Meanwhile, students reading comprehension achievement by using skimming strategy was not better than conventional strategy ( $\mu_1 = \mu_2$ ). Hypothesis zero ( $H_0$ ) was rejected. It can be seen from the mean score of experimental and control class ( $76.84 > 72.12$ ). From the calculation of  $t_o = 1.88$ . While  $t_s$  score is 1.66. So, students' reading comprehension achievement by using skimming strategy was better than conventional strategy at grade XI SMKS Panca Dharma Padangsidimpuan.

## **B. Suggestion**

After finishing the research, researcher gets much information which relates to the teaching and learning process. In addition, the result of the research is using skimming strategy has a significant effect on students' ability in reading comprehension and could help the students to increase their reading comprehension. Therefore, researcher has suggestion:

1. The researcher hopes that the students especially the eleventh grade of SMKS Panca Dharma Padangsidempuan will improve their reading comprehension by using skimming strategy.
2. For the students, students should memorize and practice their reading comprehension in their daily activities.
3. For the teacher, skimming strategy can be used as a strategy in teaching reading to improve students' ability in reading comprehension.



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