



**IMPROVING STUDENTS' READING COMPREHENSION  
BY SKIMMING TECHNIQUE  
AT GRADE XI MAS BAHARUDDIN TAPANULI SELATAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S.Pd.) in English Program*

**Written By :**

**RONA MASDELIMA GALINGGING  
Reg. No. 16 203 000 59**

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2020**



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PADANGSIDIMPUAN  
2020**

## LETTER AGREEMENT

Term : Munaqosyah  
a.n. Rona Masdelima Galingging  
Item : 7 (Seven) Exemplars

Padangsidempuan, Oktober 2020.  
To:  
Dean Tarbiyah and Teacher Training  
Faculty  
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Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Rona Masdelima Galingging** entitled "**Improving Students' Reading Comprehension By Skimming Technique At Grade XI MAS Baharuddin**". We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Departemnt of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.  
Wassalamu a'laikum warahmatullah wabarakatuh

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To develop science and knowledge, I hereby declare that I present to The State Institute for Islamic Padangsidimpuan Non Exclusive Royalty Right on my thesis with the title: **Improving Students' Reading Comprehension By Skimming Technique At Grade XI MAS Baharuddin Tapanuli Selatan** with all the sets equipment (if need). Based on the this non-exclusive royalty right, The Institute Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form keep and publish my thesis as far as I determine as a writer and own creative right.

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Padangsidimpuan,      October 2020.

Signed  
  
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**EXAMINERS  
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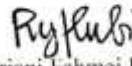
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#### LEGALIZATION

**Thesis** : Improving Students' Reading Comprehension By Skimming Technique At Grade XI MAS Baharuddin

**Name** : Rona Masdelima Galingging

**Reg. Num** : 16 203 00059

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidempuan, October 2020.  
Dean of Tarbiyah and Teacher Faculty



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## ABSTRACT

Name : Rona Masdelima Galingging  
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Faculty : Tarbiyah and Teachers Training Faculty/TBI  
The Title of Thesis : Improving Students' Reading Comprehension To Find Out Main Idea Through Skimming Technique At Grade XI (Eleven) of MAS Baharuddin

This research focused on the effect of using Skimming Technique on Students' Reading Comprehension Ability at Grade XI MAS Baharuddin. The problems of this research students were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years. The purpose of this research was to find out the effect of using Skimming Technique on students' reading comprehension ability at grade XI MAS Baharuddin.

This research employed classroom action research (CAR). The researcher used two cycles with in English learning. The researcher purposed to describe the improve students' reading comprehension by collecting data through test. In this study researcher focused on the application of skimming technique.

The research found in the first cycle students' reading comprehension mean score 55.33%. It was indicated students low in reading comprehension. The second cycle students' reading comprehension mean score 88.33%. It was indicated the improvment of students' reading comprehension. So, based on the classroom action research , it was concluded the skimming technique improved students' reading comprehension in MAS Baharuddin 33%. It based on the mean score which students' reading comprehension in cycle 1 55.33% and become 88.33% in cycle 2.

Key Words: *Improving, Reading Comprehension, Classroom Action Research (CAR), Skimming.*



## ABSTRAK

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Nim : 16 203 00059  
Fakultas : Fakultas dan Ilmu Keguruan  
Judul Skripsi : Improving Students' Reading Comprehension By Skimming Technique At Grade XI MAS Baharuddin Tapanuli Selatan

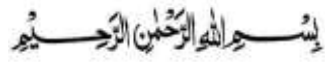
Penelitian ini focus pada pengaruh menggunakan skimming tehnik pada pemahaman membaca peserta didik kelas XI MAS Baharuddin Tapanuli Selatan. Permasalahan dalam penelitian ini yaitu peserta didik malas membaca, peserta didik memiliki motivasi yang lemah dalam membaca, peserta didik sangat sulit dalam membaca teks walaupun mereka telah membaca dalam bertahun-tahun. Tujuan dalam penelitian ini untuk menemukan pengaruh strategi synthesizing dalam pemahaman membaca peserta didik di kelas XI MAS Baharuddin Tapanuli Selatan.

Penelitian ini melakukan penelitian tindakan kelas. Peneliti menggunakan dua siklus dalam mengajar pelajaran Bahasa Inggris. Tujuan peneliti adalah untuk menggambarkan peningkatan dalam pemahaman membaca peserta didik dengan mengumpulkan data, peneliti menggunakan test untuk menghitung kemampuan pemahaman membaca peserta didik. Dalam hal ini peneliti hanya fokus pada penggunaan tehnik skimming.

Berdasarkan hasil penelitian, peneliti menemukan hasil peningkatan dalam pemahaman membaca peserta didik rata-ratanya 55.33%. Itu menunjukkan bahwa pemahaman membaca peserta didik pada siklus pertama masih rendah. Kemudian, di siklus kedua peningkatan dalam pemahaman membaca peserta didik rata-ratanya menjadi 88.33%. itu menunjukkan bahwa ada peningkatan dalam pemahaman membaca peserta didik. Jadi, berdasarkan penelitian tindakan kelas, bisa disimpulkan bahwa tehnik skimming bisa meningkatkan dalam pemahaman membaca peserta didik di MAS Baharuddin Tapanuli Selatan sebanyak 33%. Berdasarkan nilai rata-rata peserta didik dalam pemahaman membaca di siklus pertama adalah 55.33% meningkat menjadi 88.33%.

Kata Kunci: *Reading Comprehension, Narrative Text, Skimming Technique*

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In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, ..... 2020

Researcher

**RONA MASDELIMA GALINGGING**

**Reg. No. 16 203 00059**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

English is one of the important subjects, even though there are many languages that are important like Arabic language, Indonesian language and Indian language. But the researcher focuses on English language. Because there are several reasons why one must learn English. First, by speaking English everyone will be able to communicate with the international community in the globalization era. Second, some people learn English because they realize that they have a better chance for advancement in their future and get a better job more easily with two languages rather than one language. Third, people learn English because they want to continue their studies in an English-speaking country where English is used as a national language during formal classroom instruction. Thus, learning English is very important for many people. There are four skills in English, they are reading, speaking, writing, and listening. But, the researcher just focuses on reading.

Reading is an ability of reading that is being taught to junior high school and senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of short functional text and simple essay. In the simple essays the learners are expected to give responses on the meaning of the text. Besides that, the students should be able to explore their thinking and to identify what the author means. In other words, the students in this level are supposed to read and to understand the text comprehensively. Unfortunately, comprehending the English text for

the students is not easy since it is a foreign language. Students need to make English reading as habit, so that they can get accustomed to the English text.

Reading comprehension is a receptive skill in which the readers try to understand the written texts<sup>1</sup>. Reading comprehension is also about understanding instructions thru texts. A writer expressed his or her thoughts, ideas, and feeling through the written words. The readers' understanding of the reading text materials will be affected by the apprehend strategies and techniques.

However, the problems sometimes arise when they are getting difficulty in understanding the main idea of reading text. The students in some cases feel modest then they were requested that read the content before the class in light of the fact that they did not know the word well. They never hear and figure out how to spell the word from instructor. They read the book or the material but they can not reveal what content of the book. Then they were easy to forget it when they move to next text.

The reason of the students to read in the classroom is to get the information. In order to get the information, students need to comprehend what they have read, comprehension means an understanding of the information that words and sentences are communicating in reading text. While they read the text it means they try to comprehend the text also understand the instructions of the texts. A writer expresses his or her thoughts, ideas, and feeling through the written words.

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<sup>1</sup>Eka Sustris Harida, 'Using Critical Reading Strategies; One Way For Assessing Students' Reading Comprehension at Public University in Padang', *International Seminar on English Language and Teaching*, 4.1 (2016), 199–206.

Based on my pre-research in MAS Baharuddin at grade XI, when the researcher interviewed the teacher of grade XI there were some problems on students' reading comprehension. The teacher said when process teaching reading in classroom she gave some exercises and then they done it but the problem is they did not know the meaning and can't read the passage. The important problem they were lack in vocabulary, so they felt difficult to translet the text. Then, the students difficult to find out the main idea and make they are confuse. The teacher that reseaecher have interviewed Miss Irna she said the students are uninterested to learn English, because it's very difficult and make they were boring.<sup>2</sup> So, when the teacher doing teaching learning in classroom teacher just has strategy like just looking dictionary when they did not know the meaning then write down in the book, then they memorize. Eventhought they have studied in many years but they still lack in reading.

Miss Irna said there were some factors about their reading's problems. First, the students lazy to read because they think that reading is boring activity. The second, the students did not have good motivation or the less interest about reading, and they should comprehend every word of the text. The third, the students were lack of vocabulary, so if they wanted to understand the text, they must keep on looking up the dictionary to found out the meaning of the words, so the students get difficulties in reading through they have read in many years, and also they do reading not use the strategy.<sup>3</sup> The fourth, the English teacher didn't has good strategy to make reading is

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<sup>2</sup>Irna Sari, *Private Interview to the students of MAS Baharuddin*, Muaratais Janji Mauli, 21st Of July, 2020.

<sup>3</sup> Irna Sari, *Private Interview to the students of MAS Baharuddin*, Muaratais Janji Mauli, 21st Of July, 2020.

interesting. The teacher only asks the students to read like them in the first grade of elementary school after that answer the question and translate all the text. The fifth, the students not focus because their talk to the friend and like it.

Whereas, in teaching learning, many strategies of teaching can use to help the students comprehend the lesson and make the teaching learning-process easier. In order to increase the students' ability in learning reading, the teacher should be able to find an interesting strategy. Therefore, the students will be enjoyable in reading. To solve the above problems, the researcher introduced a strategy in reading that is to use "Skimming Technique" If they have low mastery of reading. Beale stated that "skimming refers to looking only for the general or main ideas. Skimming is used when a person is not interested so much in total comprehension, but is instead trying to locate essential points and major details".<sup>4</sup> Of course, they will find difficulties in identifying the main ideas of a paragraph and it will be very hard for them to understand the content of the text.

Based on some statements above, it can be concluded that quick reading or skimming is a technique or strategy to look for main or general ideas in a text, without going into detailed and exhaustive reading. In skimming, a reader reads only important information, but not everything. This technique works effectively in fiction materials, legend, newspapers, and long novels. So by this technique the students will be easy to find out the main idea fro the text with out read all of the text. Because by skimming technique

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<sup>4</sup> A. M Beale, 'Skimming and Scanning: The Important Strategies For Speed Up Your Reading', 2015 <howtolearn.com: [https://: howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading.](https://howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading.)>.

will help the students to solve their problem about the reading especially to find out main idea.

Similarly, being able to identify and read the important sentences in paragraph do not guarantee understanding of what we have just read. The best manifestation of the understanding of central though or main ideas in text is the ability to take the passage a side and express the code of the message by using students personal vocabulary.

Susanti state in the previous research, skimming technique is one of reading strategies which is presumed to help students in overcoming difficulties in reading, and improving their reading comprehension. Therefore it is important to apply the appropriate skimming technique procedure to improve students' achievement in reading comprehension. It is necessary to provide students' opportunities in understanding the exact procedure of skimming technique.<sup>5</sup>

Concerning to explanation above, the researcher is interested to conduct a research under the title: "Improving the Students Reading Comprehension to Find Out the Main Idea Through Skimming Technique at Grade XI (Eleven) of MAS Baharuddin".

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<sup>5</sup>Susanti.M, *An Analysis of Students' Reading Comprehension Achievment by Using Scanning and Skimming Techniques for Introvert and Extropert Students at SMPN 29 Bandar Lampung*, Bandar Lampung: Unpublished thesis, from <https://scholar.google.com/scholar?oe=utf-8&id&ctzn=Asia/Jakarta>

## **B. Identification of the Problem**

Especially in MAS Baharuddin, researcher found that there are some problems in reading comprehension at grade XI IPA of MAS Baharuddin as following are:

1. Students are lack in vocabulary
2. Students did not know the meaning and students are lazy to read
3. Students have lack of motivation in reading
4. Students get difficulties in reading event though they have read in many years.

## **C. Focus of the Research**

Here, the researcher focus of the research and just discussion one factor that is the strategy. It is about the teacher strategy in teacher reading especially in reading text, so the teacher can make reading activity more interesting. There are some strategies in reading but researcher just focus with skimming technique also many text genres that students study but researcher limit the research with narrative text and to find out main idea.

## **D. Formulation of the Problem**

Based on the background above, the researcher could formulate the problem as: “Is there any significant improvement of using skimming technique to students’ reading comprehension at grade XI of MAS Baharuddin?”

## **E. Objective of the Research**

The objective of the research found using skimming technique to improve students’ reading comprehension, in line of the objective of research

was intended to find out the result of application of using skimming wheter it could increase students' in reading comprehension or not.

#### **F. Significances of the Research**

The research gave some significances as follows:

1. Theoretical significance:
  - a. The research could useful to other researcher who wanted to conduct a research that was related to the same theme that was reading comprehension.
  - b. The research gave clear description on the implementation of teaching reading comprehension using skimming technique in improving students' reading comprehension.
2. Practical Significance
  - a. The result of teaching reading comprehension using skimmng technique could reference for English in order to improve students' reading comprehension using skimming technique.
  - b. The result of learning using picture could useful for the students in improving their reading comprehension.
  - c. The researcher got clear description of the implementation of teaching English using skimming technique and apply this technique in real teaching.

#### **G. Definition of Operational Variables**

Based on before explanation, the writer have conveyed some theory of each variables. Therefore, writer can conclude the both variables as follow:

1. Improving is to enhance in value or quality and make it better.

2. Reading comprehension is a good way to develop and understand English.
3. Skimming is read quickly to find out the general contents or part of a reading.

#### **H. Outline of Research**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoretical description, which consists of sub chapters such as theoretical description of reading skill, and description of Skimming technique. Then review of related findings, conceptual frame work and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

Review of related literature involved the systematic identification; location and analysis of documents containing information relate to the research problems. It proposed to determine what has already been done that related to the topic of the research and provided the understanding and insights necessary to develop a logical framework in the topic. This research reviewed the theories of reading comprehension using skimming technique as in following.

##### 1. Reading Comprehension

###### a. The Definition of Reading

Reading is the way to find some information from the book, newspaper, magazine, and etc. Khand states that reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency play great role in understanding a written statement accurately and efficiently.<sup>6</sup> In short reading is the process to get information from the text.

Heilman state reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is. The rate of comprehension needs to be adjusted to the purpose of reading skills, and

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<sup>6</sup>Sukarta Kartawijaya, *Analysis Of Students' Reading Comprehension In Comprehending Descriptipve Text*, Jurnal Curricula, 2.3 (2017), 80–87 <<http://dx.doi.org/10.22216/jcc.v2i3.2695>>.

like skill development in any area, reading rate can be improved with training and with practice.<sup>7</sup>

According to David Nunan reading is a fluent process of readers combining information from a text and their own background to build meaning.<sup>8</sup> Reading is a nature skill for English as a second language, for most of these learners it is the important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.

Reading is a process of looking at and understanding what is written. Reading is the process of cognitive, interpretation and perception of a written or printed material. Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.<sup>9</sup> That is happening for all students or human being when read a book they will receive to their mind and processing in their main following they processing the text they will give their own perception from the text. Richards and Schmidt state that:

“Reading is an activity of perceiving a written text in order to understand its contents. In addition, Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are

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<sup>7</sup> Erika Sinambela, Sondang Manik, and Rotua Elfrida Pangaribuan, ‘Improving Students’ Reading Comprehension Achievement by Using K-W-L Strategy’, *English Linguistics Research*, 4.3 (2015), 13–29 <<https://doi.org/10.5430/elr.v4n3p13>>.

<sup>8</sup> David Nunan, *Practical English Language Teaching*, 1st ed., (International Edition, 2003), p. 68

<sup>9</sup> Marsha L Roit Edd, “Effective Teaching Strategic for Improving Reading Comprehension In K-3 Students,” *Mc Graw Hill Education*, n.d., p.2, <https://s3.amazonaws.com>.

different types of reading skills, which correspond to the many different purposes we have for reading”.<sup>10</sup>

Based on opinion of them the researcher can conclude that reading is transactional between a reader and a writer or text. By reading a book anyone can get many information, knowledge, emotion, ideas, and enrich vocabularies.

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

A reading comprehension is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others.

Thomas states that comprehension is a constructive process in which students creates meaning based on their background knowledge.<sup>11</sup> Meanwhile, comprehension is the process to understand about the text. The reader will comprehend what the text talk about.

Reading comprehension means the perceiving of the vocabularies which are used in a written text and making a relationship between them to achieve a comprehensive understanding. “Reading comprehension is a complex skill because it needs other skills such as vocabulary and decoding skills”<sup>12</sup>. However, for just read a book without comprehend the meaning or identify the text we need many vocabulary. So, reading comprehension will build up our vocabulary.

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<sup>10</sup>Agus Rahmat, *Small Group Discussion Strategy Towards Students’ Reading Comprehension of SMA Negeri 11 Bulukumba* Agus, *Journal of English Language, Literature, and Teaching*, 1.2 (2017), 18–44.

<sup>11</sup>Thomas G. Gunning, *Comprehension Boosters* (America: Jossey-Bass, 2010), p.12.

<sup>12</sup> Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, “*The Effect of Learners’ Motivation on Their Reading Comprehension Skill: A Literature Review*,” *International Journal of Research in English Education*, 2017, p.10, <http://ijereonline.com>.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. The reader should be able to recall information afterwards. Klinger in Eka's paper describe that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>13</sup>

Keith Rayner gives the statement that reading comprehension is the process using syntactic and semantic information found in printed text to reconstruct in the reader mind.<sup>14</sup> Reading comprehension is an ability of reading that is being taught to senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of short functional text and simple essay.

Reading comprehension is an ability of reading that is being taught to senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of short functional text and simple essay. In the simple essays the learners are expected to give respond on the meaning of the text. Besides that, the students should be able to explore their thinking and to identify what the author means. In other word, the students in this level are supposed to read and to understand the text comprehensively.

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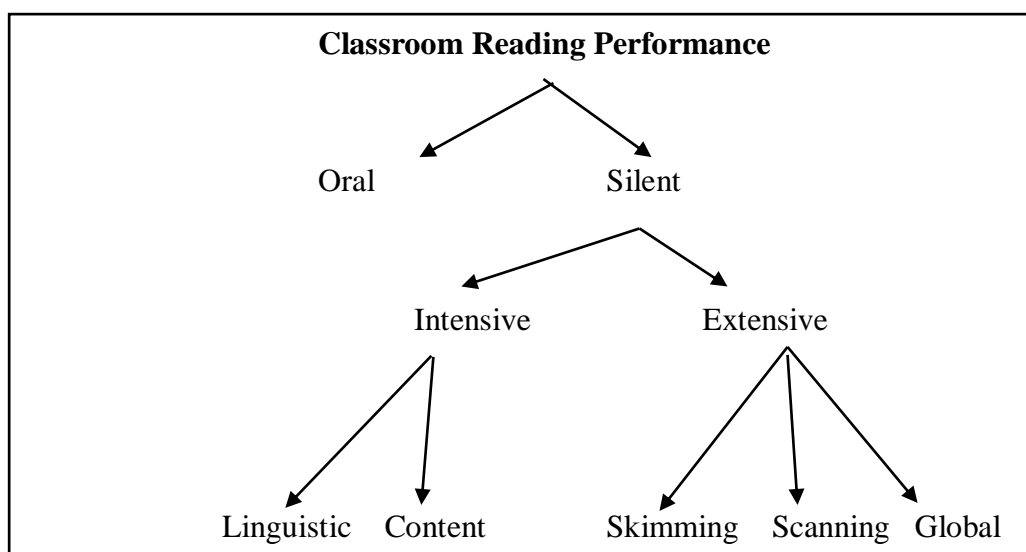
<sup>13</sup> Eka and others, 'Improving Students ' Reading Comprehension by Using Think Pair Share ( TPS ) at Grade VIII SMP N 9 Padangsidimpuan', English Education, 05.1 (2016), 29–43 <Kemampuan Membaca & Teknik Think Pair Share%0AA.>.

<sup>14</sup> Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension The Role of Background Knowledge in Enhancing Reading Comprehension" 3, no. May (2015): 26, <https://doi.org/10.5430/wjel.v3n4p42>.

Unfortunately, comprehending the English text for the students is not easy since it is a foreign language. Students need to make English reading as habit, so that they can get accustomed to the English text.

### c. Types of Reading

According to H. Douglas Brow types of classroom reading performance divided into two they are: *first*, oral and silent reading and *the second* intensive and extensive reading.<sup>15</sup>



**Figure 1: Types of Classroom Reading Comprehension**

#### 1) Oral and silent reading

In oral reading you have a reason to ask students orally, at all beginning and intermediate levels, oral reading can

- a) Serve as an evaluative check on bottom-up processing skills
- b) Double as a pronunciation check, and
- c) Serve to add some students participations if you want to highlight a certain short of a reading passage.<sup>16</sup>

<sup>15</sup> H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (San Fransisco: Logman, 2007), p. 371.

<sup>16</sup> Brown. p.372.

For advanced levels, usually only advantage can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- a) Oral reading is not a very authentic language activity
- b) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- c) It may have the outward appearance of students' participation when in reality it is mere recitation.<sup>17</sup>

From explanation above orally and silent reading always students use in their daily activity. Oral reading make students know their pronunciation is good or not, oral reading can use for beginning level because with oral reading they can be habitual to pronounce the words. Many students use silent reading in classroom, silent reading make students not concentrate with the passage. Silent reading use in intermediate or advance level.

## 2) Extensive reading and Intensive Reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.<sup>18</sup> It is reading activity that in which teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

According to Palmer, extensive reading meant "rapidly" reading "book after book". He argued that a readers' attention should be on the meaning, not the language of the text. In short

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<sup>17</sup> Brown. P.373.

<sup>18</sup> Richard R. Day and Julian Bamford, *Extensive Reading In The Second Language Classroom*, (United State of America: Cambridge University Press, 1998) p.5 .[http:// eprints.walisongo.ac.id/375/3/083411\\_Bab2.pdf](http://eprints.walisongo.ac.id/375/3/083411_Bab2.pdf).

extensive reading is we focus of the meaning from the text not to the language.<sup>19</sup>

According to Bambord and Richard; extensive reading is at issue, one of the first is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning the target language.<sup>20</sup> Extensive reading is likely to give clearer mental picture about it. By stimulating reading for pleasure or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the effective and cognitive window of reading.

Silent reading may sub categorized into intensive and extensive reading. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.<sup>21</sup> The aim of this reading is to read shorter text. Learners read a book to acquire knowledge is the kind of intensive reading.

Intensive reading also may be a totally content related reading commenced because of subject matter difficulty.<sup>22</sup> A complex cognitive concept may be “trapped” inside the word of a sentence or paragraph, and a good reader will be slow and methodologically extract denotative therefrom.

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<sup>19</sup> Made Frida Yulia, ‘Extensive Reading For Indonesian University Students: An Alternative Framework For Implementation’, *LLT Journal: A Journal on Language and Language Teaching*, 21.2 (2018), 207–18 <<http://e-journal.usd.ac.id/index.php/LLT>>.

<sup>20</sup> Bünyamin Celik, ‘*Effects of Extensive Reading on Learners : How It Develops Certain Points in Vocabulary and Sentence Structure at Ishik University*’, *International Journal of English Linguistics*, 8.2 (2018), 73–84.

<sup>21</sup> Hurriyah, “Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon of Syekh Nurjati State Islamic Institute Cirebon.”

<sup>22</sup> H. Douglas Brown. “*Teaching by Principles An Interactive Language Pedagogy*”

#### d. Purpose of Reading

The main idea of reading to get and to find information include content and meaning of the text based on purpose. Here there some of purposes of reading:

- 1) Teacher and learners catch the material in the process of direct communication.
- 2) Reader and writer is effective, so that there is close relationship between them, then there will be settlement on relative implication.
- 3) Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds.<sup>23</sup>

Based on the list above, the researcher makes an inference that purpose of reading make the point to understanding and comprehending the text.

#### e. Assessment Reading

There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. So in assessing reading comprehension there are some indicators. The indicators are students able to:

- 1) Identify the topic from the text
- 2) Identify the main idea from the text
- 3) Identify information that needed from the text
- 4) Understand the vocabulary from the text
- 5) Give conclusion from the text.<sup>24</sup>

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<sup>23</sup> Rohib Adrianto Sangia and Universitas Negeri Surabaya, 'The Process and Purpose of Reading', May 2014, 2018, 1–8 <<https://doi.org/10.17605/OSF.IO/ZQG6P>>.

<sup>24</sup> H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2007), p.190



So the researcher takes the conclusion, the researcher will take some of the indicators of reading comprehension and choose the multiple choose question as a technique to test reading comprehension

## 2. Main Idea

### a. Defintion of Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In line with Mc Whorter in Daniel J Boudah's paper the sentence that states this main idea is called the topic sentence.<sup>25</sup> She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

According to Hood and Soloman in Dararat, reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail.<sup>26</sup> The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea. According to Dararat to

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<sup>25</sup> Daniel J Boudah, 'The Main Idea Strategy : A Strategy to Improve Reading Comprehension The Main Idea Strategy : A Strategy to Improve Reading Comprehension Through Inferential Thinking', *FeatureArticleIntervention*, 2016 <<https://doi.org/10.1177/1053451213496160>>.

<sup>26</sup> Syaifudin Latif Darmawan, 'The Implementation Of Skimming Technique Towards Students' Reading Comprehension', *Premise Journal*, 2.2 (2016), 1-10 <<https://ojs.fkip.ummetro.ac.id>>.

find the main idea of paragraph, a reader must find what common element the sentences shared. Some textbook writers place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print in order to emphasize it, but in literature this is not a common practice. In some paragraphs the main idea is not directly stated but implied.

### 3. Skimming

#### a. Definition of Skimming

Skimming as well as scanning is a speed reading technique. Yet, they are not the same. These two strategies have different purposes, even though both of them include getting the ideas of the text quickly.

Beale stated that “skimming refers to looking only for the general or main ideas. Skimming is used when a person is not interested so much in total comprehension, but is instead trying to locate essential points and major details”.<sup>27</sup> So, by skimming technique the reader easier to find the general information without read all of the text.

Skimming as one of effective techniques is useful to enhance the reading comprehension. According to Brown, skimming is the process of rapid coverage of reading matter to determine its gist or main idea.<sup>28</sup> Moreover, Kustaryo states that skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail. It is a prediction strategy used to give a reader a sense of the topic

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<sup>27</sup> Beale, A. M., *skimming and scanning: the important strategies for speed up your reading*, Retrieved December 5, 2019 from: HowtoLearn.com: <https://howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading>.

<sup>28</sup> Brown, H. D., *Language Assessment: Principle and Classroom*. New Jersey: Prentice Hall. <https://media.neliti.com/media/publications/221851-the-effect-of-applying-skimming-technique.pdf>.

and purpose of a text, the organization of the text, the perspective or point of view of the writer, and its usefulness to the reader.<sup>29</sup>

Thus, in skimming a text, a reader needs to learn how to select the keywords. The students must be convinced that keywords are needed as a prediction to answer the question. It is important because in skimming, a reader has not to read all sentences. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. To get them, it must be read from the introductory information, the headings, and subheadings, and the summary.

Skimming gives readers the advantage for being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about. Besides, a certain amount of practice is necessary in order to skim and fulfill their purposes.

#### **b. The Procedures of Teaching Reading by Skimming Technique**

These following steps are the procedures of teaching reading comprehension by Skimming technique. According to Cullen, there are steps of skimming that would be prepared by the students in the text, such as:

- 1) The students should read the title.
- 2) The students should read the introduction.

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<sup>29</sup>.Kustaryo, *Reading Technique for College Students*, Jakarta: PPLTK. <<https://doi.org/10.1017/CBO9781107415324.004>>

- 3) The students should read the sub headings and think about how they are related to one another and to the title.
- 4) The students should read the first sentence in each paragraph.
- 5) The students go back through the text looking for clues as to content and importance.<sup>30</sup>

In skimming technique, the students are able to find the main in every paragraph and the information from the text. Students might not get all the information, but they can get some of them for example some proper names of numbers.

To summarize, skimming is all that is necessary to obtain the information the readers want. Skimming technique requires students to comprehend the text or a passage. Students try to go as fast as possible and leave some pieces of the material. Skimming is done when the reader did not have enough time to read and they want to master the material as fast as possible.

### **c. The Advantages and Disadvantages of Using Skimming Technique**

Skimming technique has many advantages if students use it properly in their reading activity. First, as a college student who has many assignments, they should manage their time than they apply skimming technique in their reading, it will spend less time than normal time that they use to read.

The second, Brown claims that “skimming is a prediction strategy used to give a reader sense the topic and the purpose of the text, the

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<sup>30</sup> Ari Mu, ‘Using Skimming To Improve Students’ Reading Comprehension In Descriptive Text’, *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99 <<https://doi.org/10.1017/CBO9781107415324.004>>.

organization of the text, the perspective or point of view the writer, its easy or difficulty, or its usefulness to the reader”. The third Skimming technique is very useful in predicting main what is going on in the text or even get the main idea of the text then make students answer the question quickly and exactly. So based on the statement above the researcher conclude skimming is very useful to find out the important information from the text.

On the other hand, there are some disadvantages of using skimming technique in reading comprehension activity. There are two disadvantages according to Santoso the first one is “skimming technique needs a high accuracy in determining the precise time for reading activity, and the second is skimming technique needs an extra time to solve students’ problem in reading activity”.<sup>31</sup> However, some students accuracy in reading is one of their problem that cause by their less concentration of the text. In this problem skimming technique became a disadvantages technique for them to be used.

#### **4. Description of Narrative Text**

##### **a. Definition of Narrative Text**

A narrative is a kind type composed both in written and spoken form, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that students are expected to use early on their school life. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Narrative deals with

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<sup>31</sup> Jurnal Ilmiah Edukasi & Sosial, Volume 9, Nomor 2, September 2018, hlm. 134–145  
<http://www.jiesjournal.com/index.php/jies/article/view/145> .

problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Furthermore, Bonvilliani defined narratives are stories or framed segments of ongoing discourse that relate or report events in chronological sequence.<sup>32</sup> There are many kind of narratives: historical narratives that recount events in the history of a community or a people; mythic narratives that recount happenings in primordial times or in a realm other than our own; and personal narratives that relate events in the speaker's life (or in the lives of persons whom the speaker is describing). A narrative is not an exhausting recounting of every element of the reported experience but is the outcome of the narrator's editing.

Dorothy in Hilman Suhilman's paper states a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration.<sup>33</sup> Narrative is one of text that its social function is to entertain, and dealing with actual experience or representatives in different ways. Narrative deals with problematic events that caused the crisis or turning point of some kind, which in turn find a resolution.

From the above explanation, narrative text is interesting to teach students with the goal besides entertaining can also be used to educate students' attitudes and behavior through moral value that implicit in it.

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<sup>32</sup> Nofitarina, "Teaching Reading Narrative Reading by Using Literature Circles Strategy to The Tenth Grade Students of SMA N 1 Lempuing Jaya," 2012, p.73, <https://jurnal.radenfatah.ac.id>.

<sup>33</sup> Hilman Suherman, "Teaching Reading Comprehension Narrative Text Through Mind Mapping Method to The Eight Grade of MTs Darussalam Kalibakung Balapulang Tegal Regency" 2015, p.23, <https://eprints.walisongo.ac.id>.

## **b. Generic Structure of Narrative Text**

All language in the world passes their own rules in order to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the language's usage usually with also be controlled in communication. Like other language both English and Indonesian have their rules. Generic structure is structure in text which usually used by learners in target language.

Generic structure is divided into five element, they are:

### 1) Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

### 2) Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of story.

### 3) Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we give the resolution of the problem.

### 4) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

#### 5) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied.

Those elements must exist in narrative text and it gives more explanation in order to make the story clear and understandable about narrative text.<sup>34</sup>

### c. The Example of Narrative Text by Skimming technique

#### Malin Kundang

##### Orientation:

Once Upon a time, lived a diligent boy named Malin Kundang (**Main Idea 1**). He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

##### Complication :

One day, a big ship closed to the beach near their village (**Main Idea 2**). They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried

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<sup>34</sup> Irwan Sulisty, "An Analysis of Generic Structure of Narrative Text Written by The Tenth Year Students of SMA Yasiha Gubug" 4, no. 2 (2013): p.172, <https://www.researchgate.net>.



to Malin. Malin still kept his argument... and finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader (**Main Idea 3**). Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

**Resolution:**

His mother very broken heart because Malin rebellious to her, who had growth him (**Main Idea 4**). Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out.

**Re-orientation**

Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

**B. Review of Related Findings**

This research is not the first research that had been done, there are some of researches related to this research, the first is Nur Susilowati in her research conducted a research which. She has done three cycles in the class XII which it had found some problems in the reading comprehension. The mean score of students in the first cycle was 55.76 . the researcher continued second cycle the mean score was 61.57. In the third cycle, students' achievment was increased.

The mean score was 66.67.<sup>35</sup> Students' achievement in reading comprehension was categorized very well. By using Skimming, the students' reading comprehension achievement in the class XII improved significantly.

The second is Gideon Santoso before the given treatment the mean score of students was 56.7 and the students' reading comprehension after using Skimming technique was 71.8.<sup>36</sup> So, from the result it can be concluded by using Skimming technique the students' reading comprehension of SMP Immanuel Bandar Lampung at grade VIII improved significantly.

The third, Amanda Christina Suptpto based on the analysis of data, the result shows that the score of cycle 1 was 69.69 then after using Skimming technique students' reading comprehension was 72.4.<sup>37</sup> Based on the data above it can be concluded after using Skimming technique students' reading comprehension of SMP N 1 Ambulu Jambure improved.

The fourth, Andi Asmawati based on the analysis of data, he used two classes they were experimental and control class. He found that the score of the experimental class more is t-value was 9.928 then in control class was 9.325. So the experimental is more higher than control class.<sup>38</sup> So, there was a significant improvement of using Skimming technique toward reading comprehension of the second grade of SMK Darussalam Makassar.

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<sup>35</sup> Nur Susilowati, *Improving Students' Reading Comprehension In Determining Main Idea Through Skimming Technique At Grade Twelfth of SMA N 1 Widodaren*, Retrieved 12nd January 2020, From <https://perpustakaan.uns.ac.id>.

<sup>36</sup> Gideon Setyo Santoso, *The Use of Skimming Technique To Improve Students' Reading Comprehension of Descriptive Text At Grade Eight of SMP Immanuel Bandar Lampung*, Retrieved 24th of March 2020, From <https://digilib.unila.ac.id>.

<sup>37</sup> Amanda Christina Suprpto, *The Use of Skimming and Scanning Technique To Improve The Reading Comprehension Achievement of Grade 8G Students of SMP N 1 Ambulu Jember*, Retrieved 25th of March 2020, From <https://repository.unej.ac.id>.

<sup>38</sup> Andi Asmawati, 'The Effectiveness Of Skimming – Scanning Strategy In Improving Students' Reading Comprehension At The Second Grade Of SMK Darussalam Makassar', I.01 (2015), 69–83 <<https://journal.uin-alauddin.ac.id>>.

The fifth, Lana Nofelia based on the data analysis, she found that the experimental class who were taught reading by using skimming and scanning techniques got better score in the reading test than the control class who was taught reading by using discussion technique. It was proven from significant value (2-tailed) of Ttest that was 0.022. It was lower than 0.05 that means the mean score of the experimental group and the control group was different. Based on Table 1, the mean score of the experimental group was 55.78 and that of the control group was 48.92. From the result, it was known that the experimental class got higher means score than the control class. It means that skimming and scanning techniques were appropriate to be used for teaching fast and efficient reading comprehension.<sup>39</sup>

The five of review related findings above concluded that strategy or method is significant with reading comprehension. But, the researcher more interested to Nur Susilowati. The different the researcher's research from then is from the result, where the result in the first cycle was 55.33% and the second cycle was 88.33%. It can be concluded by skimming can improve and made the effect in their reading and also making students enjoy in reading skill and this research completed and contributed previous finding.

### **C. Conceptual Framework**

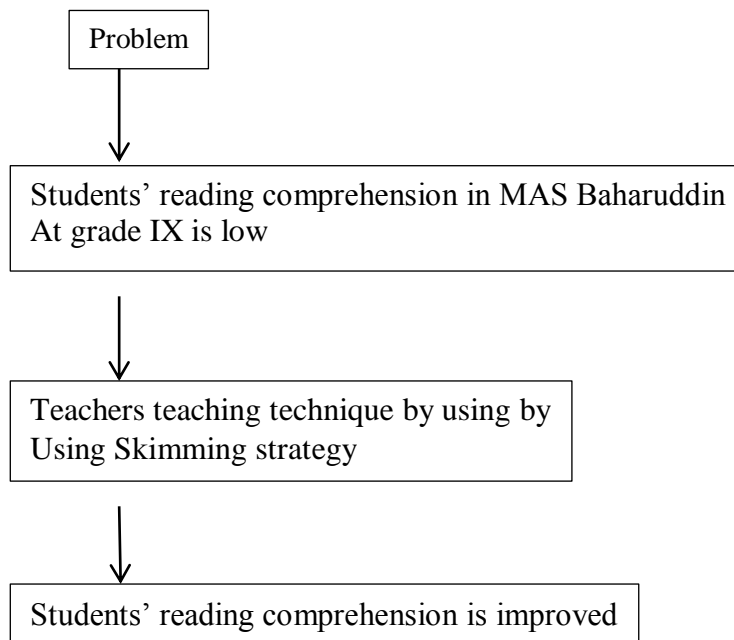
By the concepts of Skimming Technique is to make easier the readers to find out main idea. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorized in to main ways was receptive competence and productive competence. Many

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<sup>39</sup> Lana Nofelia and others, 'The Effect of Using Skimming and Scanning Techniques on the Eighth Grade at SMPN 1 Silo Jember', *Artikel Ilmiah Mahasiswa*, 1.1 (2015), 1–4.

people believe that reading is the most effective way to get information from a text clearly.

Below is figure conceptual framework:



Skimming technique is one of many strategies in improving students' reading comprehension in comprehension in reading strategy. Skimming technique gives chance to students faster to find out main ideain the text.

#### **D. Hypothesis**

The researcher formulates the hypothesis of the research stated that:  
Alternative hypothesis (Ha): there is any significant improvement students' reading comprehension through skimming technique at grade XI grade XI MAS Baharuddin.

## CHAPTER III

### RESEARCHED METHODOLOGY

#### A. Place and Time of Research

This research is conducted at located Islamic Boarding Baharuddin, its located at Muaratais Janji Mauli, Tapanuli Selatan district, North Sumatera Province. This time of the research started from July 2020 until Agustus 2020. The grade XI of students at MAS Baharuddin.

#### B. Research Design

The research applies Classroom Action Research (CAR). It is focused on individual or small group professional practice and it is not concern by general statement.<sup>40</sup> Anne Burn says that, classroom action research is part of a board movement that has been going in education generally for some time, it involves taking a self reflective, critical, and systematic , approach to exploring your own teaching context.<sup>41</sup> Next, action research is any systematic inquiry conducted the teacher, researcher, head master, school counselor, or other stakeholder in the teaching learning environment to gather information about the ways that their particular schools operated: how they thought, and how their students learn.

So, it can be concluded that classroom action research that is known by CAR is done to improve aspect of teaching or to decide appropriate of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practioners.

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<sup>40</sup> Michael J Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p.18.

<sup>41</sup> Anne Bums, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2.

According to Kemmis and Mc Taggart in book doing CAR in English Language Teaching by Anne Burns, there are four phase:

### **1. Planning**

In this phase identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

### **2. Action**

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time.

### **3. Observation**

This phase involves in observing systematically the effects of the action and documenting the context, actions and opinions of those involved.

### **4. Reflection**

At this point will perfect on evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that have explored more clearly.

The action and the observation can't be separated each other, because the teacher must return observation while reading what is being done.

Reflections is the propose what have done.

## **C. Subject of the Research**

A self respective, systematic and critical approach to enquiry by participants who are the same time members of te research community. The participants of this research is the students at grade XI-IPA, second semester in academic year 2020-2021 MAS Baharuddin. The total of the students in XI-IPA are 30

students. it will be collaborated to teach learning process by applying Skimming Technique in the class.

#### D. The Instrument of Collecting Data

In conducting the research, it used three instruments for collecting data; test, observation, an interview as describe as follow :

##### 1. Test

Test is some of questions or view or other tool used for measure skill, knowledge, intelligence, performance and ability.

**Table1: Indicator of Reading Comprehension Test**

No	Indicator	Items	Number of Items	The value	Score
1	Identify the topic from text	7	1,6,23,33,36,41,44	5	17,5
2	Identify the main idea from the text	19	2,3,8,9,10,11,12,14,16,21,24,27,34,35,42,43,47,48,50	5	47,5
3	Identify information that needed from the text	7	7,15,20,25,26,28,29	5	17,5
4	Understand the vocabulary from the text	5	18,19,37,45,46,	5	12,5
5	Give	2	40,49	5	5

	conclusion from the text				
		40			100

In this research, the test consist of 40 items of multiple choices,with opinion (a,b,c and d) to examine students' reading ability in reading comprehension. It is decided into 20 for first cycle and 20 second cycle . the test give to students to find out the ability of students in reading comprehension, it gives 5 credit for the correct answer and 0 for incorrect answer. Thus, the maximum score of the test is 100 scores. The researcher discussed the test with the teacher in MAS Baharuddin to valid the test. So the validity of the test was items validity. The amount of test didn't valid were 10 they are 4,5,13,17,22,29,31,32,38,39.

## 2. Observation

Observation is one of instruments to get information not only about person but also the environment. Anni Burns states that observation notes is a simple form and the data are not counted but using note to describe what happen in the classroom.<sup>42</sup> This season the researcher as only an observer. The researcher observed the students' activities and teacher's activities during the teaching-learning process and the factors which influenced the teaching-learning process.

## 3. Interview

Interview is technique of collecting the data by using oral communication or a media to be certain. Accoring to Hornby states that

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<sup>42</sup> Anne Burns., p. 8.



interview is to talk somebody and ask hos/her quention at a formal meeting to find out if she/he is suitable for job or study. The inerview is conducted to the English teacher and students of MAS Baharuddin.

### **E. The Procedures for Classroom Action Research**

This action research follow the model that is developed by Kemis and Robin. It is a representation of the action research “spiral” that contain four stages; planning, acting, observing, and reflecting.

In the research applied two cycles. Each cycle consisted of two meetings with 90 minutes for each meeting. So, there are four meetings during reaserch process. Each cycle consisted four steps: planning, action, observation and reflection. For the first cycle the student’s reading comprehension is measure and their reading comprehension is analysis. The second cycle, the students easir to understand, to get information and to comprehend English text in reading comprehension.

#### **1. Cycle 1**

The first cycle the researcher conducted for two meetings. Every meeting done ninety minutes. The researcher observed all activities in the classroom.

##### **a. Planning**

Planning is arragement of doing something. There are many activities that will plan, they are;

- 1) Making lesson plan that is consist of the step of the action
- 2) Preparing teaching material of reading comprehension by using Skimming technique
- 3) Preparing the instrument for collecting data, ovservation and test.

**b. Action**

Action is implementation of planning. In this procedure students think how to read the material and answer the question based on material using Skimming technique. The procedures of action are;

- 1) Teacher explain about the research and its objectives to the students
- 2) Teacher introduces reading comprehension material
- 3) Teacher will explain about the material
- 4) Teacher will ask the students to read the material
- 5) Teacher will ask students to answer the question
- 6) Teacher will ask the tudents to discuss and answer the question
- 7) Teacher collect the students' answer
- 8) Teacher check the students' answer
- 9) Teacher give some informations about the next topic for the next meeting

**c. Observation**

This research the observation are;

- 1) Observing the execution of Skimming technique
- 2) Observing students' reading comprehension
- 3) Evaluating students by taking the score of students' reading comprehension

**d. Reflection**

- 1) Discussing with collaborator about the action

- 2) Making some consideration the next action the students' problem in reading comprehension
- 3) Analyzing the finding data
- 4) Analyzing the weakness of learning process
- 5) Reflecting how is Skimming technique done
- 6) Evaluating or interpreting the data gotten from the class and make decisions for the next meeting

## 2. Cycle 2

This cycle the researcher evaluated all the activity in cycle before and repairing the problem. Conducted two meetings and every meeting done ninety minutes.

### a. Planning

- 1) Arranging the lesson plan
- 2) Determining the lesson material
- 3) Designing the procedures of teaching
- 4) Preparing the instrument for students, teacher and observer

### b. Action

This cycle the researcher evaluated all the activity in cycle before and repairing the problem. Conducted two meetings and every meeting done ninety minutes.

- 1) Analyzing the reflection result in the first meeting and expend to repair to be do in the next meeting
- 2) Rearranging the classroom management
- 3) Applying the Skimming technique

- 4) Giving the material to the students and apply Skimming technique when they reading comprehension
- 5) Explaining to the students to guess better than cycle 1
- 6) Collecting the students' worksheet result
- 7) Checking the students' worksheet result

**c. Observation**

- 1) Monitoring the teaching-learning by using Skimming technique
- 2) Discussing the problem in process learning and giving solution
- 3) Observing students' reading comprehension by using instrument

**d. Reflecting**

- 1) Analyzing the weakness and teacher progress when Skimming technique was done
- 2) Reflecting the teaching and learning result of the researcher and students by using Skimming technique
- 3) Evaluating or interpreting the data that hadgot from the class

**F. Technique of Data Analysis**

In technique of analyzing data, the researcher uses quantitave and qualitative data. The qualitative data is used to describe the situation suring the teacing process. The process of data analysis making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, repsenting the data, and making an interpretatin of the larger meaning of the data. the qualitative data are analyzed from the observation sheet.

Quantitative data is collected and analyze the scores of the students by the score of reading test. To know the mean score of data, the researcher used formula as follow:

$$M_x = \Sigma fx/N$$

Where:

$M_x$  = mean

$\Sigma fx$  = total scores

$N$  = number of classes<sup>43</sup>

The percentages of students' reading comprehension through skimming technique is calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

*Explanation:*

P = the percentage of students

R = the number of students

T = the total number of students

After calculating and scoring students' answer sheets, then their score are consulted the classification quality on table below:

**Table 2: The Classification Quality of Students' Score**

NO	Percentage	Criteria
1	0% -20%	Very low
2	21% -40%	Low
3	41% -60%	Enough
4	61% -80%	Good
5	81% -100%	Excellent/Very Good

**Sources: Zainal Aqib, et.al., PTK Untuk Guru SMP, SMA, SMK<sup>44</sup>**

<sup>43</sup> Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p.30.

<sup>44</sup> Zainal Aqib, et.al., *PTK Untuk Guru SMP, SMA, SMK*, (Bandung: CV, Yrama Widya, 2008)

## **CHAPTER IV**

### **RESEARCH FINDING**

To evaluate the result of teaching reading comprehension by using skimming technique on students in reading comprehension, the researcher has calculated the description by setting of the research, acting, and discussion.

#### **A. The Data Description**

In this section, the researcher analyzed each data that had been found from the teaching learning process and evaluate in every cycle of this research. In this research, analysis was started from cycle 1 up to cycle 2, because this research used action research. Thus, analysis was also done with observation and interview.

##### **1. Setting**

The place of the research was at MAS Baharuddin Angkola Muaratais. It located on JL. Mandailing No. 2 Muaratais Janji Mauli. It consists 6 classes. Each class consists of 20 until 32 students. There were 26 teachers in this school. There were two English teacher. The English had two periods in a week. This time of the research started from July 2020 until Agustus 2020

The participants of this research participants were the students of class XI IPA. The researcher chosed this class because the researcher found the problems of Students' reading comprehension. For the first cycle, the students enthusiastic in teaching process even though the applying the skimming was not well organized because of the new

technique which brought confusion and complicated. Then, for the second cycle, after redesigning procedures teaching reading comprehension through skimming technique, the students became active, interested, and have new skill and vocabularies.

## **2. Cycle 1**

### **a. The First Meeting**

The first cycle was conducted for two meetings. Each meeting was done for forty-five minutes. So, the total time of first and second meeting were ninety minutes. The researcher also prepared two lesson plans which would be done, because there were two meetings. In this cycle, the researcher must do some steps, they were planning, action, observation and reflection. Moreover, the researcher observed the teacher, the students and classroom process. Based on the observation, some students seemed to be interested in teachers' teaching technique. It can be seen from their enthusiasm in doing skimming in learning process. However, some students were still uninterested yet.

#### **1) Planning**

For the first, the researcher would make lesson plan that would be done in each meeting. The researcher made lesson plan and material which suitable with indicators of this research. Also, preparing the topic to do skimming along with the first test reading comprehension to be given to the students and made an

instrument as a tool to see the students' reading comprehension improvement, and also discussing how the skimming to be done in teaching. This action research would be done with the English teacher at grade XI- IPA MAS Baharuddin Angkola Muaratais. In this research teacher was as a co- teacher. The teacher would observed the researcher when the researcher done action in each cycle.

## **2) Action**

The first cycle applied in two meetings. For the first meeting was conducted on Wednesday, 22 July 2020. It was done at grade XI- IPA Mas Baharuddin Angkola Muaratais, consisted of 30 students. firstly, the researcher gave greeting to open the class, pray before started the lesson, checked students' attendant, and to make relationship between students and researcher better, the researcher introduced her self and students also done it, and explained the purpose of the research into their class. The researcher also gave motivation.

After this, in this cycle the reasearcher intoduced the skimming in teaching reading comprehension. In the first meeting in cycle 1 acted some actions; the first, the researcher activated their background knowladge by showing the text about material that would be given before gave the first material. The second while- teaching reading process, the researcher explained reading



with outline of using skimming to the students. The researcher divided students into six groups, each group consisted of 5 students and students discussed about narrative text especially to find main idea. Then the researcher gave text would be discussed started from answered the question, who faster to answer. The third discussed the tests based on topic, main idea, information from the text, vocabulary and the conclusion suitable of the text. The researcher asked the students to make prediction about the topic and main idea from the text. Some of students answered the researcher' question, and some of them did not know the answer, then they said please give us time to discuss it. So the researcher answered this was one of technique in teaching reading, you could know the meaning and read the general from the text.

Then, to make students more comprehend, the researcher explained more about the text and gave the way to fast answer, the way were read the title, and read the general from the first paragraph. So they can answer the question.

### **3) Observation**

In observing the action, this observation would be done by researcher and co-teacher. The researcher observed the students and classroom process, and co-teacher observed the researcher when doing the action by using observation sheet. In observing

the action, Researcher used observation sheet to observe students and the teaching learning process.<sup>45</sup> In this meeting the observation result from the observation sheet, it has found that the researcher came to the class on time, greeted the students. She explained the material about the topic, main idea, vocabulary, the information from the text and the conclusion was given and concluded the material after doing the class.

#### **4) Reflection**

To repair, the researcher done reflecting related to action research and effort that had been done in first meeting. It means that, making evaluation about teaching learning process in the first cycle gave solution for the next meeting. So that, observation that had been done by researcher and co-teacher purposed to find out the problem when the action or teaching learning process was done and made conclusion.

The problems were students still difficult to read the text, students lack in pronunciation the text. Then the teacher gave some solutions they were teacher asked them to practice reading aloud one by one in the class and teach them how to pronounce the words. So the students can improve their reading.

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<sup>45</sup> English Teacher and Students at Grade X of MAS Baharuddin, *Observation*, (MAS Baharuddin: July 22th & 23th at 10.15-11.45 & 08.00-09.30 a.m)

## **b. The Second Meeting**

### **1) Planning**

For the second meeting in cycle 1, the researcher would make lesson plan that would be done in first meeting. In this research, the researcher used field note as observation or observation sheet teacher's activity in teaching learning process in each meeting, and observation sheet for the researcher as a teacher in teaching learning process. This observation would be done by researcher and co-teacher when the lesson plan was done and when the researcher gave the test in second meeting. It means that, the co-teacher would observe the researcher when done the action research, and the researcher with co-teacher were together to observe the students when teaching learning process in this research was done. Then, this observation would be done by researcher and co-teacher when the lesson plan was done and when the researcher gave the test in second meeting.

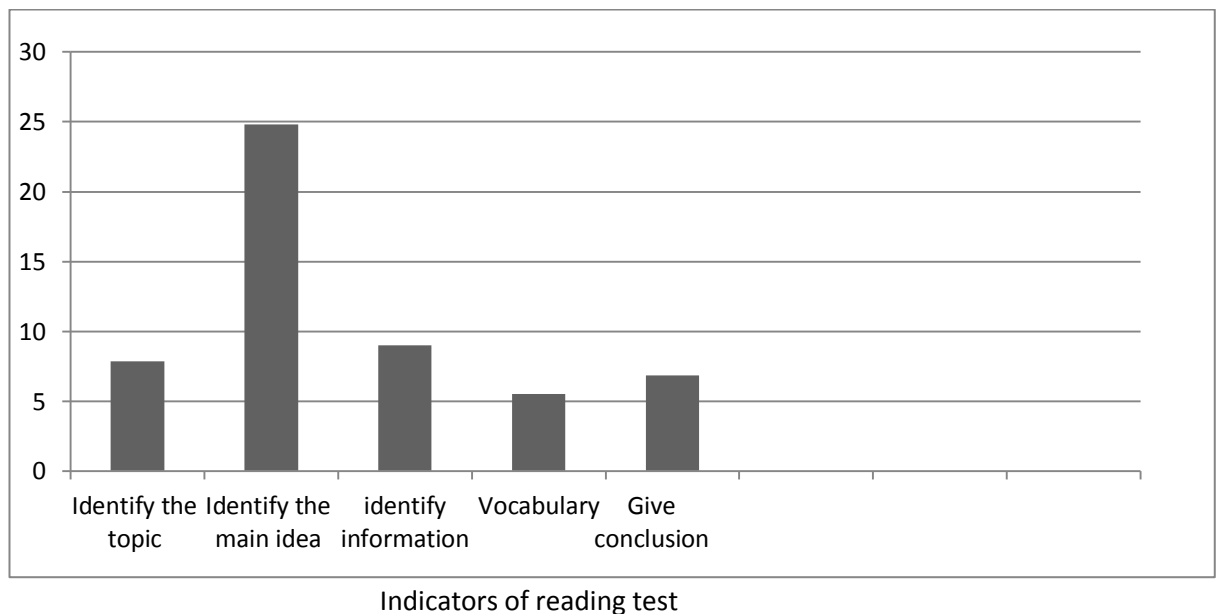
### **2) Action**

The second meeting in cycle 1 was done on Thursday, 23 July 2020. In this meeting, the researcher continued the first meeting. Before researcher was going to continue material, the researcher gave greeting to open the class, pray before started the lesson, checked students' attendance and remembering the students

about last meeting. So the material still relation. After that, the researcher also organized the students into groups. The groups were still six groups and each group consisted 5 students.

In this meeting, the researcher gave the text would be discussed each group started from the topic, main idea and vocabulary. Then, they discussed the text given time 30 minutes to answer the question. The students read the result of discussion. And the last, teacher collected the students' discussing result.

After this, the researcher gave instruction about the test that would be given to students. The researcher gave explanation about test, how to answer the test, and asked the students to write the name and made answer had been prepared. Furthermore, the test was 20 items multiple choice test form. In this test, students were enthusiastic and serious attention when they were answer the test, but still there were five students become trouble maker, that always ask to other students around of them, so it made other students did not concentration and made them noisy and cheat with their friends.



**Figure 3:the result of test cycle 1**

Finally, based on the result of the first test in cycle 1, the researcher did not find that the students got score up 10-20, there were 2 students got score 21-40, there were 24 students got score 41-60, there were 4 students got score 61-80. there was not students got score 81-90. Also the researcher got the students' result of test in reading comprehension based on indicator of reading comprehension. It conclude that main score of identify topic 7,83, identify main idea 24,83, identify information 9, vocabulary 5,5, and give conclusion 6,83. The total mean score of first cycle was 55,33 (see appendix 8). It means that the average mean score of students' reading comprehension in the first cycle was 55,33 with percentage of students got above score 70 was 3,3%. It could be seen, most of students did not pass on the minimum mastery criterion on MAS Baharuddin with score 70.

There were 96,6% of students did not pass the minimum mastery of KKM. Moreover, most of students still confused in identify topic, main idea, information, and vocabulary, and most of students are still low motivation.

From the data above, the researcher realised that the first cycle was less. Or the result of first cycle was not success for improve the students' reading comprehension. It can be conclude that, the action should be repaired and change for improve students' reading comprehension again. The researcher should change the trick or the new atmosphere in activities teaching learning process.

### **3) Observation**

Additionally for the students, based on the researcher's observed most of students enthusiastic in teaching learning process, although some students still made noisy in the class, the students were confused to distinguish topic, main idea from the text, and some students were still uninterested yet.

Moreover, some students still had low motivation in participating in learning reading comprehension. Based on the result of the observation, the researcher realized that the results of activities that had been done were not successful in solving the students' comprehension problem in reading. It could be concluded that the activities should be changed, improve, and completed.

Therefore, the researcher made lesson plane again for the second meeting in this cycle.

#### 4) Reflection

Based on the observation and the result of the first test should be needed to repair and gave solution for improving some students that still got score in underneath of minimum mastery criterion. The last the researcher and co-teacher concluded that the first cycle should be repaired especially in lesson plan, material, and trick the teaching learning process for the next cycle. Re-planning of the first cycle, which resolved in the second meeting, clearly will be figured in the following table.

**Table 1: The Second Meeting in Cycle 1 Problems and Resolutions**

<b>Problems in the First Cycle</b>	<b>The solution</b>
Students' low in reading comprehension: a. Students still confused about skimming b. Students lack to find main idea from the text	Teacher motivated students active in teaching learning process: a. Teacher explain how to skimm b. Teacher explain how to find main idea from the text.

### 3. Cycle 2

#### a. The First Meeting

##### 1) Planning

The second cycle in the first meeting was done for forty-five minutes. The researcher planned to observe all the activities

in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students' reading comprehension. Problems how to skimm, to identify main idea, read the text with good pronunciation and memorizing the new vocabulary and the students were confused.

## **2) Action**

The first meeting was conducted on Wednesday, 29 July 2020. Researcher in developing skimming technique needed extra time to prepare students about the activity. As a result, the testing only was done in the execution of skimming in the end of the cycle. The researcher and the co-teacher acted: the first, eliminated found problems in cycle 1 by motivating, encouraging, controlling, managing the class, and inform their' mistakes when they answered the test. Researcher explained some solutions in first cycle. For read the text well, researcher explained how to find main idea and then given some clues maybe about the place of main idea. The last for memorizing the new words, must be understood the meaning and drilling the words.

In the first meeting in cycle 2, researcher divided students in groups, organized the group of students to each groups based on new arrangement. The researcher made six groups, because the students in XI IPA were 30 students to each group there



were 5 students. Then, the researcher presented text would be discussed by using game. The researcher gave the clues how to do game and then researcher gave test and would be discussed to each group. After that, researcher asked them made prediction about test in the text based on the step in worksheet. Next the researcher gave question and one of them per group came to white board and write the answer, and if they are correct the researcher gave some candies. The last collected the students's discussing result.

### **3) Observation**

In observing the items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement on students' reading comprehension. The researcher could improve her ability in taught the class. In the opening the class, the researcher gave good motivation to students so they had spirit in teaching learning process. They also improved their reading comprehension.

The researcher could organize the class well. She moved from to group to control the class and gave suggestion. The students were more active in the group. Although still there were some students made noisy in their groups to talk their answer. They could apply the skimming technique to do the task in each

group. It can be seen that the students very enthusiastic to look for their task in each group.

#### **4) Reflection**

To repair, the researcher done reflecting related to action research and effort that had been done in the second cycle. If in the first cycle students still confused about found out main idea, and how to skimming so in this cycle the researcher can solve the problem by using skimming technique. The researcher gave them clue how to skimming quickly, such as read the title first then looked the general information from the text because skimming helped them to find the information and to find main idea easier. The researcher also inform them the place of main idea, so they did not need to read all of the text.

In this cycle, reflecting is done by analyzing the result from the text. The second cycle is carried out to determine the success of the implementation of improvements by applying the skimming technique, and from the test it can see that skimming is effective in learning process and can improve their reading.

#### **b. The Second Meeting**

##### **1) Planning**

Researcher planned the activities for the second cycle. The planning that had repaired to improve the students' reading

comprehension cycle 1, the first made lesson plan and prepared all material that would be used and the test in this cycle, the second, motivated students to have quick prediction in reading comprehension.

The last setting formation widely. As like as usually, to open the class, the researcher gave greeting, and gave review about the material last meeting. The researcher also gave motivation to make students more interesting and enjoy in learning process.

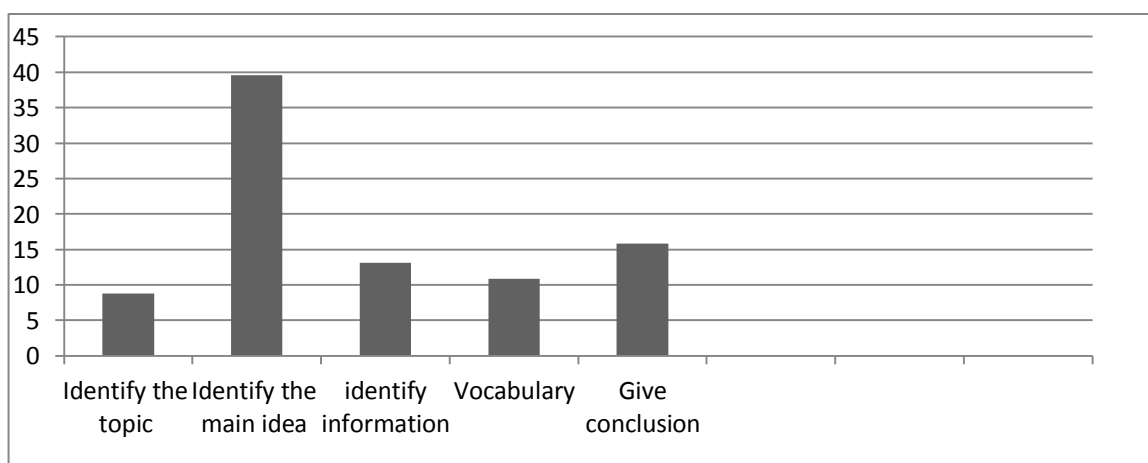
## **2) Action**

The next, for the second meeting was conducted on Saturday, 30 July 2020. This meeting was continuity of the first meeting in cycle 2. As like as usually, to open the class, the researcher gave greeting, and gave review about the material last meeting. The researcher also gave motivation to make students more interesting and enjoy in learning process.

Last meeting, the researcher made the learning process with group again. The researcher also made six groups. The group same with the last meeting. The researcher gave the test from the text. In this time, researcher asked them to make prediction quickly, who was the first collected their prediction was given reward. The students seen happy and enjoy because every group wanted to be a winner and got reward. In the last,

researcher made conclusion or summary about the material and gave reward to group that became a winner to make students felt happy.

Finally, in the end of the second meeting in the cycle 2, the researcher gave test. There were 20 items multiple choices for test. Before gave the test, the firstly, the researcher gave instruction how to do the test again, that was same with the first test before in cycle 1, so that the students did not confused to answer the test like in the first test in cycle 1, the researcher told that the students made the answer written in the students worksheet had been prepared by researcher.



**Figure 4:the result of test cycle 2**

Based on the result of the second test, the researcher got score of students' reading comprehension improved when the first test in the first cycle. In the first test mean score 55.33 and percentage of students got above 70 was 3.3%, but in the second

test in cycle 2 mean score of the students' vocabulary mastery was and percentage of students got score above 70 was 100% (see appendix 11), also can be concluded mean score of students got based on indicator reading comprehension. The total mean score of first cycle was 88.33 (see in appendix 11). It means that the main score of identify topic was 8.8, identify main idea was 39.5, identify information was 13.1, vocabulary was 10.83 and give conclusion 16,16. It could see from the histogram above. It means that the students' reading comprehension could improve from cycle 1 and cycle 2.

### **3) Observation**

Based on the observation sheet in the last meeting, there was an improvement on students' reading comprehension. The researcher could improve her ability in taught the class. In the opening the class, the researcher gave good motivation to students so they had spirit in teaching learning process

In the opening the class, the researcher gave good motivation to students so they had spirit in teaching learning process. Then hey could apply the skimming technique to do the task in each group. It can be seen that the students very enthusiastic to look for their task in each group.

#### 4) Reflection

In this cycle, reflecting is done by analyzing the result from the text. The second cycle is carried out to determine the success of the implementation of improvements by applying the skimming technique, and from the test it can see that skimming is effective in learning process and can improve their reading.

So by this technique they were easier to understand the material and found the general information. In this cycle the researcher can evaluate that students' reading comprehension can improve by using skimming technique, so the purpose of this research have done.

**Table 2: The Second Meeting in Cycle 2 Problems and Resolutions**

<b>Problems in the second cycle</b>	<b>The solution</b>
The still students confused how to skim	Teacher asked the students to practice how to skim
The students difficult to find out main idea	Teacher asked the students to practice to determine the main ide

#### **B. The Comperative of Students' Reading Comprehension**

The students' score improved from the first test to the second test. The researcher gave the test in second and fourth meeting. During the research, it was found out that the students' score kept improving from the first test to the

last test. By application skimming technique the students' score was significantly improved. There were difference in lowest and the highest of students' reading score in each reading test which was given during the researcher. The differences showed that there was a significant improvement of students' reading comprehension. The improvement of students' score in each reading test can be seen in the following table:

**Table 3. Comparison Score of Students' Reading Comprehension Test**

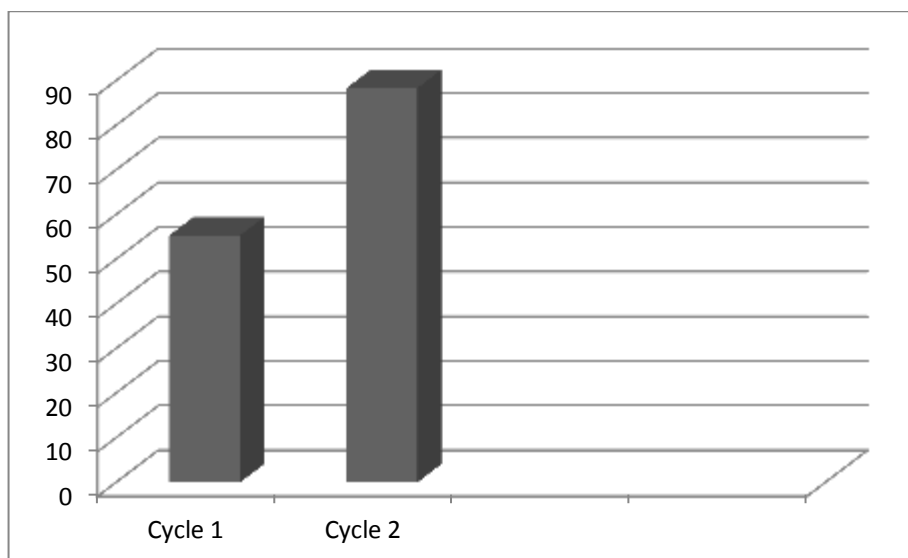
<b>Type of Score</b>	<b>Test I</b>	<b>Test II</b>
	<b>Meeting 2</b>	<b>Meeting 4</b>
	<b>Cycle 1</b>	<b>Cycle 2</b>
<b>Lowest Score</b>	25	75
<b>Highest Score</b>	75	100
<b>N</b>	30	30

From the table above, it was seen that students' score kept improving. In reading test I, the lowest score was 25 and the highest score was 75. In reading test II, the lowest score was 75 and the highest score was 100. If the lowest score in cycle 1 was 25 and the highest was 75, so by using teaching skimming technique deeply can be show the significant improvement in students' reading comprehension.

In the first cycle, the researcher applied two meetings. After doing an action in first cycle in second meeting, the researcher found the test result of

reading test through skimming technique. It could be seen from the mean score of students in this cycle. In the first cycle, the students understood about point of reading: identify topic were 10 students, identify main idea were 15 students, identify information were 8 students, in vocabulary were 10 students, and give conclusion were 5 students. The means score in the second meeting was 55.33.

In the second cycle, the researcher applied two meetings. After doing an action in second cycle the test result of the reading test through skimming technique could also be seen from the mean score of the students in the second cycle. In the second cycle in the last meeting, the students understood about points of reading: identify topic were 20 students, identify main idea were 23 students, information were 11 students, in vocabulary were 16 students, and give conclusion were 10 students. The means score in the second meeting was 88.33.



**Figure 4: The Percentage of Cycle 1 and Cycle 2.**



After doing an action in cycle 2, the researcher found the result of vocabulary test through picture improved. It could be seen from the mean score of the students. The mean of the students' score in the second cycle was higher than the first cycle. So it can be said that the students' reading comprehension through skimming technique increased from 55.33 to 88.33. It can be seen in the following table. The improvement of students' score in reading comprehension through skimming technique also can be seen from the mean of the students' score in every reading test. The ranges of score improvement can be seen in the following table:

**Table 4. Students Mean Score in all Cyles**

<b>Meeting</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>Ideal Mean Score</b>	<b>%</b>
<b>Cycle 1</b>	1,660	55.33	100	55.33%
<b>Cycle 2</b>	2650	88.33	100	88.33%

Based on test and observasion of field notes' findings on students' reading comprehension through skimming technique in the first cycle had shown, after conducting skimming technique, students' reading comprehension improved becoming 55.33%. It had been found that discussion reading comprehension through skimming technique. The second cycle had shown conducting picture students' reading comprehension improved higher than before to become 88.33%. There had 33% improvement for mean score of students' vocabulary mastery.

From the result observation sheet, it can be concluded that teaching learning process by applying skimming technique ran well. The situation of teaching learning process was comfortable, lively, and enjoyable, because from the data that was taken from the first (I) meeting to the last (IV) meeting could find out that the note in the data got good and very good.

So this technique created a good environment in teaching learning reading comprehension which students become active in the process of reading, focus their mind to the teachers' explanation, and share prediction in their groups an interactive process where the students interacted not only with the text they read, and their teacher, but also with their group.

Based on the data analysis, it could be concluded that all of the students got improvement on their score. There was high improvement. In the cycle 1 in the last meeting were 1 student (3.3%) got 70 points. In cycle 2 in the last meeting were 30 students (100%) got 70 points. The students also had improvement in learning process such as the more interested in learning English because the learning situation were different when the researcher taught them. The percentage of the improvement students' reading comprehension could be seen in the following table (for more clear of accounting see in appendix 6).

**Table 5. The Percentage of Students' Reading Comprehension through Skimming Technique**

<b>Meeting</b>	<b>The Students Got Point up 70</b>	<b>The Total Number of Students</b>	<b>Percentage</b>
<b>Cycle 1</b>	1	30	3.3%
<b>Cycle 2</b>	30	30	100%

The result indicated that there was an improvement on the students' reading comprehension through skimming technique at grade XI of MAS Baharuddin. So, the result of the first cycle and the second cycle showed that there was improve from the first cycle to the second cycle.

### **C. Discussion of the Research Findings**

This research was conducted in MAS Baharudin with 30 participants. To what extant skimming could improve students' reading comprehension especially in main idea. Based on the research findings, the researcher got the result of the research showed that there was upgrading of students reading comprehension through skimming technique in learning process. It could see from the first and the second cycle, there are upgrading percentages in answering test. It was from 55.33% to become 88.33%. Here the researcher had to discuss the findings with other findings from other studies.

This research is not the first research that had been done, there are some of researches related to this research, the first is Nur Susilowati in her research conducted a research which. She has done three cycles in the class XII which it had found some problems in the reading comprehension. The

mean score of students in the first cycle was 55.76%. The researcher continued second cycle the mean score was 61.57%. In the third cycle, students' achievement was increased. The mean score was 66.67%.<sup>46</sup> Students' achievement in reading comprehension was categorized very well. By using Skimming, the students' reading comprehension achievement in the class XII improved significantly.

Second is Gideon Santoso before the given treatment the mean score of students was 56.7% and the students' reading comprehension after using Skimming technique was 71.8%.<sup>47</sup> So, from the result it can be concluded by using the Skimming technique the students' reading comprehension of SMP Immanuel Bandar Lampung at grade VIII improved significantly.

Third, Amanda Christina Suptpto based on the analysis of data, the result shows that the score of cycle 1 was 69.69% then after using Skimming technique students' reading comprehension was 72.4%.<sup>48</sup> Based on the data above it can be concluded after using the Skimming technique students' reading comprehension of SMP N 1 Ambulu Jambure improved.

Fourth, Andi Asmawati based on the analysis of data, he used two classes they were experimental and control class. The result shows that the score of the experimental class is a t-value of 9.928 then in the control class was 9.325.

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<sup>46</sup> Nur Susilowati, *Improving Students' Reading Comprehension In Determining Main Idea Through Skimming Technique At Grade Twelfth of SMA N 1 Widodaren*, Retrieved 12th January 2020, From <https://perpustakaan.uns.ac.id>.

<sup>47</sup> Gideon Setyo Santoso, *The Use of Skimming Technique To Improve Students' Reading Comprehension of Descriptive Text At Grade Eight of SMP Immanuel Bandar Lampung*, Retrieved 24th of March 2020, From <https://digilib.unila.ac.id>.

<sup>48</sup> Amanda Christina Suprpto, *The Use of Skimming and Scanning Technique To Improve The Reading Comprehension Achievement of Grade 8G Students of SMP N 1 Ambulu Jember*, Retrieved 25th of March 2020, From <https://repository.unej.ac.id>.

So the experimental is more higher than control class.<sup>49</sup> It can be conclude that there was a significant improvment of using skimming technique toward reading comprehension of the second grade of SMK Darussalam Makassar.

The fifth, Lana Nofelia based on the data analysis, she found that the experimental class who were taught reading by using skimming and scanning techniques got better score in the reading test than the control class who was taught reading by using discussion technique. It was proven from significant value (2-tailed) of Ttest that was 0.022. It was lower than 0.05 that means the mean score of the experimental group and the control group was different. Based on Table 1, the mean score of the experimental group was 55.78 and that of the control group was 48.92. It can be conclude that there was a significant improvment of using skimming technique toward reading comprehension at SMPN 1 Silo Jember.

**Table 5. The Percentage of Students' Reading Comprehension through Skimming Technique**

<b>Meeting</b>	<b>The Students Got Point up 70</b>	<b>The Total Number of Students</b>	<b>Percentage</b>
<b>Cycle 1</b>	1	30	3.3%
<b>Cycle 2</b>	30	30	100%

The result indicated that there was an improvement on the students' reading comprehension through skimming technique at grade XI of MAS

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<sup>49</sup>Amdi Asmawati, 'The Effectiveness Of Skimming – Scanning Strategy In Improving Students' Reading Comprehension At The Second Grade Of SMK Darussalam Makassar', I.01 (2015), 69–83 <<https://journal.uin-alauddin.ac.id>>.

Baharuddin. So, the result of the first cycle and the second cycle showed that there was improve from the first cycle to the second cycle.

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

When doing the research, the researcher found that some threats in this research. The researcher found the students' weakness in the class when the reading class happened. The students never try read text well. So that the students more interest, felt happy, and also enjoy in teaching English learnig process without missing the lesson.

Then, when the action research was done, still there were some students become trouble maker. It make another students did not have concentration. The researcher felt difficult for this time, because they did not hear the researcher as a teacher when explained the material. In this case, the researcher made one way or solution. The students as trouble maker should be more pay attention. They asked to answer the question, or asked them about where was the material did not understand yet.

The last, the reseacher was as a teacher in this research. She was also as an observant, although English teacher was as a collaborator. The co-teacher observed the reseacher when the researcher doing the action, but when to observe the students, the researcher was as observant firstly although co-teacher helped. The data was taken by test with any objective assessment. The action of the lesson plan should be affective and efficient. So it can be concluded that the result of this research should be objective, and all the activities of this research should be presented in the real situation.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. The Conclusion

After analyzing the data, the strategy attracts or motivates the students to improve their reading comprehension. Based on the result of the classroom action research, it was concluded that and there is any significant improvement students' reading comprehension by using skimming technique at grade XI MAS Baharuddin.

#### B. The Suggestions

The discussion had been described that skimming technique improved students' mastery in English, and implication of the result goes to English teachers of High School. The English teachers can apply skimming technique in teaching and learning process. By skimming, students will feel like in real situation and contextual learning. Skimming with all structures creates students' mastery in reading comprehension be better than before and it must be relevant to the social environment and real situation.

The result of this study showed that the use of picture improved mastery in reading comprehension. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

1. Skimming is such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.

2. For the teacher, it is very wise to use skimming technique in teaching reading because this media can be make students read quickly and find the general or idea from the text in reading comprehension will be improved directly.
3. For the students, it is hoped that by using skimming technique the students more interested in studying English reading, because skimming provides attentive time in learning process.
4. For the researcher, skimming as reference to further or other classroom action research more paying attention in the efficiency of time.



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## Appendix I

### LESSON PLAN (In CYCLE 1)

Sekolah : MAS BAHARUDDIN  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Genap  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.  
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : - Mampu memahami text yang dipelajari dengan benar
2. Indikator : - Mampu menjawab pertanyaan terkait dengan text  
-Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi main idea, mengidentifikasi detail fable atau topic, memahami vocabulary, dan dapat memberikan kesimpulan text.

#### C. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Siswa mampu memahami text narrative dengan baik dengan bantuan metode yang diberikan guru.
  - Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral tau kesimpulan) dalam tekx narrative.

#### D. Materi Pembelajaran

- Teks monolog berbentuk fable/narrative text

##### **Malin Kundang**

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out.

Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

1. What's is the talk about?
  - a. Malin kundang
  - b. His mother
  - c. Malin kundang and his mother
  - d. Malin became a stone
2. What is the main idea from the first paragraph?
  - a. lived a diligent boy named Malin Kundang
  - b. They were very poor
  - c. but they lived quiet and harmonious
  - d. He lived in the seashore with his mother
3. What is the main idea from the second paragparph?
  - a. Malin still kept his argumen and finally he sailed with the bigship
  - b. One day, a big ship closed to the beach near their village
  - c. Malin Kundang wanted to join with them because he wanted to improve his family's life
  - d. A big ship closed to the beach near their village
4. What is the main idea from the third paragraph?
  - a. Malin Kundang succed and he became rich trader
  - b. Malin didn't admit that woman as his poor mother

- c. He came to his native village with his beautiful wife, but his wife didn't know Malin's real descent
  - d. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite
5. What is the conclusion from the text above?
- A. We must admit our mother's condition and never feel shy to admit her
  - B. We must forget our mother
  - C. We don't care about our parents
  - D. Karma is real

**E. Metode Pembelajaran**

- 1) Metode pembelajaran: Skimming tehnik

**F. Media Pembelajaran**

**1. Media**

- Worksheet atau lembar kerja (siswa)
- Buku paket

**2. Alat/Bahan**

- Spidol dan Papan tulis

**G. Sumber Belajar :** Buku yang berkaitan

**H. Langkah-Langkah Pembelajaran**

<b>Pertemuan Ke-1 (2 x 45 Menit)</b>
<b>Kegiatan Pendahuluan</b>
<ul style="list-style-type: none"> <li>• Guru memberi salam</li> <li>• Berdoa</li> <li>• Guru memeriksa kehadiran siswa</li> <li>• Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</li> <li>• Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.</li> <li>• Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li> </ul>
<b>Kegiatan Pembelajaran /Kegiatan Inti</b>
<ul style="list-style-type: none"> <li>• Pre-Teaching <ul style="list-style-type: none"> <li>- Topik teks narrative dipilih oleh guru</li> <li>- Strategi ini diperkenalkan kepada siswa dan menjelaskan</li> </ul> </li> </ul>

<p>bagaimana menggunakan strategi ini dalam teks narrative.</p> <ul style="list-style-type: none"> <li>• While-Teaching <ul style="list-style-type: none"> <li>- Membaca teks narrative (Malin Kundang)</li> <li>- Guru dan siswa melihat cover dan membuat prediksi dari text narrative</li> <li>- Guru membagi kelompok menjadi 6 grup</li> <li>- Siswa berdiskusi tentang apa yang mereka ketahui dari text narrative</li> <li>- Idea tau pendapat siswa akan di share ke grup yang lain.</li> </ul> </li> <li>• Post-Teaching <ul style="list-style-type: none"> <li>- Murid memikirkan kembali ide mereka terhadap text dan memastikan bahwa mereka mendokumentasikan perubahan ide mereka sendiri.</li> <li>- Guru dan siswa melihat kembali informasi dari teks narrative dan meninjau ulang gagasan.</li> </ul> </li> </ul>
<p><b>Penutup</b></p>
<ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</li> <li>• Salam</li> </ul>
<p><b>Pertemuan Ke-2 (2 x45)</b></p>
<p><b>Kegiatan Pendahuluan</b></p>
<ul style="list-style-type: none"> <li>• Guru memberi salam</li> <li>• Berdoa</li> <li>• Guru memeriksa kehadiran siswa</li> <li>• Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</li> <li>• Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung.</li> <li>• Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li> </ul>
<p><b>Kegiatan Inti</b></p>
<ul style="list-style-type: none"> <li>• Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain</li> </ul>

<ul style="list-style-type: none"> <li>– Mengingat kembali materi/teks yang sudah dipelajari</li> <li>– Siswa menjawab soal yang diberikan guru.</li> <li>• Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan/</li> </ul>
<b>Kegiatan Penutup</b>
<ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</li> <li>• Salam</li> </ul>

**I. Penilaian :** The amount of correct answer in completion

Sup Pencapaian Kompetensi	Indicator	Teknik Penilaian	Bentuk Instrumen	Instrument Soal
1. Discovering idea fable	main	Test Tulisan	Multiple Choice	Multiple Choice Question (chosen the best answer by crossing (x) a, b, c, or d.
2. Identifying fable	detail			
3. Understanding vocabulary fable				
4. Summarizing concepts of fable.				

Padangsidempuan, Oktober 2019

**Mengetahui**  
**Validator**

**Peneliti**

**Irna Sari, S.Pd**

**Rona Masdelima**  
**NIM. 16 203 00059**



## Appendix 2

### LESSON PLAN

(In CYCLE 2)

Sekolah : **MAS BAHARUDDIN**

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar : - Mampu memahami text yangsedang dipelajari dengan benar

Indikator : - Mampu menjawab pertanyaan terkait dengan text  
-Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi main idea, mengidentifikasi detail fable atau topic, memahami vocabulary, dan dapat memberikan kesimpulan text.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text narrative dengan baik dengan bantuan metode yang diberikan guru.
- Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral tau kesimpulan) dalam tekx narrative.

### D. Materi Pembelajaran

- Teks monolog berbentuk fable/narrative text

#### **Malin Kundang**

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out.

Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

1. What's is the talk about?
  - a. Malin kundang
  - b. His mother
  - c. Malin kundang and his mother

- d. Malin became a stone
2. What is the main idea from the first paragraph?
    - a. lived a diligent boy named Malin Kundang
    - b. They were very poor
    - c. but they lived quiet and harmonious
    - d. He lived in the seashore with his mother
  3. What is the main idea from the second paragraph?
    - a. Malin still kept his argumen and finally he sailed with the bigship
    - b. One day, a big ship closed to the beach near their village
    - c. Malin Kundang wanted to join with them because he wanted to improve his family's life
    - d. A big ship closed to the beach near their village
  4. What is the main idea from the third paragraph?
    - a. Malin Kundang succed and he became rich trader
    - b. Malin didn't admit that woman as his poor mother
    - c. He came to his native village with his beatiful wife, but his wife didn't know Malin's real descent
    - d. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite
  5. What is the conclusion from the text above?
    - a. We must admid our mother's condition and never feel shy to admid her
    - b. We must forget our mother
    - c. We don't care about our parents
    - d. Karma is real

**F. Metode Pembelajaran**

- 1) Metode pembelajaran: Teacher Strategy

**G. Media Pembelajaran**

- 1) Media
  - Worksheet atau lembar kerja (siswa)

-Buku paket

2) Alat/Bahan

-Spidol dan Papan tulis

**H. Sumber Belajar :** Buku yang berkaitan

**I. Langkah-Langkah Pembelajaran**

<b>Pertemuan Ke-1 (2 x 45 Menit)</b>
<b>Kegiatan Pendahuluan</b>
<ul style="list-style-type: none"><li>•Guru memberi salam</li><li>•Berdoa</li><li>•Guru memeriksa kehadiran siswa</li><li>•Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam klas.</li><li>•Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li><li>•Guru mengaukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</li><li>•Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.</li><li>•Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li></ul>
<b>Kegiatan Pembelajaran /Kegiatan Inti</b>
<p>Guru memberikan prior-knowledge</p> <ul style="list-style-type: none"><li>•Guru menjelaskan sedikit tentang text</li><li>•Setiap siswa diberikan bagian yang terdiri dari beberapa paragrah</li><li>•Guru menugaskan siswa untuk membaca paragraph</li><li>•Guru meminta siswa untuk mentranslate teks.</li><li>•Siswa mencari main idea, topic, menyimpulkan paragraph dan vocabulary.</li></ul>
<b>Penutup</b>

Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik

- Guru menugaskan siswa untuk membaca paragraph
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru meminta siswa untuk menyajikan dan contoh main idea, topic, summarizing dan vocabulary untuk mengukur pemahaman siswa terhadap ,di akhir sesi guru memberikan kuis tentang materi.
- Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan.

## **Pertemuan Ke-2 (2 x45)**

### **Kegiatan Pendahuluan**

Guru memberi salam

- Berdoa
- Guru memeriksa kehadiran siswa
- Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.
- Menjelaskan mekanisme pelaksanaan pengalaman pembelajaran sesuai dengan langkah-langkah pembelajaran.

### **Kegiatan Inti**

Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain

- Siswa menjawab soal yang diberikan guru.
- Guru memberikan penghargaan pada siswa yang mendapat point tertinggi

Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan

Kegiatan Penutup
<p>Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik</p> <ul style="list-style-type: none"> <li>•Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</li> <li>•Salam</li> </ul>

**J. Penilaian : The amount of correct answer in completion**

Sup Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument Soal
1.Discovering main idea fable 2.Identifying detail fable 3.Understanding vocabulary fable 4.Summarizing concepts of fable.	Test Tulisan	Multiple Choice	Multiple Choice Question (choose the best answer by crossing (x) a, b, c, or d.

Padangsidempuan, Oktober 2019

**Mengetahui**

**Validator**

**Irna Sari, S.Pd**

**Peneliti**

**Rona Masdelima**

**NIM. 16 203 00059**

### **Appendix 3**

Instrument Test (cycle 1 validity reading comprehension of narrative text)

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Nama :

Class :

Introduction : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it . The questions are 30 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Text 1 for questions number 1-3

#### **Aladdin and the Magic Lamp**

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladin to go inside the cave and find a magical lamp there. He also gave a ring and said, :if you are in any trouble, rub this ring and a genie will come to your rescue?".

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full or gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?"

Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

1. What is the text about?
  - a. Aladdin
  - b. Magic lamp
  - c. Aladdin and magic lamp
  - d. Aladdin and Jasmine
2. What is the main idea of second paragraph?
  - a. The magician asked Aladdin to work together with him.
    1. The magician asked Aladdin to go inside the cave and find a magical lamp there.
    - c. Magician met Aladdin in the market.
    - d. Aladdin's mother sent him to the market he met a magician.
3. What is the main idea from the third paragraph?
  - a. Aladdin went into the cave
  - b. Aladdin called out, "Magician"
  - c. Inside the cave, Aladdin was surprised by what he saw
  - d. A few minutes later, he found the lamp

Text 2 for the questions 4 to 7

A fox fell into a well and couldn't get out. By and by a thirsty goat along. Seeing the fox in the well it asked if the water was good. "Good", said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself".

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your legs and put your forelegs against the side of the well.



Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out the well. Then he coolly walked away. The goat called out loudly after him and reminded of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well.

The goat felt very sad. He called out loudly. An old man walking nearby heard him put a plank into the well. The goat out and thanked the old man.

4. The next tells the story of...
  - a. A fox
  - b. A goat
  - c. A fox and a goat
  - d. An old man and the fox
5. What do we learn from the text?
  - a. The fox's idea of how to get out of the well.
  - b. How both the goat and the fox got out of the well
  - c. How the fox got out of the well.
  - d. How the fox helped the goat
6. What is the main idea of paragraph three?
  - a. The goat drink enough and looked around.
  - b. The goat came down to the well and drank
  - c. The goat stood on his hind legs and put his forelegs against the side of the well.
  - d. The goat did as he was asked and the fox got on his back and climbed well.
7. what's is the main idea from the fourth paragraph?
  - a. The goat felt very sad
  - b. He called out loudly
  - c. An old man walking nearby heard him put a plank into the well
  - d. The goat out and thanked the old man

Text 3 for the questions number 8-15

### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

8. what is the main idea from the firts paragraph?
  - a. There was no another parrot like it
  - b. A man in Puerto Rico had a wonderful parrot
  - c. The name of the town was Catano
  - d. This parrot would say any word-except one
9. What is the main idea from the secon paragraph?
  - a. The man tried to teach the parrot to say Catano
  - b. the bird would not talk
  - c. the man was very nice, but then he got angry
  - d. the man got to so angry that the shouted over and over
10. What is the main idea from the third paragraph?
  - a. The man was very angry because the bird can't say catano

- b. The men picked up the bird because couldn't say catano
  - c. The man threw the bird into chicken house
  - d. The man put the parrot in the chicken house and left.
11. What is the main idea from the fourth paragraph?
- a. The next day the man came back to the chicken house
  - b. He opened the door and stopped
  - c. He was very surprised at what he saw
  - d. The parrot was screaming at the fourth chicken
12. It is most likely that ....
- a. The bird killed the three chickens.
  - b. The three chickens killed the bird.
  - c. The bird played with the chicken
  - d. The bird killed one of the three chickens.
13. What is the story about?
- a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner
  - d. A parrot, the owner, and chickens
14. "The parrot was very, very smart"
- The word 'smart' means ....
- a. Stupid
  - b. Clever
  - c. Stubborn
  - d. Beautiful
15. "The parrot was screaming at the fourth chickens"
- What does the underlined word mean?
- a. Smiling

- b. Crying
- c. Shouting
- d. Laugh

Text 4 for the questions number 16-17

A Story from The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on

16. What do we learn from the text?
- a. Don't be arrogant
  - b. Admit your defeat
  - c. Don't give up quickly
  - d. Don't be shame
17. What is the main idea of paragraph 3?
- a. A. An eagle watching the rooster from a distance
  - b. The loosing rooster came out from its hiding place
  - c. The eagle took the winning rooster as its prey
  - d. The winning rooster celebrates its winning proudly

Text 5 questions for number 18-20

### **The Good Stepmother**

The old witch locked Hansel in a cage set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," ahe said and set off into the forest. Many hours later, when her feet were tried from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch fell into the oven and the stepmother shut the door. "Children, I have come to save you," she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take your home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived ever after".

18. The story is about.....
  - a. Two children went to school for the first time
  - b. A witch who is really kind
  - c. A father who begged a witch for money
  - d. A stepmother who saved her children from a witch
19. What is the main idea from the 2 paragraph?
  - a. she has done a dreadful thing
  - b. She picked up the broom leaning against the door and crept inside
  - c. The witch fell into the oven and the stepmother shut the door
  - d. I have come to save you
20. How did the stepmother find her children?
  - a. She walked into the forest
  - b. She got tired and met her children
  - c. She peeped through the window of the witch's cottage
  - d. She fell into the cliff

## Appendix 4

Instrument Test (cycle 2 validity reading comprehension of narrative text)

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Name :

Class :

Introduction : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Text 4 question for number 1-3

### The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him, " why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

1. How was the farmer according to the writer ? He was....
  - a. Mean
  - b. Generous
  - c. Kind
  - d. Humorous
2. The main idea from paragraph 2 is.....
  - a. Suddenly the box began fill up
  - b. the farmer and his wife decide

- with apples
- b. No matter how many the apples were taken out.
- to sell the apples and in short time they were able to live quite comfortably
- d. his wife dropped an apple into box

3. What did we learn from the story ?
- a. Being honest is not always wise
  - b. All that glitters is not good
  - c. It is good to be honest in life
  - d. We must respect our parents

**Text 2** question for number 4-5

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw the blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the papa bear.

4. The story teaches us that .....
- a. Poverty makes people suffer
  - b. We must keep our promise
  - c. Being greedy makes other people happy
  - d. People should love each other

**Text 3** questions for number 5-6

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him. This soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it, perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the little mouse had finished gnawing away the ropes, he asked the lion to run away.

5. Paragraph three mainly tells us that...
  - a. The little mouse asked for forgiveness
  - b. The hunters carried the lion alive to the king
  - c. The lion was tied to a tree by the hunters
  - d. The little mouse could prove that he could help the lion.
6. What is the main idea from paragraph 3?
  - a. the little mouse happened to pass by and see the sad plight in which the lion was.
  - b. the lion was caught in a trap
  - c. Some hunters, who wanted to carry him alive to the king
  - d. The little mouse went up to him and soon gnawed away the little mouse had finished gnawing away the ropes

**Text 4** the questions for number 7-9

A long time ago, there lived on the island of Bali a giant-like creature named Kbo lwo. The people of Bali used to say that Kbo lwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were empty and the new harvest was still a long way off. This made Kbo lwo eild with great anger. In this hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo lwo to build them a very deep well, and rebuild all the houses and temples he des"troyed. After they fed Kbo lwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling Kbo lwo was buried alive. Then the water in the well rose higher and higher until at least it overflowed and formed laje Batur. The mount of earth dug from the well by Kbo lwo is known as Mount Batur.

7. What is the main idea from paragraph 1 ?
  - a. It made the Balinese turn to rage
  - b. The people of Bali used to say that Kbo lwo was everything
  - c. He was satisfied with the meal
  - d. lived on the island of Bali a giant-like creature named Kbo lwo
8. What is the text talk about?



- a. Bali
  - b. Kbo lwo is known as Mount Batur
  - c. Kbo lwo
  - d. Bali a giant-like creature
9. "So, they came together to plan steps to oppose this powerful giant..." (paragraph 3). The antonym of the word "oppose" is...
- a. Support
  - b. Defeat
  - c. Turn against
  - d. Beat

**Text 5** for the questions number 10-12

### The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

10. What does the first paragraph talk about?
- a. The earthquakes and
  - c. The voice in the sky

- thunders in the sky
- b. The condition of Kesuma's family
- d. The condition of the volcano on one day sky

11. What is the main idea from the last paragraph?
- a. Then he jumped onto the crater of the volcano
- b. you all have to sacrifice animals and crops to the gods
- c. Kesuma knew the situation
- d. the earthquakes and the eruption stopped at once.
12. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
- a. Strong
- b. Handsome
- c. Hard
- d. Very firm

**Text 6** questions for number 13-15

Long long ago, when the gods and goodness used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in west Java. The king, named Sang Prabu was a wise man. He had only daughter, called Princess Tria Nirmala who was for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Sagara fell in love with Raden Begawan and used magi power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this; so killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So nice fairy took her to the Kahyangan.

13. Who is the name of king from text above?
- a. Raden Begawan
- b. Sang Prabu
- c. Teja Nirmala
- d. Blambangan
14. So a nice fairy took to the Kahyangan. (Paragraph 2)  
The word her in the sentence refers to..
- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja
15. The similarity between fairy and human according to the text.
- a. The place they live
- b. The jealousy that they process
- c. The way they don't feel a love
- d. The strength they have

**Text 7** questions for number 16-19

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

16. What is the main idea from the first paragraph?

- |   |   |
|---|---|
| a. Even though his wife complained bitterly about his wasting too much time on the creature | c. He picked it up, took it home and looked after it lovingly |
| b. After some time, the wing mended   | d. A farmer came across a bird with a broken wing             |

17. What is the main idea from the third paragraph?....

- |   |  |
|---|--|
| a. the birds gave him a little box  | c. When the farmer <u>discovered</u> that the bird was gone, he was so upset that he went out to look for it |
| b. he found it again, and was greeted happily by the whole family of the bird | d. As a sign of their thanks for his care and attention  |

18. What do we learn from the text?

- |                                |                                   |
|--------------------------------|-----------------------------------|
| a. A gift shows kindness.      | c. Arguing makes you distressed.  |
| b. Sufferings bring happiness. | d. A good deed deserves a reward. |

19. What is the main information discussed in the third paragraph?

- The farmer got a little casket from the birds
- The farmer was so angry and went
- The farmer got a little casketed from the birds
- The farmer was so angry and went out to find the bird

**Text 8** for the questions number 20

### **Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.  
"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

20. After reading the text, we may conclude that the mouse deer was

- |                       |                      |
|-----------------------|----------------------|
| a. Very greedy animal | c. Dumb animal       |
| b. Cunning anima      | d. Frightened animal |

## Appendix 5

### Key Answer for Cycle 1

1. c	6. d	11. a	16. c
2. d	7. a	12. a	17. a
3. a	8. b	13. c	18. d
4. c	9. a	14. b	19. b
5. a	10. a	15. c	20. c

### Key Answer for Cycle 2

1. a	6. d	11. a	16. d
2. d	7. b	12. b	17. c
3. d	8. c	13. b	18. b
4. a	9. d	14. a	19. a
5. d	10. a	15. a	20. d

**Apendix 6****LIST OF OBSERVATION IN CYCLE 1**

<b>NO</b>	<b>TEACHER'S ACTIVITY</b>	<b>ACTIVITY CHECK</b>		<b>NOTES FOR THE NEXT LESSON</b>
		✓	x	
1	Checking students attendant	✓		
2	Warning up	✓		
3	Explain the aim	✓		
4	Using picture in teaching process	✓		
5	Monitoring every step	✓		
6	Monitoring time allocation	✓		
7	Preparing the sollution	✓		
8	Collecting the students discussing research	✓		
9	Students enthusiasm	✓		

**Apendix 7****LIST OF OBSERVATION IN CYCLE 2**

<b>NO</b>	<b>TEACHER'S ACTIVITY</b>	<b>ACTIVITY CHECK</b>		<b>NOTES FOR THE NEXT LESSON</b>
		✓	x	
1	Checking students attendant	✓		
2	Warning up	✓		
3	Review previos lesson	✓		
4	Explain the aim	✓		
5	Using skimming technique in teaching process	✓		
6	Monitoring every step	✓		
7	Monitoring time allocation	✓		
8	Preparing the spllution	✓		
9	Collecting the students disussing research	✓		
10	Using new question about narrative text	✓		
11	Students enthusiasm	✓		
11	Evaluating	✓		

**APPENDIX 9**

**THE STUDENTS' SCORE IN READING COMPREHENSION IN THE SECOND C**

No.	Respondents	RESPONDENTS' ANSWER OF EACH ITEM NUMBER													
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	AS	5	5	5	5	5	5	5	5	5	0	5	0	5	
2	ASH	5	5	0	5	5	5	5	5	5	5	5	5	0	
3	AS	5	5	5	0	5	5	5	5	5	5	5	5	0	
4	AK	5	5	5	5	0	5	5	5	5	0	0	5	0	
5	AS	5	5	5	0	5	5	5	5	5	5	5	0	5	
6	AW	5	5	5	5	5	5	5	0	5	5	5	5	0	
7	AC	0	5	5	5	5	5	5	5	0	5	5	5	5	
8	AS	5	5	5	5	5	5	5	5	5	5	5	5	5	
9	CN	5	5	5	5	5	5	5	5	5	5	5	5	0	
10	DR	5	0	5	0	5	5	0	5	5	5	5	5	5	
11	EH	5	5	0	5	5	5	5	5	5	5	5	0	5	
12	ET	5	5	5	5	5	5	5	5	5	0	5	5	0	
13	FS	5	5	5	5	5	5	5	5	5	5	5	5	5	
14	FR	5	5	5	5	5	5	5	5	5	5	5	5	0	
15	LH	5	5	5	5	5	5	5	5	5	5	5	5	5	
16	MT	5	5	5	5	5	5	5	5	5	5	5	0	5	
17	MK	5	5	5	5	5	5	5	5	5	0	5	0	5	
18	MD	5	5	5	0	5	5	5	5	5	5	5	0	5	
19	NAL	5	5	0	5	0	5	0	5	5	5	5	0	5	



20	NFR	5	5	5	5	5	5	5	5	5	5	5	5	5	5
21	NA	5	5	5	5	5	5	5	5	5	0	5	5	5	5
22	NWS	5	5	0	0	5	5	5	5	5	5	5	5	5	5
23	RA	5	5	5	5	5	5	5	5	5	5	5	5	5	5
24	RF	5	5	5	5	5	5	5	5	5	5	5	5	5	5
25	RD	5	5	0	5	5	5	0	0	5	5	5	5	5	5
26	SS	5	5	5	5	5	5	5	5	5	5	5	5	5	5
27	SHF	5	5	5	5	5	5	5	5	5	5	5	5	5	5
28	ULN	5	5	5	5	5	5	5	5	5	5	5	5	5	5
29	WN	5	5	0	5	5	5	5	5	0	5	5	5	5	5
30	YSN	5	5	5	5	5	5	5	5	5	0	5	5	5	5

**TOTAL**

$$\text{MEAN} = \bar{X} = \sum x/n = 2650/30 = 88,33$$

**APPENDIX 8**

**THE STUDENTS' SCORE IN READING COMPREHENSION IN THE FIRST CYC**

No.	Respondents	RESPONDENTS' ANSWER OF EACH ITEM NUMBER													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	AS	5	0	0	0	0	5	0	5	5	0	5	0	0	5
2	ASH	5	5	0	5	5	5	5	5	5	0	5	0	0	0
3	AS	5	5	0	0	5	5	5	5	5	0	5	0	0	5
4	AK	5	5	5	5	0	0	5	5	0	0	0	0	0	0
5	AS	5	5	0	0	0	0	5	5	5	0	0	0	0	5
6	AW	5	5	0	5	5	5	5	5	5	0	5	0	0	5
7	AC	0	5	5	5	0	5	5	5	0	0	0	5	5	5
8	AS	5	0	5	0	5	5	5	5	5	0	5	0	0	0
9	CN	5	5	5	0	0	5	5	5	0	0	5	0	0	0
10	DR	5	0	0	0	5	0	0	5	0	5	5	5	5	0
11	EH	5	5	0	5	0	0	0	5	0	0	5	0	0	5
12	ET	5	0	0	5	0	0	0	5	0	0	5	0	0	5
13	FS	5	5	0	0	0	5	5	5	5	5	5	0	0	5
14	FR	5	5	0	0	5	5	5	5	5	0	5	5	0	5
15	LH	0	5	5	0	5	5	5	0	0	0	5	5	5	0
16	MT	5	5	0	0	5	5	5	5	5	0	5	0	5	5
17	MK	5	5	0	0	5	5	5	5	0	0	0	0	5	5
18	MD	5	0	0	0	0	5	0	5	5	0	5	0	0	5
19	NAL	5	5	0	5	0	0	0	5	0	0	5	0	5	5

20	NFR	5	0	5	0	0	5	5	0	5	5	5	0	5	5
21	NA	5	5	0	0	5	0	0	5	5	0	0	0	0	5
22	NWS	5	5	0	0	0	5	5	5	5	5	5	5	0	0
23	RA	0	5	5	5	5	0	0	0	0	0	0	5	5	5
24	RF	5	0	0	0	5	0	0	0	0	0	0	5	0	0
25	RD	0	0	0	5	5	5	0	0	0	5	5	5	0	0
26	SS	5	5	0	5	5	5	5	5	5	5	5	5	5	5
27	SHF	5	5	5	0	0	5	5	0	0	5	0	5	0	5
28	ULN	5	5	0	0	5	5	5	5	5	0	5	5	0	5
29	WN	5	5	0	0	5	5	5	5	5	5	5	5	0	5
30	YSN	5	0	5	0	5	5	5	5	5	5	5	0	5	0

**TOTAL**

$$\text{MEAN} = \bar{X} = \sum x/n = 1660/30 = 55,33$$

## APPENDIX 10

### In Cycle 1

NO	RESPONDENTS	INDICATOR					Score
		Identify the topic	Identify the main idea	Identify information	Vocabulary	Give conclusion	
1.	AS	10	25	10	5	5	55
2.	AHS	10	25	5	5	10	55
3.	AS	10	25	15	0	5	55
4.	AK	5	20	15	5	5	50
5.	AS	5	25	15	10	0	55
6.	AW	10	30	15	5	10	65
7.	AC	5	25	5	5	15	55
8.	AS	10	25	5	10	10	60
9.	CN	10	25	5	10	5	55
10.	DR	5	25	0	0	15	45
11.	EH	5	20	10	5	10	50
12.	ET	5	15	10	10	5	45
13.	FS	10	40	5	5	5	60
14.	FR	10	30	15	10	5	60
15.	LH	5	35	5	5	15	55
16.	MT	10	30	15	0	10	65
17.	MK	10	20	15	0	15	60
18.	MD	10	25	10	5	5	55
19.	NAL	5	20	5	5	15	60
20.	NFR	10	25	10	10	5	60
21.	NA	5	20	5	0	5	35
22.	NWS	10	35	10	10	0	65
23.	RA	0	25	5	10	20	60
24.	RF	5	5	5	5	5	25

25.	RD	5	20	10	0	15	50
26.	SS	10	35	10	5	15	75
27.	SHF	10	30	5	0	5	50
28.	ULN	10	30	15	10	5	60
29.	WN	10	35	10	10	5	60
30.	YSN	10	25	5	5	15	60
	TOTAL	235/30= 7,83	745/30=24,83	270/30=9	165/30=5,5	205/30=6.83	1660

## Appendix 11

### In Cycle 2

NO	RESPONDENTS	INDICATOR					Score
		Identify the topic	Identify the main idea	Identify information	Vocabulary	Give conclusion	
1.	AS	10	40	10	10	10	80
2.	AHS	10	35	10	10	20	85
3.	AS	5	40	15	10	20	90
4.	AK	10	20	15	10	20	75
5.	AS	5	45	15	10	10	85
6.	AW	10	45	15	5	20	90
7.	AC	10	40	10	5	15	80
8.	AS	10	45	15	10	20	100
9.	CN	10	40	15	10	15	90
10.	DR	10	25	15	10	15	75
11.	EH	10	45	15	10	10	90
12.	ET	10	45	15	10	10	90
13.	FS	10	45	15	10	20	100
14.	FR	10	40	15	15	15	80
15.	LH	10	45	5	10	20	90
16.	MT	10	45	15	15	10	95
17.	MK	10	45	15	0	5	85
18.	MD	10	30	15	15	20	90
19.	NAL	5	30	15	15	20	85
20.	NFR	10	40	10	10	20	90
21.	NA	5	35	5	15	15	85
22.	NWS	10	40	10	10	20	90

23.	RA	5	45	15	10	15	90
24.	RF	5	45	15	15	20	95
25.	RD	5	45	10	15	15	90
26.	SS	10	45	15	15	20	100
27.	SHF	10	40	15	15	15	95
28.	ULN	10	40	10	10	15	85
29.	WN	10	45	15	10	10	90
30.	YSN	10	35	15	10	15	85
	TOTAL	265/30=8,8	1190/30=39,5	395/30=13,1	325/30=10,83	475/30=15,83	2650









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Yth. Kepala Mas Baharuddin  
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Dengan hormat, bersama ini kami sampaikan bahwa :

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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**Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Ahmad Nizar Rangkuti, M.Pd
2. Fitri Rayani Siregar, M. Hum

(Pembimbing I)  
(Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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

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