

**THE APPLICATION OF SKIMMING TECHNIQUE
IN INCREASING STUDENTS' READING COMPREHENSION
AT SMP NEGERI 1 WONGSOREJO**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

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FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

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In Practical Fulfillment of the Requirement
A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
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**THE APPLICATION OF SKIMMING TECHNIQUE
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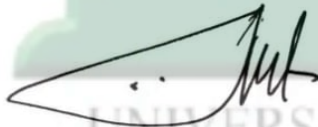
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a person with something more than he can bear”¹



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¹ Muhammad Taki-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an* (Medina Dar-us Salam Publication, 1996)

DEDICATION

I proudly dedicated this thesis for:

1. Myself. I deserve this a billion times.
2. Mr. Budiono and Mrs. Husniyah, my beloved parents who always supporting me, loving me, pray for me and always by my side no matter what, did everything in their power to give me a good life, and it was with their blood, sweat and tears that I was able to get here completing my studies.
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6. My seven, my source of joys and inspirations, Bangtan Sonyeondan. My love of my life thanks for simply existing.

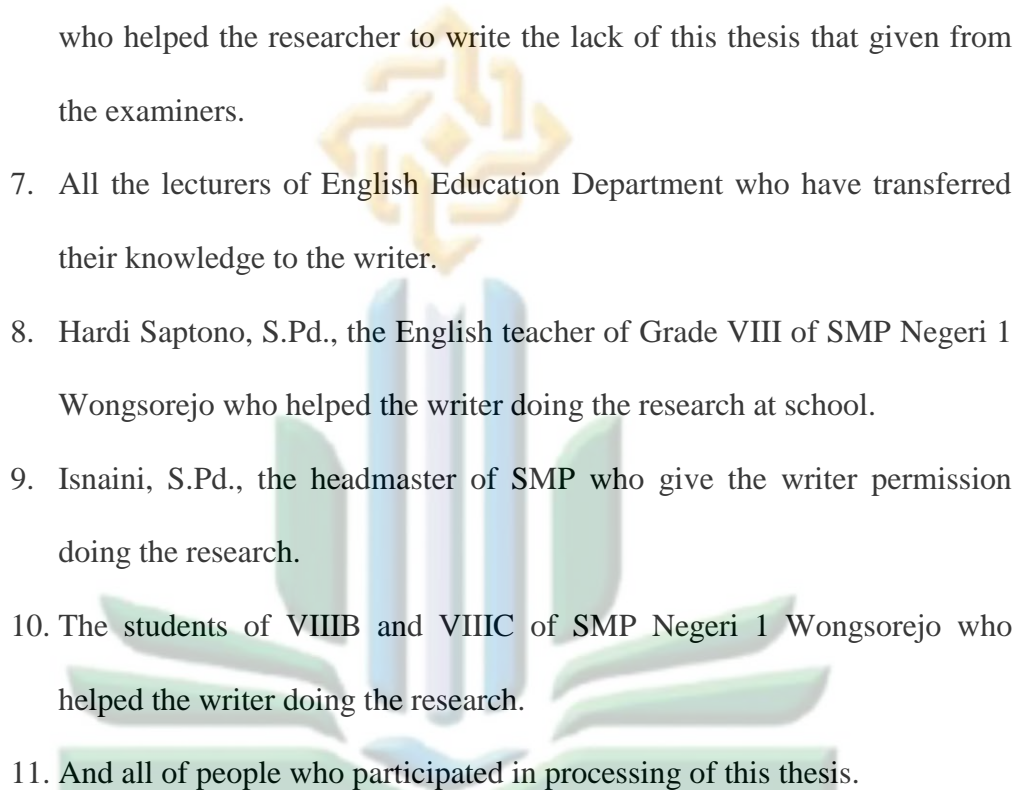
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Secondly, Shalawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

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- 
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Hopefully Allah rewards everyone who has supported the writer with all the goodness in their life. The writer realized that this thesis is still far from perfect. Therefore, the writer welcomes all the criticism and suggestions. The writer hopes that this thesis would be useful for the readers and future researchers.

Jember, 19 June 2024

The Writer

ABSTRACT

Devi Elfira Indriani, 2024: The Application of Skimming Technique in Increasing Students Reading Comprehension at SMP Negeri 1 Wongsorejo.

Key Words: *Reading Comprehension, Skimming Technique*

This research is aimed to increased students' reading comprehension by applying skimming technique in term of the reading text at eight grade of SMP Negeri 1 Wongsorejo. Increasing reading comprehension in reading text is the most important thing to do in learning English. Reading comprehension is the ability to understand the meaning and integrate the knowledge that the readers already knows. Based on the preliminary study of this research, the students have difficulty understanding the meaning of the reading text, lack of vocabulary and less interest in learning English. Therefore, the students need learning activities that can make the students interest learning English especially in reading text.

The formulation of this research question was "How is the application of skimming technique able to increase students' reading comprehension at SMP Negeri 1 Wongsorejo?" and the objective of this research is to examine how the application of skimming technique is able to increase students' reading comprehension at eight grade of SMP Negeri 1 Wongsorejo.

The researcher used the classroom action research. There are several steps in classroom action research include as plan, action, observation, and reflection. This research was conducted in two cycles. Each cycle consists of two meetings. The data was collected by using two methods at once, such as qualitative and quantitative data. Qualitative data were collected based on the observation. While quantitative data were collected based on the student scores after pre-test and post-test given by the researcher.

The research findings indicated that skimming technique was effective to increase students' reading comprehension. The result of the collected data indicated that, there was development after 2 cycles. The mean score of the test in cycle 2 (84) was higher than the mean score of the test in cycle 1 (67). It means that there was significance difference between the students' reading comprehension before and after applying skimming technique in reading text. Based on the research finding and discussion, the researcher concluded that the application of skimming technique was effectively could increase the students' reading comprehension.

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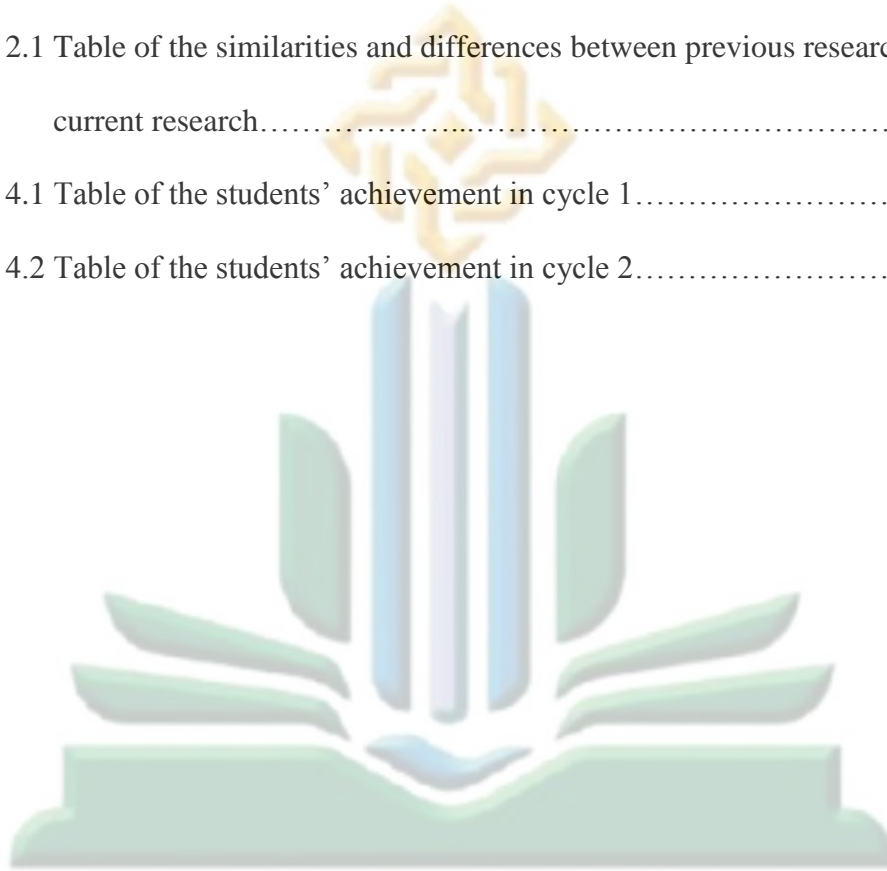
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CHAPTER I

INTRODUCTION

A. Research Background

Language is a communication key for everyone. Through language someone can interact with other people. In order for communication runs smoothly, we need good skills in interaction. For everyone, language skills are important, even for students when they take part in learning at various levels of education.

In this modern era, literacy skills (especially reading and writing skills) are considered as basic skills that must be mastered by everyone. Reading and writing are activities that cannot be separated from one another. This can be seen from the relationship between the verses of Surah Al-Alaq and Surah Al-Qalam. Here it is stated that the word "qalam" in the Qur'an is mentioned twice, namely in the 68th verse 1 of Surah and the 4th verse of Al-Alaq, which reads:

ن ۞ وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Meaning: *Nun, for the sake of qalam and what they wrote.* QS. Al-Qalam verse 1²

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

Meaning: *Who has taught (the writing) by the pen [the first person to write was prophet Idrees (Enoch)]* QS. Al-Alaq verse 4³

² Muhammad Taki-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an* (Medina Dar-us Salam Publication, 1996)

Reading is a process or means to increase knowledge, receive messages written in reading materials and as entertainment. Provided that students more or less understand what they read, the more they read, the better they get at it.⁴ In addition, Grellet stated that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it.⁵ However, reading is not as easy as it seems. As a process, reading is developed by using certain strategies depending on the purpose of reading itself. Reading is one of the complex ways of learning English. It means that learners must first recognize letters which will form a word. Later, they have to pronounce those words. It is followed by the ability to read sentences, paragraph and full text. Finally, the learners have to deal with the content of the text. In this phase, they comprehend the message from the writer by relating it to their own knowledge.⁶

Reading lesson has a fundamental goal so that students are able to absorb and understand information delivered through written media. By that, human must be able to keep up with the times by balancing adequate reading skills. In the current era of globalization, almost all of the information is presented in the form of written statements, Such as newspapers, books, internet articles, and other written materials. It requires students to have the ability to understand how to access information quickly and also read quickly.

³ Muhammad Taki-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an* (Medina Dar-us Salam Publication, 1996)

⁴ Harmer, J. *The Practice of English Language Teaching* (Pearson: Longman, 2007)

⁵ Grellet, Françoise. *How to Teach English: An Introduction to The Practice of English Language Teaching* (England: Addison Wesley Longman, 2004)

⁶ Caldwell, Joanne Schudt. *Comprehension Assessment: A Classroom Guide* (New York: The Guilford Press, 2008)

Every student has a different reading ability. Moreover, Brown states that reading ability developed best in association with writing, listening and speaking activities.⁷ Some students can read a book quickly, some other students are medium speed, and some more students can read books slowly. Someone who reads a book quickly and with good reading comprehension skills will finish reading the book faster and absorb information from the book he is reading, so that he can use his free time for other activities, contrary to slow readers. Slow readers need more time to understand the contents of what they read, so to improve their reading skills, they need more practice than fast reader who absorbs faster the information they read.

Fast reading skills are needed by students to ease understanding of the contents of the reading. Through fast reading, students can quickly find the contents of the reading. Besides that fast reading also must be balanced with the speed of understanding the contents of the reading. Students with fast reading ability but slowly understanding will certainly affect reading efficiency. Students' reading speed is very dependent on the reading interest they want to understand. Students will be motivated to read quickly and understand the contents of the text if the reading materials are interesting.

Fast reading really helps students to learn the knowledge they will learn. The learning process will be hampered if students' reading speed is less than the maximal. There are two factors that affect someone's reading speed becomes less than optimal, namely internal factors and external factors. First,

⁷ Brown, H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (White Plains, New York: Addison Wesley Longman, 2001) p. 298

internal factors which include intelligence (IQ), interests, attitudes, talents, motivation, purpose of reading, and others. Second is external factors which include reading text (simple to difficult, easy to difficult), environmental factors or socio-economic factors, forms of reading materials, habits and traditions of reading systems. In addition, the use of inaccurate methods and approaches also makes students reading speed less than optimal. Teacher's lack of understanding of techniques for improving fast reading skills can also affect students' reading speed.

Many students are also frequently worried about the grammatical and pronunciation of reading. As happen in one of the state junior high school situated in Banyuwangi, based on the interview with the English teacher criteria of success of the eight grade of junior high school in Banyuwangi were 80 while there were only 10 students out of 24 students who achieved it. That class requires more attention because the majority of students' achievement in that class had a problem in reading and the teacher needed more technique in increasing students reading.

According to preliminary study through interview with the English teacher, the students had a problem in reading. They did not have a motivation, did not have the Basic English and lack of vocabulary so they did not know how to pronouncing the word of the reading. They were so confused about the sentence structure, vocabulary and how to pronounce the word. Then the student just read and answers their assignments freely.

Furthermore, the teacher said that the students did not care about the grammatical aspect and did not memorize the vocabulary given by the teacher. The students also lacked of vocabulary and relied on the translation application or dictionary. Then the students just read what they knew and forgot when their assignment was done.

The last problem in the preliminary study showed that in the process of teaching and learning reading in the class, the students felt less motivated. They felt shy to consult with the English teacher. They were not comfortable with the teacher. They were more comfortable when they had feedback or studied with their friends better than their teacher. It proved that students had a problem in reading and the teacher needed more strategy in increasing students reading.

The use of skimming technique will help the students locate the information quickly while making sure the students use their time wisely.

Skimming also can helps students to get inmadation on the other hand, involves processing text for ideas which requires far more complex thinking skill and can improving the students of tone or the intonation in skim.⁸

Based on the description above, there is a question arises as to how is the application of skimming technique able to increase students' reading comprehension at SMP Negeri 1 Wongsorejo. It would be very interesting to find the answer. Therefore the author needs conducting research with a theme:

⁸ Mikulecky, S. Beatrice& Jeffries Linda. *Advanced Reading Power: Extensive Reading, Vocabulary, Skills, Reading Faster* (Longman: Pearson Education, 2004) p. 261

**“The Application of Skimming Technique in Increasing Students’
Reading Comprehension at SMP Negeri 1 Wongsorejo”**

B. Research Question

How is the application of skimming technique able to increase students’ reading comprehension at SMP Negeri 1 Wongsorejo?

C. Research Objective

Based on the research question, the research objective of the study is to examine how the application of skimming technique is able to increase students’ reading comprehension at SMP Negeri 1 Wongsorejo.

D. Research Significance

1. Theoretical significance

The theoretical significance obtained from this research is to improve students reading comprehension, especially learning to read quickly using the Skimming Technique.

2. Practical significance

- a. Using the Skimming Technique can motivate students to improve speed reading skills. Then according to the aim of this method is to make it easier for students to search the main points of the text/discourse content, so that it will accustom students to easily absorb information when studying. Therefore, it is hoped that students can improve their grades and/or their learning results.
- b. This research can provide inspiration regarding certain methods in learning to read fast, but it is also useful for increase knowledge.

- c. The research can be used as material also as reference for the next researcher to find out other variable in their research regarding Skimming Technique in learning to read quickly.

E. Definition of Key Terms

The researcher has two definitions of key terms that were used to clarify the meaning terms. They were:

1. Reading Comprehension

Reading comprehension is a part of our ability in learning process to capture the meaning of text, and how we can combine with understanding from reader already knows. As a process, reading is developed by using certain strategies depending on the purpose of reading itself. Reading is one of the complex ways of learning English. It means that learners must first recognize letters which will form a word. They have to pronoun those words. It is followed by the ability to read sentences, paragraph and full text. Apart from these abilities, there are several other abilities to identify themes, topic, and main idea of the reading. There is an understanding in reading especially for students, they will easily understand the meaning and the similarities of words and also can be contained of the words then the students will process it into more appropriate words that they will learn in class.

2. Skimming Technique

Skimming technique is a good reading strategy to use if you want to find the overall main idea of a reading material. This method makes us

jump from one section to another to see the main idea, instead of reading word by word. By skimming, you can read much faster than normal reading without losing moments to find the main ideas.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous studies and theories that support current research. This chapter has several titles. The first title describes a previous study who related to current research. The second contains several subtitles that discussion about the theories that are related to this research. These points will be discussed furthermore detail below:

A. Previous Related Research Findings

The related research has been analyzed and observed by the researcher related to this research, here are the previous researches.

First, the thesis written by Alma Yulia Utami which the title is The Effectiveness of Using Skimming Technique to Improve Students' Reading Comprehension (A Pre Experimental Study at Eight Grade Students of SMP Negeri 3 Barru) in 2022. The researcher used experimental method.⁹From this research the researcher found that students' who were taught using the skimming technique could get better results in reading comprehension of English lessons. The results showed that the application of the skimming technique could make students more active, easier and faster for students to find answer of the questions given and be more motivated in the learning process.

⁹ Alma Yulia Utami, *The Effectiveness of Using Skimming Technique to Improve Students' Reading Comprehension* (Makassar:Muhammadiyah University of Makassar, 2022) p. 44-51.

Second, the research by Gideon Setyo Santoso in 2017 with the title “The Use of Skimming Technique to Improve Students’ Reading Comprehension of Descriptive Text at Grade Eight”. The research design of this research was quantitative based on experimental class. Researcher chose VIII B group for the tryout which consisted of 28 students in order to find the validity, reliability difficulty level, and discrimination power of the test item. As the experimental and the subject to collect data, the researcher chose VIII A.¹⁰The result of the study concluded that there was a significant difference on students’ reading achievement in descriptive text before and after being taught through skimming technique. The instructor approved that skimming technique is helpful for the student, since the most of the students agreed that skimming technique increased their interest in learning English.

Third, the journal by Aprilia Rosmarie & Mualimin in 2020 entitled “The Impact of Using Skimming Strategy in Narrative Text towards Students’ Reading Comprehension of SMP Advent of Semarang”. The study was a mixed method that used comparative design, test the comprehension of the students through pre-test and post-test. In this study, the researcher selected out of fifteen students of second grade in junior high school in SMP Advent of Semarang in the academic year of 2018/2019 and the students belong to the 13-14 age group.¹¹The result of this study concluded that the students who

¹⁰ Gideon Setyo Santoso, *The Use of Skimming Technique to Improve Students’ Reading Comprehension of Descriptive Text at Grade Eight* (Lampung:University of Lampung, 2017) p. 65-67

¹¹ Aprilia Rosmarie et al, *The Impact of Using Skimming Strategy in Narrative Text towards Students’ Reading Comprehension of SMP Advent of Semarang* (Semarang: Diponegoro University, 2020) p. 68

had a treatment really improved and their score increased. Based on the ability of the students and criteria of minimum score, students who got the score 86-100 is categorized as a very good, 65-85 is categorized as good and 0-64 is categorized by poor. It can be concluded that the students in the experiment could be categorized as good because they were taught by skimming technique. It means that after applying the technique, most of them could skim the text well.

Fourth, the study by Hutabarat & Benny Jefri Wijaya in 2012 entitled “The effect of Applying Skimming Technique on Grade IX Students reading Comprehension”. The research design of this research was quantitative.¹² Based on the result of the data analysis which were presented in chapter IV, the findings shows that t-observed was higher than t-table at the p level 0,05; $3,71 > 2,00$; $p = 0,05$. It means that the null hypothesis (H_0) was rejected and H_a was accepted because there was significant effect of applying skimming technique on students’ reading comprehension.

Fifth, the journal by Syaifudin Latif Darmawan in 2016 entitled “The Implementation of Skimming Technique towards Students’ Reading Comprehension”. In this study, researcher analyzed the data using qualitative descriptive and the sample of this study was the fourth students of English Study Program at Muhammadiyah University Metro, Academic Year 2015/2016.¹³ Based on the result of the data, it can be conclude that skimming

¹² Hutabarat et al, *The effect of Applying Skimming Technique on Grade IX Students reading Comprehension* (Medan: University of Medan, 2012)

¹³ Syaifudin Latif Darmawan, *The Implementation of Skimming Technique towards Students’ Reading Comprehension* (Lampung: Muhammadiyah University of Metro, 2016) p. 8

technique has significant contribution to the students at fourth semester of English Study Program. The three collecting data showed that the students know well about using skimming technique in reading class. Besides, the students' vocabularies increased during the process of conducting the research. So, the students' score in reading comprehension are raised.

Table 2.1
Similarities and Differences Previous Research

No.	The Research Title	Similarities	Differences
1.	Alma Yulia Utami (2022), <i>"The Effectiveness of Using Skimming Technique to Improve Students' Reading Comprehension"</i>	<ul style="list-style-type: none"> ▪ Both of the research discuss about skimming technique ▪ Both of the research focus to improving students' reading comprehension ▪ Both of the research choose the second grade of junior high school 	<ul style="list-style-type: none"> ▪ The previous research using quantitative, meanwhile this current research using CAR research
2.	Gideon Setyo Santoso (2017), <i>"The Use of Skimming Technique to Improve Students' Reading Comprehension of Descriptive Text at Grade Eight"</i>	<ul style="list-style-type: none"> ▪ Both of the research discuss about skimming technique ▪ Both of the research focus to improving students' reading comprehension ▪ Both of the research choose the second grade of junior high school 	<ul style="list-style-type: none"> ▪ The previous research using quantitative, meanwhile this current research using CAR research
3.	Aprilia Rosmarie & Mualimin (2020), <i>"The Impact of Using Skimming Strategy in Narrative Text towards Students' Reading"</i>	<ul style="list-style-type: none"> ▪ Both of the research discuss about skimming technique ▪ Both of the research focus to 	<ul style="list-style-type: none"> ▪ The previous research using quantitative and qualitative method, meanwhile this current research

No.	The Research Title	Similarities	Differences
	<i>Comprehension of SMP Advent of Semarang</i>	improving students' reading comprehension <ul style="list-style-type: none"> ▪ Both of the research choose the second grade of junior high school 	using CAR research
4.	Hutabarat & Benny Jefri Wijaya (2012), <i>“The effect of Applying Skimming Technique on Grade IX Students reading Comprehension”</i>	<ul style="list-style-type: none"> ▪ Both of the research discuss about skimming technique ▪ Both of the research focus to improving students' reading comprehension 	<ul style="list-style-type: none"> ▪ The previous research using quantitative, meanwhile this current research using CAR research ▪ The previous research applied participant from grade IX, meanwhile this current research applied participant from grade VII
5.	Syaifudin Latif Darmawan (2016), <i>“The Implementation of Skimming Technique towards Students' Reading Comprehension”</i>	<ul style="list-style-type: none"> ▪ Both of the research discuss about skimming technique ▪ Both of the research focus to improving students' reading comprehension 	<ul style="list-style-type: none"> ▪ The previous research using qualitative descriptive, meanwhile this current research using CAR research ▪ The previous research applied participant from college students, meanwhile this current research using junior high school students as subject

Based on the previous findings in the table 2.1 above, we know that using skimming technique can be an interesting method to attract students, so, skimming technique are needed by students to ease

understanding of the contents of the reading. Through skimming, students can quickly find the contents of the reading and it really helps students to learn the knowledge they will learn. Therefore, this research is focused on improving students' reading comprehension by using skimming technique.

The arrangement steps in implementing the skimming technique are explained as follows: first of all, the students are given a test that contains a text and some questions. Next, the teacher asks students to identify themes, topic, and main idea of the text. After that, the teacher gives an explanation according to the answer of the students. Fourth, students give their own opinion about their answer after reading the text. Finally, the students write their arguments about their answer and considered whether it was right or wrong answer.

B. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

Spratt et al Pulverness and M. Williams defines reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge.¹⁴ The activity is done by the reader as they want to get information and knowledge from the text. Therefore reading is a place to obtain various kinds of goals, namely understanding in reading, get information, reading for self-pressure during leisure time, and the most important thing is reading to learn.

¹⁴ Mary Spratt, Alan Pulverness, Melanie Williams. *The TKT (Teaching Knowledge Test) Course* (Cambridge:Cambridge University Press, 2005) p. 21

The purpose of reading will be fulfilled successfully if the reader understands the material that has been read. Therefore, reading comprehension has an important role in order to achieve the reader's goal in reading.

According to Brown, reading is a process of negotiating meaning to the texts for understanding.¹⁵ In this case, reading is a process to increase information from the text. Reading consists of two related processes: word recognition and comprehension. Word recognition means the process of perceiving how written symbol correspond to one's spoken language. While comprehension is the process of making sense of word, sentence and connected text.

b. The Process of Reading Comprehension

The process of reading comprehension is the step to know the content of the reading text. The reading skill is a difficult enough skill because the reader needs to concentrate to get the points of the text he read. According to Hudson and Brown, There are three kinds of reading processes.^{16 17} Those are presented below:

1) Bottom Up Process

Bottom up is a process cares for the reading as a making out activity with an accent placed on the structure of the text.

¹⁵ Brown, H. D. *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2004) p. 189

¹⁶ Hudson. *Teaching Second Language Reading* (New York: Oxford University Press, 2007) p. 33-57

¹⁷ Brown, H. D. *Teaching by Principle* (Englewood Cliffs, New Jersey: Prentice Hall, 2001) p. 298-299

Bottom up process views the process of reading as phonemic units. Brown said in this process the reader must recognize a variety of linguistic sign (letters, morpheme, syllables, words, phrases, grammatical cues, and discourse markers) and use their linguist data processing mechanism to impose some sort of order on these signal.¹⁸ This process mainly focuses on a linier processing which allows the readers' ability in recognizing words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

2) Top-Down Process

In top-down process, the reading process is seen as the process happened inside of the readers. Top-down process take the opposite position and think about the readers interest, world knowledge and reading skills as the driving power behind reading comprehension. The top-down process, indeed, takes the background knowledge of the readers as the important thing in reading. It can be concluded that the "top-down" process underlines readers bringing meaning to the text based on their background and making text based on their previous knowledge.

3) Interactive Process

Interactive process is the most modern set of reading process, which the knowledge is considered the result of bottom-up

¹⁸ Brown, H. D. *Teaching by Principle* (Englewood Cliffs, New Jersey: Prentice Hall, 2001) p. 298-299

and top-down fundamentals working in a communication between the reader and the text. As the reading process happens, the readers arouse what they have on their background knowledge and connected with their written information they got in the text. So, in interactive process, the reader combine both recognize words and predict the implied information in creating meaning.

From the discussion above, we can know that there are three types of reading process. Those are bottom-up process dealing with recognizing the words, top-down process using the readers' background knowledge, and interactive process combining both words recognizing and background knowledge of the readers. Those approaches help the readers in reading comprehension.

c. Teaching Reading Comprehension

The aim of teaching reading is to develop students' reading skills so that they can read English texts effectively and efficiently. To be able to read effectively and efficiently, the reader must have a specific goal in their mind before they interact with the text. Therefore, effective reading always has a purpose.

There are some principles for teaching reading.¹⁹ The first principle is that teachers should provide motivation to their students to read as often and as much as possible, because by having lot of motivation, students will be more interested so they will have a better

¹⁹ Harmer, J. *The Practice of English Language Teaching* (Pearson: Longman, 2007) p. 101

comprehension in reading. The second principle is that students must be involved with the reading topic text and it can make students enjoy in reading text. Moreover, during teaching and learning activities should ensure that students get a lot of enjoyment from reading text as much as possible.

The next principle is that students must be encouraged to explore their ideas about the message of the text. It is very important for students to learn about reading text so they can gain new information. Furthermore, it is also important for students to know the message of the text so they can share their opinion and responses about the topic of the text. The fourth principle is that make predictions before reading. For example, by looking at the book cover, students can guess the contents of the book, so it can make them more interested to choose which books they want to read.

The last principle is that the teacher has to choose good reading assignments for students such as appropriate activities before, during, and after reading: apart from that, create the right type of questions based on the level students and text topics. The last principle a good teacher can integrate reading text into an interesting lesson by providing reading texts which is full of sentences, words, and ideas to make the text more meaningful.

Based on several principles above, we can know that a good teacher is a teacher who can improve students' reading comprehension

by giving students motivation to read as much as possible and they have engaged with the topic they read, so they understand what they read.

d. Aspects of Reading Comprehension

There are several aspect that students are required to be able mastered all aspect of reading so they can communicate well in learning English. According to Mikulecky and Jeffries, reading is divided into several aspects as follows identifying main idea, identifying details, understanding vocabulary and making inference in reading comprehension.²⁰

1) Identifying Main Idea

Main idea is a passage of reading. In contrast to topic which refers to subject discussed. Another meaning of main idea refers to thought expressed. First paragraph is the main idea of the text. Main idea not just located in front or first paragraph. It also can be located in the middle or in the end of the paragraph. The characteristic of main idea is that it contains the content of the problem from the text and main idea also has clear and uncomplicated sentences. In addition, main idea always located in the main sentence of a paragraph. Identifying main idea is the most important thing in reading comprehension because it can support the contents of all the text clearly and detail in reading.

²⁰ Mikulecky & Jeffries, *Reading Power* (New York: Addison-Wesley Longman, 2004) p. 199.

2) Identifying Details

The purpose of detail is to guide or direct the reader in reading. Everyone read for some purpose. To achieve the goal, detail in reading is very important. Details are the one of the most prioritized thing in reading comprehension. The readers need details to understand a text.

3) Understanding Vocabulary

Vocabulary is one of the things that have to be considered in conducting research, especially reading comprehension. The level of students' vocabulary knowledge is strongly related to reading comprehension, which is determining point in whether or not academic success as a whole.²¹ Vocabulary is a collection of several words that are in a book or reading text that we know or read.

Reading comprehension involved understanding, analyzing, and synthesizing words, sentences, and ideas. Words are everywhere, means that if we want to increase the vocabulary the reader have to read or know, and then our understanding in reading will increased. It can be called a logical relationship, because it related to get the mean or understanding of what they have read before. Students need a lot of words to increase their vocabulary. It aims at their ability to use various strategies to find out or understand the meaning of new words that they have found.

²¹ Logan, John & Nicholas, *Vocabulary Instruction in a Balanced Reading Program* (Reading Teacher, 1999) p. 52 (4), 336, 11, 5.

4) Making Inference

Inference is the reading ability to get the meaning implied or written by the author but not stated directly. Doff said, all comprehension strategies involved inference in terms of understanding.²² Reading or writing must have a message, both of written or unwritten. Intended the readers can understand or get a lesson from reading or writing that they have read or write the contents of the implied message. The readers also required to record the text clues, because it serves to add to the knowledge that has been linked through the clues which after it adjusted based on the background knowledge and guesses the content of the conclusions.

e. Types of Reading Comprehension

According to Rasinski and Brassell, there are three categories of comprehension level that students and teachers need to know,²³ which are presented down below:

1) Literal Comprehension

Literal comprehension is the easiest level and simplest form of locating information in the text since the information is stated directly in the text. It includes the process of understanding the ideas and information explicitly stated in the passage. Literal comprehension is the main level in understanding a text. It depends

²² Adrian Doff, *Teach English a Training for Teacher* (London: Cambridge University Press, 1998) p. 144.

²³ Rasinski, T. and Brassell, D. *Comprehension that Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension* (Huntington: Corinne Burton, 2008) p. 17

on the students' ability to understand a text through literal understanding (intensive reading, skimming and scanning) to find information or to understand the meaning of the text efficiently.

2) Interpretative Comprehension

Interpretative comprehension is understands existing ideas and information not mentioned explicitly in the passage. The conclusion is the idea which the readers receive when they go beneath the surface to feel a connection, state facts and ideas together, drawing conclusions and making generalizations and detecting material atmosphere. The abilities needed by readers such as:

- a) Define the reason with the information presented to understand the purpose and attitude of the author's tone,
- b) Conclude factual information, main, ideas, comparisons, cause and effect relationships that are not stated explicitly in the passage, and
- c) Summarized the content of story.

3) Critical Comprehension

Critical comprehension is analyzes and react personally to information presented in that section. Critical reading contains a curious mind actively, creatively searches for false statements automatically when the reader reads the text. In this category, readers need ability such as: Reacting personally to information in

a passage that conveys meaning to the reader, Analyze the quality of written symbols of information in terms of some standards.

Therefore, the reader must be able to distinguish the text, whether the text is important and meaningful to them or not, and whether it is fact or just an opinion. Moreover, readers must be able to identify whether that is good or bad writing, according to the writing standard. In addition, the active reader is questioning, comparing and evaluating ideas contained in the material.

2. Skimming Technique

a. Concept of Skimming Technique

Skimming is a technique of fast reading. While reading a text, the reader has to determine which word, phrase, and sentences are important and which are unnecessary, and how they connect to the main argument. Skimming is a strategy by readers to acquire a quick overview of a piece of writing.²⁴ According to Harmer, skimming is a way to get quick overview of a piece of writing. Skimming is used to quickly identify the main ideas of a text. People often skim when they have lots of material in a limited amount of time. According to Sutz and Weverka, when the readers skim a page, they take the main idea from the reading material without reading every word.²⁵ The readers look for and seize upon words that appear to give the main meaning. It is

²⁴ Harmer, J. *The Practice of English Language Teaching* (Harlow: Longman, English Australia Journal, 2008)

²⁵ Sutz, R. and Weverka. *Skimming as a Speed Reading Technique* (online) retrieved 27th June 2015

possible that some of the words might be overlooked because they don't actually correspond to the topic at hand. While reading, skimming is a common practice that allows readers to focus on both the main points and the supporting details. The readers have to understand how to select keywords when they skimming a text.

According to Brown, skimming is the process of rapid coverage of reading matter to determine its gist or main idea.²⁶ Skimming is useful when readers want to survey a text to get a general idea of what it is about. In skimming, readers ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraph so that is also useful to pay attention to the organization of the text. Skimming a paragraph requires the reader to read it fast, skipping over sections to get a sense of its substance. In addition, skimming and achieving their objectives take some level of skill.

Based on discussion above, it can be summarized that skimming is a speed reading technique to find the important thing or main idea from reading material.

b. Step of Skimming Technique

According to Cullen, there are many stages of skimming that students may practice throughout the text,²⁷ as follows:

²⁶ Brown, H.D. *Language Assessment Principles and Classroom Practices* (New York: Pearson Education Ltd, 2004) p. 213

²⁷ Cullen, P., French, A., & Jakeman, V. *The Official Cambridge Guide ToIelts Student's Book With Answers With Dvd-Rom* (London: Cambridge University, 2014)

- 1) The students should read the title
- 2) The students should read the introduction
- 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 sentences in each paragraph
- 5) The students go back through the text looking for clues as to content and importance some of these clues includes the following:
 - a) Words that answer who, when, why and how
 - b) Proper nouns (name, place and specific things)
 - c) Number adjectives such as best, worst, most, good, nice, etc.
 - d) Changes in font such as italics, underlining, boldface, etc.
 - e) The students read the last paragraph
 - f) The students should finish reading as quick as possible

c. The Advantages and Disadvantages of Skimming Technique

There are some advantages of skimming technique.²⁸ The advantages and disadvantages of skimming technique are explained down below:

1) Advantages

The followings are some advantages of skimming technique

- a) The students are able to get the information specifically, directly and quickly.
- b) The students are aware of the benefits of the information available in reading materials both authentic and inauthentic

²⁸ Grellet, F. *Developing Reading Skills* (Cambridge: CUP, 1981) p. 19

since this technique also prepared the students to be independent readers.

- c) The students are aware of reading strategy used to find the stated and unstated information in certain text, as this technique does not only focus on asking the students how to do reading test, but also focus on equipping the students with the technique used in different texts.

2) Disadvantages

The followings are some disadvantages of skimming technique:

- a) It needs a high accuracy in determining the precise time for reading activity, so the teacher should allocate the time appropriately.
- b) If the students have many problems in reading, the teacher will need extra time and creativity to decide the various solutions.
- c) It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.

CHAPTER III

RESEARCH METHODS

This chapter contains the method used in the research that will be carried out and categorized as research design, research setting, research subject, research instruments, data collection techniques, data analysis techniques, validity and data reliability, and data procedures.

A. Research Setting

The research was conducted at SMP Negeri 1 Wongsorejo. The researcher chose this school because there was no research yet conducted there previously and the topic for testing students' reading comprehension by skimming technique is appropriate for students in SMP Negeri 1 Wongsorejo.

The experimental participants and also the subject to collect data of this research were the students of the second grade which VIII B according to permission from the English teacher. The class has 24 students, consist of 12 male and 12 female. There were 5 classes of the second grade students.

The researcher also chose one class for the tyout that was VIII C, which consisted of 21 students in order to find the validity, reliability, difficulty level, and discrimination power of the test item.

B. Research Design

This research is using Class Action Research (CAR) based on the experimental class. The aim of this research is to increasing students' reading comprehension through skimming technique. The researcher conducted the

research to know how is the application of skimming technique able to increase students' reading comprehension.

An action research model that used is the planning model put forward by Kemmis and Mc Taggart as quoted. There are four phases where each phase has its own involvement in research, namely plan, action, observation, and reflection. The process of these phases described as follow:²⁹

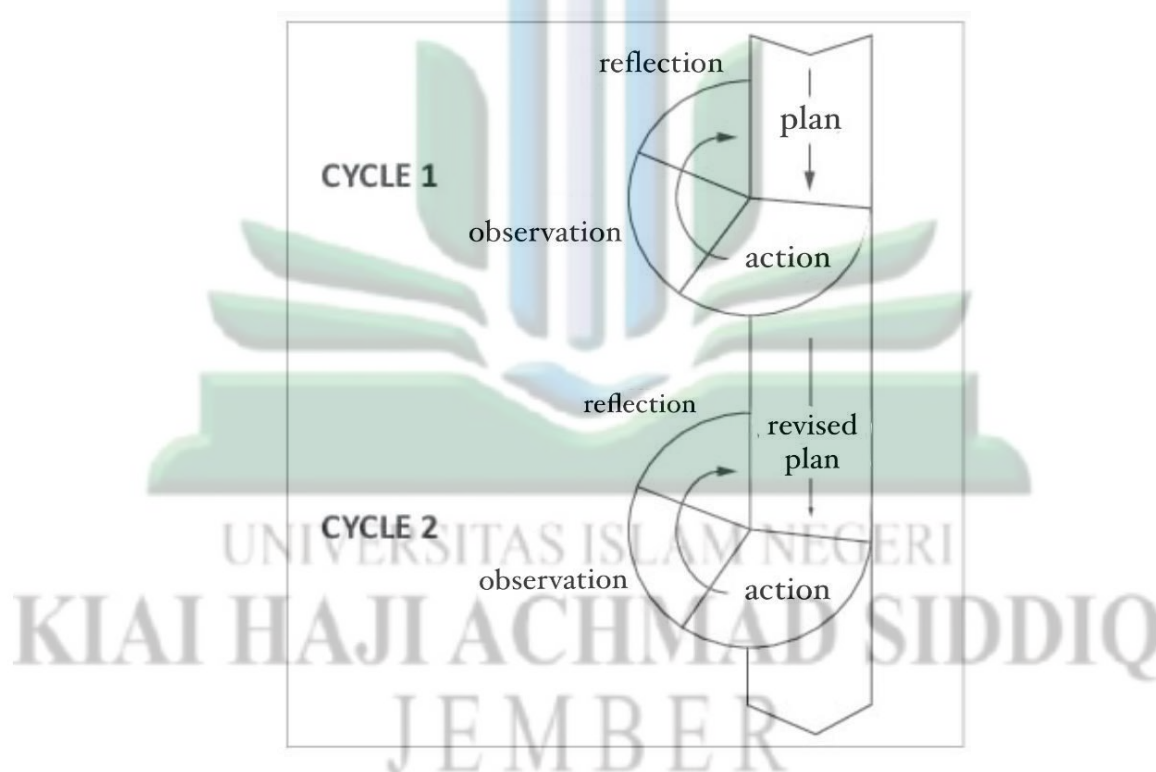
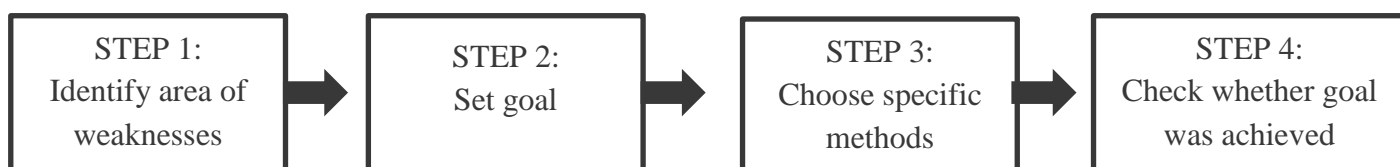


Figure 3.1: Scheme of Action Research adapted from Kemmis and Mc Taggart in Burns (2010:9)



²⁹ Mc Taggart in Burns. *The Implementation of Steller Application in Learning Writing Descriptive Text* (Jauhar Helmie. Vina Nurviyani. 2010) p. 7-9

According to Mc Taggart in Burns³⁰, Classroom Action Research used 4 steps namely plan, action, observe and reflect. CAR is carried out in two cycles. Each of cycles is carried out in one meeting.

1. Plan

The first phase is planning. The researcher develops after-action research to identify the problems found and the researcher prepared the material that given to the students in class based on the syllabus.

2. Action

In acting phase, researcher realized the plans that have been planned before. These steps are implementing the use of skimming technique in reading comprehension. In this activity, students were asked to discuss their opinion regarding the text given by the researcher. They have to read and answer the questions carefully and correctly. Researcher carried out the lesson plan in the classroom step by step.

3. Observation

Next phase is observing. The researcher observed the classroom while implementing the action in each cycle. They observed the students' reading comprehension, learning process, students' interaction, and students' enthusiastic participation. The researcher made some notes during observation by using checklist notes.

³⁰ Mc Taggart in Burns. The Implementation of Steller Application in Learning Writing Decriptive Text. Jauhar Helmie. Vina Nurviyani. 2010.

4. Reflection

After carrying out the teaching and learning activities, all the notes from researcher were collected and reflected. The researcher reflected on what happens in the classroom as an effect of action. The minimum criteria at SMP Negeri 1 Wongsorejo are 80. The benefit of evaluation is to decide what the researcher should do in the next cycle and it would be used for a better understanding of knowing improvement on the next planning or action.

5. Revise plan

Revising gives students an opportunity to reflect on what they have written. Revising is a way to learn about the craft of reading. Revision is closely tied to critical reading. In order to revise a piece conceptually, students have to reflect on whether their message matches their writing goals.

C. Data Collecting Technique

Data were collected by using two methods at once, namely qualitative and quantitative data. Qualitative data was collected based on the observation. While quantitative data was collected based on the student scores after pre-test and post-test given by the researcher. Therefore to get data, the data collection technique used is pre-test and post-test, observations and document reviews.

1. Test

According to Brown, the purpose of the test is to measure knowledge of a person in a particular field. Someone's background

knowledge will influence the test result³¹. Therefore, a pre-test and post-test were conducted to compare students' reading comprehension achievement. The comparison was made before and after the implementation of actions to find out changes from the use of strategies to students' reading comprehension. For that, students' improvements after implementing the skimming technique has provide good results impact in their reading comprehension.

In the practical process, the test carried out is the pre-test and post-test. The action was carried out in class where students answered 25 multiple choice questions about narrative, descriptive and recount text in 30 minutes. The test results will be analyzed before doing preliminary study and the test. If the test has been finished, the researcher will ask to them to answer one by one in the front of the class according to the sequence number. After that, the researcher will take the value to compare with the value later after the post-test was carried out. With that, researcher will find out and get answer to whether the strategy used will give a good impact or not.

Meanwhile the tryout test was organized in 90 minutes in the tryout class. It was conducted to measure the reliability of pretest and post-test, and to make sure whether the test was good or bad for students. The test was tried out to students whose levels were equal to the sample of the research. It was administered to find out the quality of the test before it is

³¹ Brown, H. D. *Language Assessment Principle and Classroom Practices* (New York: Pearson Education. 2004)

used, whether the items were good or not in validity and reliability. This examination used reading text consisted of 50 items of multiple choices questions and the minimum score of the test is 80.

2. Observation

In observation, the researcher will be directed to find problems directly and involve directly into the class. As mentioned by Denscombe, there are two types of observations; it is systematic and participants observation.³² Systematic observation is used for classroom and related to the use of quantitative data and the use of statistical analysis. Meanwhile participant observation was used to investigate the situation and process of what is being investigated and related to the production of qualitative data. Therefore, participant observation was used in this study to collect qualitative data on practice; observations are made before the implementation of the action as well as during the teaching and learning process. Applying an action before, observations was made in class to find out, especially those related to students' reading comprehension. In addition, the researcher also observed the teaching and learning process by making notes and filling the observation sheet. Observation results help researcher in knowing students' abilities to repair. It also helps them to decide on a suitable course of action carried out in the next meeting.

³² Denscombe. *The Good Research Guide for Small-Scale Social Research Project (3rd ed)*. (New York: McGraw-Hill 2007) p. 206

D. The Technique of Analysis Data

In this stage, the data collected through pre-test and post-test. The researcher compared the mean from result of pre-test and post-test. The researchers will analyzed data obtained from the class and will analyze to answer research question. The researcher uses qualitative description to describe the data collected from understanding and meaning, not through values. Description based on a reading test (pre-test and post-test) observation, document reviews and documentations. By doing that, researcher can find out what good descriptions and strategies can be used in languages teaching by giving a show and also test questions to see students' reactions. The researcher will always observing and monitoring all of the students' activities in the class as well as possible. Data analysis technique is using the result of students' test, as follows:

The result of students reading test:

$$E = \frac{n}{M} \times 100\%$$

E is the percentage of students who achieve the minimum standard score

n is the number of students who achieved the minimum score

M is the total number of students

E. Criteria of Success

Classroom Action Research (CAR) will be considered successful if it can exceed pre-determined criteria. The researcher and English teachers collaborate to determine the criteria used for the success of learning in the classroom. In this research, the researcher considered to success when 100%

of students reach minimum mastery criterion (KKM) which 80. The researcher hopes with this test, students will be more enthusiasts to improve their understanding of reading and get better score in other meeting.



CHAPTER IV

RESEARCH FINDING AND DICUSSION

This chapter focuses on analyzing the data collected. The researcher presents finding on the study and discussing about application of skimming technique in increasing students' reading comprehension. The findings consist of the result of cycle 1 and cycle 2 of the research. After that, the discussions of what have been elaborated, described in the findings and this chapter.

A. The Research Objective Overviews

1. Profile of SMP Negeri 1 Wongsorejo

SMP Negeri 1 Wongsorejo is a state junior high school educational institution located on Jl. PB. Sudirman 13, Kec. Wongsorejo, Kab. Banyuwangi, Jawa Timur. This State junior high school began its journey in 1984. Currently, SMP Negeri 1 Wongsorejo is implementing the Merdeka learning curriculum guide. SMP Negeri 1 Wongsorejo has a principal named Isnaini assisted by an operator named Niwari. SMP Negeri 1 Wongsorejo has grade A accreditation with a score of 91 (2019 accreditation) from BAN-S/M (Badan Akreditasi Nasional) for Schools/Madrasahs. The school has 3 grades including grade VII, VIII and XI. There was a principal's room, teacher's room, a room for Tata Usaha, toilets inside the teacher's room, library, a mosque, computer's laboratory, four toilets for students, UKS, canteen, a parking lot, and school yard. The vision of SMP Negeri 1 Wongsorejo is forming a generation of people who are faithful, pious, have noble character, knowledgeable and skilled

also have achievements in academic and non-academic fields. The indicators are: a) School residents who believe and are devoted to God Almighty. b) Have noble character and good manners. c) Mastering IPTEK (science and technology) and skills. d) Able to maintain and improve academic and non-academic achievements. While the school missions are: a) Optimizing religious education and moral education. b) Carry out character guidance at school. c) Improve students and school personnel discipline. d) Carry out learning and guidance effectively, so that each student can develop optimally according to their potential. e) Optimizing the use of existing educational facilities for mastering science and technology and various skills. f) Increase extracurricular activities. g) Taking part in competitions at sub-district and district levels.

B. Research Findings

This action research was conducted at one of state junior high school in Banyuwangi in the academic year 2023/2024. The participants of the study were the eighth grade B which consisting of 21 students. This section included the results of Classroom Action Research (CAR), the findings obtained from the beginning to the end of the learning process. The implementation of the study consisted of plan, implementation or action, observation, and reflection carried out in 2 cycles. Cycle 1 and cycle 2 were carried out in 4 meetings. The first cycle was carried out on 26th and 27th of April 2024, while the cycle 2 was carried out on 29th and 30th of April 2024. The research results were explained in detail.

1. Cycle 1

a. Plan

At this phase, researcher was prepared everything that was needed in learning activities such as lesson plan, teaching materials, and written tests that used in this research. Furthermore, regarding lesson plan was designed based on the school learning curriculum which Merdeka Learning Curriculum. Planning of the action was done collaboratively with the approval of the English teacher. It was intended to plan and prepare everything that was needed all steps of the action stage to get a good results and accordance with the plans that has been prepared. The researcher prepared student worksheets and determined success criteria. The plan that has been prepared in this activity includes:

- 1) Determining the time of action
- 2) Preparing schedule
- 3) Making lesson plan
- 4) Making worksheet for students
- 5) Preparing observation and interview

The researcher was conducted the interviews with English teacher as well. The interview was on 23rd of March 2024. The English teacher stated the students' English skill were still below average. The problem is the students' unmotivated and lack of interest in learning English in the class, so that students have difficulty understanding and

even not knowing the intent or meaning of the word. In fact, understand reading that is foreign rarely encounter is just as important for students.

Therefore, the researcher and English teacher were looking for ways to solve those problems for students by discussing so that they want to learn and understand reading start from using the story text such as recount, narrative and descriptive text to support students' understanding of reading English properly and correctly. After that, the researcher decided to use skimming as the technique to improve students' reading comprehension. Then, the English teacher allowed the researcher to implement the technique because the English teacher had never used this technique before.

b. Action

In the implementation of the action, the researcher acted as a teacher. These steps were conducted to execute actions according to the lesson plans prepared by the researcher. The first step, the researcher prepared worksheets for comprehension in reading text for students. A description of the implemented operation as follows:

1) First Meeting

In the first meeting was conducted on Friday, 26th of April 2024 at 07.00 – 08.20 A.M in VIIIIB class of junior high school. The researcher conducted the teaching and learning process accompanied with the English teacher as collaborator. Before

starting the class, the researcher introduced herself and explained the purpose of this research.

After preparing all the worksheets, the researcher continued the session with greetings, prayers, and checking the students' attendance, and informed them of the preparations for the meeting. Then, the researcher asked the students to do reading pre-test before applying skimming. The students were given 30 minutes to complete the test. The researcher allowed them to look at the dictionary to help them in understanding the meaning of the reading to answer the questions. The researcher gave the students' 10 minutes to the students to put their result of the test in the teacher's desk.

After that, the researcher showed the example to find the main idea of the text using skimming technique to the students to check their understanding about the materials that has been explained by the researcher. Some students were enthusiastically following the lesson while some others seemed reluctant. Then, the researcher gave another example of reading text. The researcher gave the questions and some students enthusiastically answered those questions. In this moment, the researcher asks students to explain the difficulties they face in understanding the materials given by the researcher. The researcher also gave a chance for students who wanted to give their opinion related to the materials.

Some of the students were actively gave their opinion and asked question that they don't understand.

Next, the researcher asked students to solve the assignment given by the researcher related to the materials to practice students' understanding of skimming technique. Then, the researcher asked students to read the words that have been solved with good pronunciation. After the students finished the task, the researcher gave students reinforcement about the materials and they made a conclusion about the material that has been learned. Next, the researcher conveyed a plan for the next meeting. The researcher closed the lesson and greeted the students before leaving the class.

2) Second Meeting

The second meeting was held on Saturday, 27th of April 2024 at 10.10 – 11.30 A.M. the activity of the second meeting was quite the same from the first meeting. The researcher started with greetings, prayers and checking students' attendance. There are three students was absent that day due to illness. The researcher conducted the teaching and learning process accompanied with the English teacher as collaborator. The researcher reviewed the last meeting about pre-test to refresh students' memories related to the reading text.

Next, the researcher gave a brainstorming to the students by asking about skimming technique to make sure that students still

remembered about the material. After that, the researcher asked them to brainstorm about the example of reading text material according to what was delivered yesterday. It aimed to ensure students still remember the material and elicit their big ideas into reading.

The researcher showed the different examples to find the main idea of the reading text to the students to check their understanding about the materials that has been explained by the researcher. Some students were enthusiastically following the lesson while some others still seemed not interested. The researcher gave the questions and some students answered those questions. In this moment, the researcher asks students whether they still have the difficulties in understanding the materials given by the researcher or not.

Next, the researcher asked students to do the assignment related to the materials to practice for checking students' understanding of reading using skimming technique. Then, the researcher asked students to read the words that have been solved with good pronunciation. The researcher allowed them to look at the dictionary to help them in understanding the meaning of the reading to answer the questions. In this moment, the researcher also gave the opportunity to the students to ask for help when the task is too difficult to understand.

After the students finished the assignment, the researcher asked the students to do reading post-test by applying skimming technique after treatment. The students were given 30 minutes to complete the test. The researcher allowed them to look at the dictionary to help them in understanding the meaning of the reading to answer the questions. The researcher gave the students' 10 minutes to the students to put their result of the test in the teacher's desk. After that, the researcher conveyed a plan for the next meeting. The researcher closed the lesson and greeted the students before leaving the class.

c. Observation

In this stage, the researcher gave reading test to the students to know the improvement of students' reading skill. The reading test was conducted to observe the learning activities carried out in the classroom. The researcher asked the obstacles and level of difficulty of the tests to the students. In a reading test, the students were asked to read the text and find the main idea of the text. The students were given 30 minute to finish the test. At the time the researcher looked at the condition of the class in cycle 1 was quite conducive, the students was listened the teacher's instructions. The students have to paid attention to the researcher's explanation until the researcher finished the explanation even though there are some students are not interested and sleep during the learning activities in the class, but some other of

the students understands the procedure of the material presented by the researcher.

d. Reflection

At this stage, the researcher reflected the implementation of applying skimming technique in reading comprehension. Reflection carried out to determine which development can improve students' reading comprehension. The researcher conducted treatment to help the students in increasing their reading comprehension. If there was no improvements of students reading comprehension, then the researcher should applied or continued to the next cycle.

From the first meeting, the reflection was done after calculating the students' score. At the first test, most of the students failed to reach the criteria of success. The reason is the students did not following the researcher's instructions, some of the students were talked with their friend, and some others did not pay attention when the researcher giving the explanation. Before giving the test, the researcher asked the students whether they understand the material that was presented by researcher or not. There are some students who did not understand the material explained by the researcher. The students had a difficulty to distinguish the text and some of students did not bring their dictionary, so they seem unmotivated to complete the test. The students found that English lesson are difficult for the students even though the researcher

has given the explanation. Overall, the mean score was 67 which means it failed to reach the criteria of success.

Table 4.1
Students' Achievement in Cycle 1

No.	Students Code	Score	
		Pre-Test	Post-Test
1.	S-1	60	76
2.	S-2	60	84
3.	S-3	56	88
4.	S-4	42	70
5.	S-5	48	80
6.	S-6	48	80
7.	S-7	56	86
8.	S-8	40	70
9.	S-9	52	72
10.	S-10	58	82
11.	S-11	60	80
12.	S-12	62	86
13.	S-13	60	84
14.	S-14	58	76
15.	S-15	56	72
16.	S-16	44	74
17.	S-17	48	70
18.	S-18	50	74
19.	S-19	68	88
20.	S-20	60	86
21.	S-21	58	78
22.	S-22	0	0
23.	S-23	0	0
24.	S-24	0	0
	TOTAL	1144	1656
	MEAN	54	79
	MAXIMUM	68	88
	MINIMUM	40	70

From the result of students' average above, it could be said that the cycle one was improved but not completely success. The students'

average score was improved the students' reading comprehension after implementing skimming technique but did not reach criteria of success. The result showed that all of the students' score in first test are under the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal/KKM: 80). Meanwhile, in the second test some students reach the minimum score criterion. Furthermore, the percentage of the students who passed the test were only 52% which still below the criteria of success. It means that the researcher have to continue to the second cycle with the permission given by the school principal. Those second cycle was conducted to strengthen the first cycle and see its consistency. In this research, the researcher made sure that by applying skimming technique in reading text was effective to help students increase their reading comprehension. The researcher conducted cycle two in order to make sure whether cycle two was increased and reached the criteria of success.

2. Cycle 2

a. Plan

In this phase, after the researcher reflected the result of the first cycle was required better treatment in the second cycle. The researcher prepared the similar type but different materials provided in lesson plan. The researcher focused to facilitate development of students understanding of the results of the skimming technique that had been reviewed previously. The action plans of cycle two were as follows.

In addition, to know the improvements of the students reading comprehension by applying skimming technique was increase after cycle one, the planning that has been done in the cycle two were:

- 1) The researcher and collaborator were discussed about the result of reflection in cycle one.
- 2) The researcher prepared new worksheet for the next test that consisted of 25 questions for post-test. All of the questions were multiple choices and contains reading text of recount.

The planning of cycle two was quite similar with cycle one, but the researcher made it easier for students in order to improving students reading comprehension in cycle two. The researcher also gave easier explanation about applying skimming technique. Besides that, the researcher using multiple choice questions so that will make the students easier to find the answer of the questions and answer the questions correctly.

b. Action

The action is cycle two was also conducted in two meetings. The first meeting was held on Monday, 29th of April 2024 and the second meeting was held on Tuesday, 30th of April 2024. Furthermore, the researcher expected the development of the students in this next cycle with different treatment. The implementation of the action was elaborated below:

1. First Meeting

The first meeting was conducted on Monday, 29th of April 2024 at 09.00 A.M. in the VIIIIB class. The researcher started the class with greetings, reciting basmalah, praying, checking the students' attendance, giving motivation and reviewing the last material that was related to the next material. The researcher continued the activity by asking students readiness for the learning process.

In the main activity, the researcher explained the materials to the students. The researcher explained about the purpose of the text, goal, language features, the generic structure of the text and how to find those in the text by using skimming technique. After the researcher finishing the explanation about the materials, the researcher asked the students to ask some questions. The researcher asked them to discuss about the purpose of the text, goal, language features and generic structure of the text. The researcher gave them time about 10 minutes to discuss. After the students discussed the task, the researcher asked the students to answer some questions related to the material that has been explained and discussed. It aimed to shape their reading ability and their understanding about the content of the text that had been explained and discussed. To measure if the students did not forget, the researcher re-explained the materials to the students. In this case, there were some students who still forgot and also shy to express their reading.

After practicing, the researcher closed the meeting. Before that, the researcher reviewed the materials to the students so that they could understand the lesson they learned on that day. Then, the researcher closed the meeting with reciting hamdalah together and salam.

2. Second Meeting

The second meeting was held on Tuesday, 30th of April 2024 at 07.00-08.20 A.M. In the second meeting, the learning activity was also similar to the first meeting. The researcher opened the meeting by greetings, reciting basmalah together, gave the students motivation to study and checking the students' attendance. The researcher reviewed the previous meeting's materials to refresh the students' memory by asking some questions to all of the students.

Next, the researcher re-explained the materials to the students. The researcher re-explained about the purpose of the text, goal, language features, the generic structure of the text and how to find those in the text by using skimming technique. After that, the researcher gave a brainstorming to the students by asking about skimming technique to make sure that students still remembered about the material. The researcher asked them to brainstorm about the example of reading text material.

After explaining the material, the students are asked to do the assignment related to the materials to practice by the researcher for checking their understanding related to the material of reading using skimming technique. After the students finished the assignment, the researcher also shared the worksheet to the students to conduct the post-test by applying skimming technique after treatment. Before the researcher started the test, the students also prepared the dictionary to solve the questions. The duration of the test was 30 minutes and the researcher gave the students' 10 minutes to the students to put their result of the test in the teacher's desk. The researcher closed the meeting by reciting hamdalah together and salam

c. Observation

In this stage, the researcher observed the situation in the class while teaching and learning process. Even during the test, the students were not confused anymore. Then the students understood about the material of skimming technique. It can be seen in the result of the correct answer of the reading test. The students can easily found the kind of text, main idea, generic structure and social function of the text by applying skimming technique. The students got new vocabulary. Not only that, they started to learn the content, organization, and generic structure of the text. In addition, the students were confident and they were no longer feeling ashamed to ask

questions to the teacher or the researcher and they read better than before. That proved that skimming technique also helped them in reading correctly.

According to the observation, it was concluded that almost all students understood the materials. The classroom condition was still managed well while teaching and learning process. Based on the observation note, the students seemed more confident to read after post-test in cycle 2 conducted. Therefore, almost all of students followed the learning process enthusiastically so the class looked more active than cycle 1. The last, evaluation of students' vocabulary achievement showed that the students got better score than the first cycle.

Based on the result of the observation, the researcher got different data from the first cycle. The difference between cycle 1 and 2 was also founded by the researcher that most all of the students in the first test of cycle one got score under the minimum mastery criterion. While in the cycle 2, the students got better score and reached the criteria of success with means that the cycle two was successful.

d. Reflection

The result of the cycle 2 was quite different from the cycle 1. At the first meeting, some students were still had difficulties in reading phrases, meaning of the word, lack of vocabulary and tenses. Some of them also seems shy and unmotivated in the class, but at the second

meeting they started enjoy the class and not afraid or ashamed to approach the researcher. Researcher also answered students' questions directly.

The student showed interest in skimming technique. Applying skimming technique in reading text has been well received by the students. They were happy because they no need to read all of paragraph and can easily find the main idea and generic structure of the text. It can be concluded that the students' reading comprehension was increased. In this section, the researcher tried to compare the result of the test in cycle 1. The information as the reference for the next cycle so that the process of teaching and learning of the application of skimming technique in increasing students' reading comprehension for the next cycle would be better than the cycle 1.

In cycle 2, the students were more serious and active in doing the assignment by following the instruction in teaching and learning process. The students enjoyed and enthusiastically do the assignment given by the teacher using skimming technique. There was significant development of students' achievement in reading text using skimming technique from cycle 1 to cycle 2. Table 4.2 shows the average score in cycle 2.

Table 4.2
Students' Achievement in Test of Reading Skill

No.	Students Code	Score Cycle 1	Score Cycle 2	Improvement Rate

1.	S-1	76	92	Increased
2.	S-2	84	86	Increased
3.	S-3	88	80	Increased
4.	S-4	70	88	Increased
5.	S-5	80	82	Increased
6.	S-6	80	84	Increased
7.	S-7	86	88	Increased
8.	S-8	70	88	Increased
9.	S-9	72	82	Increased
10.	S-10	82	82	Similar
11.	S-11	80	80	Similar
12.	S-12	84	86	Increased
13.	S-13	84	84	Similar
14.	S-14	76	90	Increased
15.	S-15	72	84	Increased
16.	S-16	74	86	Increased
17.	S-17	70	82	Increased
18.	S-18	74	86	Increased
19.	S-19	84	86	Increased
20.	S-20	82	82	Similar
21.	S-21	78	84	Increased
22.	S-22	0	92	Increased
23.	S-23	0	92	Increased
24.	S-24	0	90	Increased
	TOTAL	1656	2054	
	MEAN	79	86	
	Percentage of students who achieved KKM	52%	100%	48%

The mean of the score in the cycle two was 86 which means has reached the criteria of success. It could be said that the cycle two was successful. The students' reading was increased after treatment in cycle two. Besides that, the researcher calculated the percentage of students who passed the test. The percentage of students who reached above the minimum score in preliminary test was 52% while after posttest 100%, which means it was increased. It indicated that the development of the students reading skill was significant as evidenced by an increase up to 48%.

Based on the result, the researcher concluded the application of skimming technique in cycle 2 could increase the students' reading comprehension. The result showed that there were 24 students achieving score above the minimum mastery criterion (KKM: 80). It means that the result of cycle 2 was successful and it showed developments of the first cycle. Therefore, the researcher did not need to conduct the further cycle.

C. Discussion

At this section are presented the discussion of the research findings from the application of skimming technique in reading text related to the theories. This research is aimed to increase students' reading comprehension by applying skimming technique. It can be seen that applying skimming technique can help students in increasing their reading comprehension. It also can be seen from the developments of students' scores. From the cycle 1 data, the average score of students are increased from 54 to 79 and the percentage from 0% to 46%. That proves the students' reading achievements was still low, below the minimum mastery criteria (KKM: 80).

After the researcher applied this technique, the average score of students in cycle 2 was increased from 79 to 86 and the percentage from 52% to 100%. At the final result it can be said that the application of skimming technique can increased students' reading comprehension. This research was successful because the results of the reading test scores of the students reached the criteria of success. The application of skimming technique received a good

response from students in the class. According to the researcher's experiences in the class, the students can understand the material better and it turns out that this can help students comprehending their reading.

There were many efforts needed to raise the students' attention and interest in English lesson. The topics should contain the things around of the students. For example, people around, the animals, etc. Dividing the worksheets for each students can providing above facilities and attention of the students while they work on their assignment because the students already have object in front of them. In cycle 1, most all of the students were not interested in learning English, which probably because they have difficulty in learning English also they might think that English lesson was so boring. The researcher has to do something to make the students interested during the class by giving mini gift as appreciation for the students who can answer the question given by the researcher correctly.

The result of this research related to previous research by Alma Yulia Utami. The students who were taught using the skimming technique could get better result in reading comprehension of English lesson. The result showed that the application of skimming technique could make the students more active, easier and faster to find answer of the questions given and be more motivated in learning process.³³

The interpretation of the result data of reading test in cycle 1 and cycle 2 as follows: the students' average score in the reading comprehension test after

³³ Alma Yulia Utami, *The Effectiveness of Using Skimming Technique to Improve Students' Reading Comprehension* (Makassar:Muhammadiyah University of Makassar, 2022) p. 44-51.

applying the skimming technique in cycle 1 was 67. While the percentage of students that meet the minimum mastery criterion (KKM) in the pre-activity is only 46%. It means that only 11 students that passed the KKM which 80 and the rest of their score did not reach the KKM, so that the students still needs the developments because it has not been able to reach the criteria of success in Classroom Action Research, therefore the researcher continued to the next cycle. After the cycle 2, the average of students score was increased to 84. Meanwhile, the percentage of students that meet the minimum mastery criterion was 100%.

From the explanation above, the application of skimming technique in increasing students' reading comprehension was successful in 2 cycles. The observation result also showed the positive response and improvements of the students' scores. In conclusion, students' reading comprehension was increased by applying skimming technique.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points that are conclusion and suggestion. The conclusion is based on the result of the research findings presented in the previous chapter. Then, the suggestion was given related to further the application of skimming technique in increasing students' reading comprehension.

A. Conclusion

Based on the data analysis, the researcher concluded that the application of skimming technique could increase the students' reading comprehension and this research was successful. There were improvements from cycle 1 to cycle 2. Based on the test given by researcher, the students who achieved the minimum score were 100%. It means that there was developments on the students' reading test score. Skimming technique can make the students active and answer the question faster yet correctly. The students were also more enthusiastic in the learning process and they motivated to read the reading text in front of the class, so that their reading was better than before the actions.

B. Suggestion

Based on the conclusion above, the researcher would give some suggestion for the English teacher and the future researcher as presented below:

1. For English Teacher

The researcher could use Skimming Technique in teaching reading in the class, because by applying this technique could increase the

students' reading comprehension. This technique could make the students easier and faster answering the question correctly.

2. For Future Researcher

The researcher hopes that this research could be used as reference for the further researcher to do better Application of Skimming Technique in teaching and learning English. The further research should conduct similar research at different levels of students, since this research only analyzed the used of skimming technique in increasing students' reading comprehension at junior high school level.



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DECLARATION OF RESEARCH AUTHENTICITY

The undersigned below:

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Department : English Education
Faculty : Tarbiyah and Teaching Training

Declares the thesis entitled “**The Application of Skimming Technique in Increasing Students’ Reading Comprehension at SMP Negeri 1 Wongsorejo**” is truly the writer’s original work from the result of conducting research at SMP Negeri 1 Wongsorejo, except some resources which are obtained from the references mentioned.

Jember, 15th of May 2024

The writer

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JEMBER



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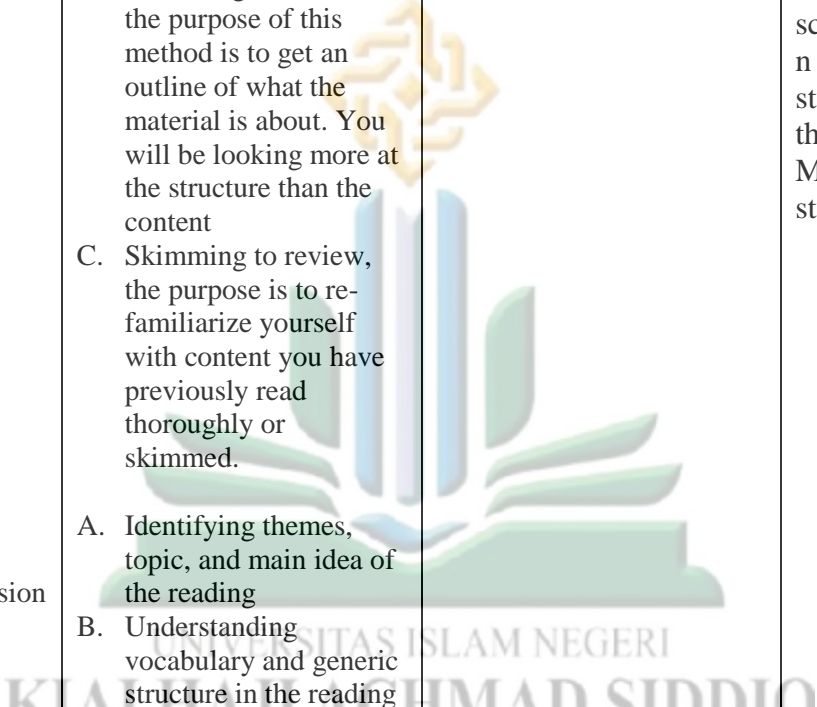
APPENDIXES



Appendix I

Matrix of Research

Title	Variable	Indicator	Source	Research Method	Research Focus
The Application of Skimming Technique in Increasing Students' Reading Comprehension at Junior High School	1. Skimming Technique (X)	A. Skimming to preview is used when you know you are going to re-read the material. Your purpose is to gather as much background information as you can on the subject without too much time on it. Preview skimming is used <ul style="list-style-type: none"> • In selecting a book • In surveying a chapter before reading or studying • In finding appropriate material for use in research • In sorting through correspondence before answering it. 	1. Primary Data: <ul style="list-style-type: none"> • Students' reading Comprehension 2. Secondary Data: <ul style="list-style-type: none"> • Documentation • Observation 	1. Research Design: Classroom Action and Research 2. Data collection: <ol style="list-style-type: none"> a. Reading test b. Observation c. Document review 3. Data analysis technique the mean of students' scores $Mx: \frac{\sum x}{N}$ The result of students reading $E = \frac{n}{M} \times 100\%$ E : the percentage of students who achieve	How is the application of skimming technique able to increase students' reading comprehension at Junior High School?

	<p>2. Reading Comprehension (Y)</p>	<p>B. Skimming to overview: the purpose of this method is to get an outline of what the material is about. You will be looking more at the structure than the content</p> <p>C. Skimming to review, the purpose is to re-familiarize yourself with content you have previously read thoroughly or skimmed.</p> <p>A. Identifying themes, topic, and main idea of the reading</p> <p>B. Understanding vocabulary and generic structure in the reading</p>		<p>the minimum standard score</p> <p>n : the number of students who achieved the minimum score</p> <p>M : the total number of students</p>	
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Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

MATERI : SKIMMING TECHNIQUE

SKILL : READING

INFORMASI UMUM	
Nama Penyusun	Devi Elfira Indriani
Nama Institusi	SMPN 1 Wongsorejo
Jenjang Sekolah	Sekolah Menengah Pertama
Fase	D
Target Peserta Didik	Reguler
Pendekatan, Model, dan Metode Pembelajaran	Kooperatif, Problem Based Learning, penugasan
Sarana dan Prasarana	Papan Tulis, Board Marker, Penghapus
Sumber Belajar	LKS
Alat dan Bahan	Worksheet
Tahun Pelajaran	2023/2024
Profil Pelajar Pancasila	<ul style="list-style-type: none"> - Beriman dan bertaqwa kepada tuhan yang maha Esa - Kebhinekaan global - Bergotong royong bernalar kritis
Alokasi Waktu	2 x 40 Menit (Pertemuan)
Kompetensi Inti	
CAPAIAN PEMBELAJARAN	<p>Pada akhir fase D, siswa menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>
ELEMEN CAPAIAN PEMBELAJARAN	<p>Membaca – Memirsa</p> <p>Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosa kata yang familiar secaramandiri. Mereka mencari dan mengevaluasi ide utama dan informasi</p>

	spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Tujuan Pembelajaran	- 8.3 Peserta didik mampu membaca teks deskriptif yang diberikan dan menganalisis struktur kalimat di dalamnya. - 8.4 Peserta didik mampu menyebutkan dan menganalisis ide utama serta informasi spesifik dalam teks deskriptif yang diberikan.
Pemahaman Bermakna	Peserta didik mampu membaca teks Bahasa Inggris dengan menggunakan ucapan yang benar dan intonasi yang tepat
Kompetensi awal	- Memiliki beberapa kosakata Adjectives untuk menjelaskan ciri – ciri seseorang - Memahami penggunaan Simple Present Tense dan Simple Past Tense
Pertanyaan pemantik	- Do you know about the zoo? - Have you ever been to the zoo? - What can you see at the zoo?

KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
<p style="text-align: center;">SET INDUCTION</p> <p>a. Memulai pelajaran dengan mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa. b. Menyapa dan berinteraksi dengan 2-3 peserta didik. c. Mengecek kehadiran dan mengondisikan kelas. d. Menyampaikan rencana pembelajaran pada hari ini.</p>	5 Menit
<p style="text-align: center;">MAIN ACTIVITIES</p> <p>OBSERVING</p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan dan meminta peserta didik menjawab sesuai pendapat mereka. • Guru memberikan stimulus kepada siswa dengan materi teknik skimming dan siswa mendengarkan penjelasan guru. • Siswa mendengarkan/ memperhatikan penjelasan guru tentang teknik skimming. • Memberikan beberapa contoh yang benar dan yang salah berkaitan dengan penggunaan teknik skimming. <p>COMMUNICATING</p> <ul style="list-style-type: none"> • Setelah selesai, guru meminta siswa untuk menjelaskan kesulitan-kesulitan yang mereka hadapi dalam memahami pembelajaran tentang teknik skimming. • Untuk lebih meningkatkan pemahaman siswa mengenai teknik 	70 Menit

<p>skimming, maka guru meminta siswa untuk menyelesaikan beberapa pertanyaan menggunakan teknik skimming.</p> <p>EXPERIMENTING</p> <ul style="list-style-type: none"> Meminta siswa membacakan kata yang telah dikerjakan dengan pelafalan yang bagus 	
<p style="text-align: center;">CLOSURE</p> <ul style="list-style-type: none"> Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teknik skimming” Guru merangkum isi pelajaran yang telah dipelajari pada pertemuan tersebut. Guru menginformasikan materi yang akan dipelajari pada pertemuan berikutnya. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan berdoa. 	5 Menit

A. ASSESSEMENT

1. Penilaian Proses

Lembar pengamatan sikap

Aspek yg dinilai	Catatan penilaian				Skor
	KURANG	CUKUP	BAIK	SANGAT BAIK	
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab					K = < 60
					C = 60 – 69
					B = 70 – 79
					SB = 80 - 100

Pedoman Penilaian:

- Jarang menunjukkan sikap kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.
- Kadang-kadang menunjukkan sikap kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.
- Sering menunjukkan sikap Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.
- Selalu menunjukkan sikap Kedisiplinan, kejujuran, kesantunan, kepercayaan diri, dan tanggung jawab.

Rubrik Penilaian Sikap

Aspek	Deskripsi
Jujur	Mengerjakan pretest, post, dan tugas individu.
Disiplin	Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru.
Santun	Menanggapi dan memberikan apresiasi terhadap cerita/ pengalaman yang disampaikan oleh peserta didik lainnya dengan pilihan kata yang tidak menyinggung orang lain.
Percaya diri	Mencoba menjawab pertanyaan guru dengan sebaik-baiknya
Tanggung jawab	Menyelesaikan tugas dan menganalisis dengan sungguh-sungguh dengan tepat waktu.
Kerja sama	Dapat kerja sama dengan kelompok.

2. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian
Meningkatkan kinerja siswa dalam penerapan membaca cepat	Observasi	Performance
Meningkatkan partisipasi siswa dalam praktikum membaca cepat	Observasi	performance
Memahami ide utama, struktur generik, elemen dan karakteristik pada teks mengenai berbagai macam topik yang familiar dan dalam konteks kehidupan di sekolah maupun di rumah.	Observasi (accuracy and fluency)	Performance
Mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks	Observasi (accuracy and fluency)	Teks formatif (penugasan/ test)
Aspek	Skor	
Accuracy dan fluency	4	

Aspek accuracy dan fluency:

- a. Kurang lancar dan akurat dalam pengucapan ketika reading comprehension
- b. Cukup lancar dan akurat dalam pengucapan ketika reading comprehension
- c. Lancar dan akurat dalam pengucapan ketika reading comprehension
- d. Sangat lancar dan akurat dalam pengucapan ketika reading comprehension

Penilaian untuk pengetahuan:

1. Untuk VIIC jumlah soal ada 50 nomor (pre-test dan post-test) per cycle
Score = jumlah jawaban benar x 2
2. Untuk VIIB jumlah soal ada 25 soal pre-test dan 25 soal post-test per cycle
Score = jumlah jawaban benar x 4

*Total skor / nilai : 100

*Peserta didik dinyatakan **Tuntas** apabila rata-rata nilai minimal 80.

Mengetahui

Jember, 25 April 2024

Guru Pamong

Guru Mata Pelajaran,

Hardi Saptono S.Pd

Devi Elfira Indriani



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix III

The Result of Interview

Time and Place of Interview

1. Day/date : Saturday, 23rd of March 2024
2. Place : Front yard of SMP Negeri 1 Wongsorejo
3. Time : 08.00 - Finish

Respondent

Informant : Hardi Saptono, S. Pd
 Status : Guru Bahasa Inggris di SMP Negeri 1 Wongsorejo

Notes:

R : Researcher
 T : Teacher
 S : Student

The Script of Interview with English Teacher

R: Bagaimana pendapat bapak tentang minat dan respon siswa di kelas 8 terhadap pembelajaran bahasa inggris?

T: Pada pelajaran bahasa inggris, minat dan respon siswa tampaknya kurang miss. Secara materi terhadap bahasa inggris mereka kurang minat dan basic knowledge mereka rendah. Sehingga di kelas mungkin hanya ada beberapa saja yg minat, selebihnya tidak terlalu minat miss. Namun, ketika pembelajaran mereka sangat antusias ketika saya mengajar.

R: Apakah bapak mengalami kesulitan dalam mengajarkan materi bahasa inggris kepada peserta didik?

T: Selama saya mengajar saya jarang mengalami kesulitan, tetapi siswanya yg kesulitan miss.

R: Apakah metode skimming sudah diajarkan di setiap kelas khususnya kelas 8?

T: Untuk siswa tahun pelajaran ini belum miss, yg pernah itu siswa kelas 8 tahun kemarin.

R: Berapa nilai KKM di sekolah SMPN Wongsorejo?

T: Untuk saat ini KKM di SMP Negeri 1 Wongsorejo 80 miss.

R: Kira-kira berapa persen siswa yang mendapat nilai diatas KKM pada pelajaran bahasa inggris?

T: Kalau itu kembali lagi miss, kira-kira 30% miss sesuai minat belajar mereka pada pelajaran bahasa inggris.



Appendix IV

Students' Worksheet: Cycle 1

PRE TEST

Read the text quickly and answer the question!

Text 1

Study Tour to Bandung

Last week, my school had a study tour to Saung Angklung Mang Udjo in Bandung. We started our journey very early in the morning. There are six buses to take our groups. We stopped in the rest area before went directly toward Bandung.

When we arrived at Saung Angklung Mang Udjo, we were welcome by hot Sundanese drinks known as Bandrek It was very unique. After that, we went around the gallery that sells the Sundanese handicrafts. We then walked to the hall, it was a rounded stage. Everybody sat anxiously.

The Angklung shows soon began with a performance of a large group of dancers and Angklung players. Then, the master of ceremony introduced herself and offered the audience a short course to play Angklung. She then taught the audience to play the Angklung, each rhythm. Soon after the audience knew the basic sound, we all played popular songs together. The master ceremony spoke in English too because there foreigners among the visitors. At the end of the show, we were asked to join the performing children to dance together.

We really enjoyed the performance of bamboo musical instruments combined with the wonderful dances and nice master of ceremony. We were all very cheerful and refreshed after the show.

1. What is the main idea of the first paragraph?
 - a. The trip to Saung Angklung Mang Udjo started very early
 - b. The audience was cheerful and refreshed after the show
 - c. The master of ceremony taught the audience to play Angklung
 - d. The visitors were asked to join the performing children to dance

2. What type of the text is used by the writer?
 - a. Narrative
 - b. Recount
 - c. Anecdote
 - d. Report

3. What did the students do before the show?
 - a. Playing popular songs on Angklung
 - b. Making Sundanese hot drink Bandrek
 - c. Learning how to do traditional dances
 - d. Going around the gallery that sells Sundanese handicraft

4. Why did the master of ceremony speak in English?
 - a. The audience was all foreigners
 - b. To make the performance **more** attractive
 - c. It would encourage the audience to join the performance
 - d. There were foreigners among the audiences in the hall

Text 2

The Giraffe at Ragunan Zoo

This giraffe is the tallest animal, I saw in Ragunan Zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

5. The purpose of the text above is....
 - a. to describe about giraffe
 - b. to tell about tall animal
 - c. to describe Ragunan zoo
 - d. to tell about tall animals
6. How the eyes of the giraffe look like?
 - a. They are big and black
 - b. They are big and brown
 - c. They are small and brown
 - d. They are small and black
7. "Its tail is long with thick hair..." The antonym of the word "long" is....
 - a. Beauty
 - b. Strong
 - c. Short
 - d. Thin

Text 4

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs

said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

8. What type of the text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Anecdote
 - d. News item

9. To tell the plot, the writer uses...
 - a. A rhetorical question and an exclamation
 - b. Time sequences
 - c. Past tense
 - d. Concessive conjunctions

10. Why Snow White ran away to the woods?
 - a. Her uncle was angry with her
 - b. Her uncle and aunt would go to America
 - c. Snow White was happy to run away
 - d. Snow White liked playing in the woods.

11. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage

12. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. As a result of forcing attitude from them
 - b. Because her parents were dead
 - c. Because she were afraid of the dwarfs
 - d. Because she ran away from a monster

13. The communicative purpose of this text is...
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To persuade readers to accept his/her opinions
 - d. To denote or propose something as the case

14. The organization of the text above is...
 - a. abstract, orientation, crisis, incident, coda
 - b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - c. orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. description, background events, sources

Text 3**Snowy, My Pet**

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

15. What is the topic of the story?
 - a. A friendship between a cat and a dog
 - b. Spending time with a pet inside and outside the house
 - c. A friendly and sweet dog
 - d. A friendship between a pet and its owner

16. What type of the text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Recount
 - d. Descriptive

17. The main topic of paragraph two is...
 - a. The writer's activities with his/her pet
 - b. Everybody loves to walk with Snowy
 - c. Snowy is a cute and friendly dog
 - d. Snowy always plays with the cat

18. Where does the writer usually spend the time with his pet?
 - a. In the neighborhood
 - b. On the street
 - c. At school
 - d. At home

19. What activity does the writer do after school with his pet?
 - a. Cuddle it softly
 - b. Take it for a walk
 - c. Give it milk
 - d. Let it play with the cat

Text 4**Picnic Countryside**

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear a cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we cloud not start up the car. Finally after sometime, we cloud make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

20. What is the main idea of the second paragraph?
- The writer made sandwiches for lunch
 - The writer did some fun activities during their picnic**
 - After doing some activities, the writer went home by car
 - Last weekend the writer prepared to have a picnic in the countryside
21. Why did the writer and his friends decide to swim in the river?
- They felt hot after having lunch
 - They felt tired after having a walk
 - The water was cool and clear**
 - It was a tiring day
22. Because of the trouble they had at the end of their picnic, they probably...
- Got home a bit late
 - Decided to swim again
 - Had to spend the night there
 - Decided not to have a picnic again
23. What type of the text is used by the writer?
- Narrative
 - Report
 - Recount
 - Descriptive

24. “We were happy although we felt a bit *tired* when we got home.” What is the synonym of **tired**?

- a. Exhausted
- b. Lazy
- c. Sleepy
- d. Happy

25. “We were *happy* although we felt a bit tired when we got home.” What is the antonym of **happy**?

- a. Sleepy
- b. Hungry
- c. Sad
- d. Exhausted



POST TEST

Read the text quickly and answer the question!

Text 1

Went to Surabaya Zoo

When I went to the Surabaya zoo, I saw an owl. This owl is unique and amazing bird. It is a heavy bird and has a large head and an oval face. The owl has round eyes. Its eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though the owl is typically solitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds.

1. What kind of the text is it?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
2. What is the purpose of the text? It is to...
 - a. show the steps to catch an owl
 - b. entertain the reader about the owl's head
 - c. describe specific animal namely an owl in the zoo
 - d. tell the story about an owl that spreading in the society
3. What is owl's food?
 - a. Flower
 - b. Insects
 - c. Plant
 - d. big mammals
4. "It is a heavy bird and has large heads." The word 'It' refers to...
 - a. Bird
 - b. Owl
 - c. Eyes
 - d. Head
5. Why do the eyes of owl cannot rotate independently?
 - a. the eyes are large
 - b. the eyes cannot see in the darkness
 - c. the eyes are locked in the skull
 - d. the eyes are too small

6. They are typically 'solitary'. The word 'Solitary' means...
 - a. Collective
 - b. Variety
 - c. Social
 - d. alone
7. According to the text, a group of owls is called...
 - a. Uncommon
 - b. Gang
 - c. Solitary
 - d. Parliament

Text 2

The Old Witch

The old witch locked Hansel in a cage and 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," she said and set off into the forest.

Many hours later, when her feet were tired 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 was putting some stew in the oven when the stepmother gave her an almighty push. 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 you 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 happily ever after!

8. The story is about...
 - a. Two children went to school for the first time
 - b. A father who begged a witch for money
 - c. A stepmother who saved her children from a witch
 - d. Two children saved their stepmother from a witch
9. Which statement is FALSE about the witch?
 - a. She locked Hansel in a cage
 - b. She planned to eat Hansel & Gretel
 - c. She fell into the ocean
 - d. She set Gretel to clean the house

10. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4) The underlined word "shut" can be replaced by the word...
- Marked
 - Painted
 - Opened
 - Closed
11. How did the stepmother find her children?
- She walked into the forest
 - She got tired and met her children
 - She peeped through the window of the witch's cottage
 - She was pushed against the wall

Text 3

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

12. What type of the text is used by the writer?
- Narrative
 - Report
 - Anecdote
 - News item
13. To tell the plot, the writer uses...
- A rhetorical question and an exclamation
 - Time sequences
 - Past tense
 - Concessive conjunctions
14. Why Snow White ran away to the woods?
- Her uncle was angry with her
 - Her uncle and aunt would go to America
 - Snow White was happy to run away
 - Snow White liked playing in the woods.

15. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage

16. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. As a result of forcing attitude from them
 - b. Because her parents were dead
 - c. Because she were afraid of the dwarfs
 - d. Because she ran away from a monster

17. The communicative purpose of this text is...
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To persuade readers to accept his/her opinions
 - d. To denote or propose something as the case

18. The organization of the text above is...
 - a. abstract, orientation, crisis, incident, coda
 - b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - c. orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. description, background events, sources

Text 4

My Pet

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donattelo and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death.

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

19. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
 - a. because the turtle might infect you with a certain disease
 - b. because it is the location of a turtle's weapon
 - c. because it can cause stress to the turtle
 - d. because it will kill the turtle

20. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2) The word "Inadequate" can be best replaced by...
- Insufficient
 - Indiscipline
 - Ineffective
 - Inedible
21. What is the purpose of the text above?
- To tell the readers that the writer's family is pet lovers
 - To describe the writer's turtles to the readers
 - To persuade the readers to keep turtles as a pet
 - To show the advantages of keeping turtles

Text 5

New Territories

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

22. What is the purpose of the writer by writing the story above?
- To describe the danger of the villages
 - To entertain the readers of the story
 - To explain how important a relative is
 - To narrate how the wolves were playing with the baby.
23. What separated between one village to another a long time ago in the New Territories?
- Another village
 - Mountains
 - Forests
 - Hills

24. "All men in the village fetched thick stick...". The word "fetched" has a similar meaning to?
- Received
 - Caught
 - Got
 - Lifted
25. From the passage we learn that the villages were....
- Located in one huge area
 - Situated in a large district
 - Separated by untamed jungles
 - Dark and very dangerous



Students' Worksheet: Cycle 2

PRE TEST

Read the text quickly and answer the question!

Text 1

Long, long ago, when the gods and goddesses 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 an only daughter, called Princess Teja Nirmala, who was famous 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 Segara fell in love with Raden Begawan and used magic 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 she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. What type of the text is used by the writer?
 - e. Narrative
 - f. Recount
 - g. Anecdote
 - h. Report

2. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was a father of his only daughter
 - b. Sang Prabu was a king of a kingdom in West Java
 - c. Sang Prabu was taken to Kahyangan by a wicked fairy
 - d. Sang Prabu was a wise man

3. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
 - a. She didn't want Raden Prabu marry the princess
 - b. She wanted Teja Nirmala to forget about her wedding
 - c. She didn't want the prince of Blambangan marry the princess
 - d. She didn't want the prince of Blambangan feel love with her

4. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
 - a. Princess Segara will have married with Raden Begawan
 - b. Sang Prabu will not hold strength competition
 - c. Teja Nirmala will stay in the Kahyangan
 - d. Wicked Fairy will not take Raden Begawan's life
5. The similarity between fairy and human according to the text.
 - a. The place they live
 - b. The jealousy that they possess
 - c. The way they don't feel a love
 - d. Their life that is immortal
6. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
 - a. The wicked fairy
 - b. Princess Nirmala
 - c. Prince Teja
 - d. The prince of Blambangan

Text 2

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

7. What type of the text is used by the writer?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
8. What is the text about?
 - a. My lovely dog
 - b. My best friend
 - c. My pet shop
 - d. His mother
9. The writer got the pet from
 - a. His neighbor
 - b. A pet shop
 - c. His friend
 - d. His mother

10. Dimo's eyes are
- Black
 - White
 - Brown
 - Dark brown

Text 3

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

11. What type of the text is used by the writer?
- Narrative
 - Recount
 - Descriptive
 - Report
12. The text above mainly discusses about.....
- The writer's trip to Yogyakarta
 - The writer's first visit to Prambanan
 - The writer's impression about the guide
 - The writer's experience at Yogya Kraton
13. The purpose of the text is to...
- Tell past events
 - Entertain readers
 - Describe the smugglers
 - Inform readers about events of the day
14. What are the big temples in Prambanan?
- Paria, brahmana, and temples
 - Brahmana, syiwa, and wisnu temples
 - Wisnu, syiwa, and borobudur temples
 - Borobudur, syiwa, and brahmana temples
15. Why did they only visit Brahmana and Syiwa temples?
- Because there was no wisnu temple
 - Because wisnu temple was amazing
 - Because wisnu temple was too small
 - Because wisnu temple was being repaired

Text 4

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo 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 almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his 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 Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, 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 whole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

16. Which the following fact is true about Kebo Iwo?
 - a. Kebo Iwo eat food was equal for food of thousand people
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo Iwo destroyed all the house but not the temple
17. Why did Kebo Iwo feel angry to the Balinese people?
 - a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - d. Because Balinese people turned to rage
18. According to the story, if Kebo Iwo is never existed in Bali Island, what do you think will happen?
 - a. Bali People will never be angry
 - b. All Bali people will live in a prosperous way
 - c. We are not able see the beauty of Lake Batur
 - d. Mount Batur will not be a sacred place now
19. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 3). What is the antonym of the word "oppose"?
 - a. Support
 - b. Defeat
 - c. Turn Against
 - d. Change

20. What is mount batur?
- A lake build by Kebo Iwo
 - A well dug by Kebo iwo
 - The mountain build by Kebo Iwo
 - A mound of earth dug from the well by Kebo iwo

Text 5

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

21. What type of the text is used by the writer?
- Narrative
 - Recount
 - Descriptive
 - Report
22. What is the purpose of the text about?
- To entertain the reader
 - To describe something
 - To tell how to make something
 - To tell how to care for cats
23. When does Timmy usually give a kiss to the writer? When the writer...
- Fells hungry
 - Goes to sleep
 - Comes home
 - Wakes up
24. Why is the writer almost impossible to be angry at his cat? Because...
- It has innocent round eyes
 - Most of the time, it is a good cat
 - It gives the writer kiss
 - It always wakes up early
25. The second paragraph tells about...
- Characteristic
 - Habitat
 - Food
 - Behavior

POST TEST

Read the text quickly and answer the question!

Text 1

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo 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 almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his 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 Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, 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 whole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

1. Which the following fact is true about Kebo Iwo?
 - a. Kebo Iwo eat food was equal for food of thousand people
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo Iwo destroyed all the house but not the temple
2. Why did Kebo Iwo feel angry to the Balinese people?
 - a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - d. Because Balinese people turned to rage
3. According to the story, if Kebo Iwo is never existed in Bali Island, what do you think will happen?
 - a. Bali People will never be angry
 - b. All Bali people will live in a prosperous way
 - c. We are not able see the beauty of Lake Batur
 - d. Mount Batur will not be a sacred place now

4. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 3). What is the antonym of the word "oppose"?
 - a. Support
 - b. Defeat
 - c. Turn Against
 - d. Change
5. What is mount batur?
 - a. A lake build by Kebo Iwo
 - b. A well dug by Kebo iwo
 - c. The mountain build by Kebo Iwo
 - d. A mound of earth dug from the well by Kebo iwo

Text 2

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. What type of the text is used by the writer?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
7. What is the purpose of the text about?
 - a. To entertain the reader
 - b. To describe something
 - c. To tell how to make something
 - d. To tell how to care for elephant
8. What happened to the writer's dad when he rode an elephant?
 - a. He felt a thrill
 - b. He felt fun
 - c. He fell off
 - d. He failed

9. Why did the writer and his family feel very tired after having a trip to the zoo?
 - a. They had to visit many places in the zoo
 - b. They took a long time to reach the zoo area
 - c. They had to feed a lot of animals in the zoo
 - d. They had no time to take a rest in the zoo
10. ... our family felt tired after visiting the zoo, we were still happy.
 - a. Since
 - b. Because
 - c. Although
 - d. Nevertheless

Text 3

A man in Puerto Rico had a wonderful parrot. There was no other 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 wouldn't 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!"

11. What type of the text is used by the writer?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
12. Where does the story take place?
 - a. Indonesia
 - b. Brazil
 - c. Puerto Rico
 - d. New York

13. From the text we learn that...
 - a. We have to follow others
 - b. We have to respect pet owner
 - c. We are not allowed to force others
 - d. We are not allowed to help others
14. Which statement is false according to the text?
 - a. Catano was the name of the city where the parrot came from
 - b. The man got angry at the parrot
 - c. The parrot couldn't say Catano
 - d. The parrot could say Catano
15. "It was very, very smart". The underlined word "It" refers to...
 - a. The man
 - b. The Catano
 - c. The city
 - d. The bird

Text 4

I have some pets. However, my favorite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

16. What type of the text is used by the writer?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
17. What is the purpose of the text about?
 - a. To entertain the reader
 - b. To describe something
 - c. To tell how to make something
 - d. To tell how to care for cats
18. When does Timmy usually give a kiss to the writer? When the writer...
 - a. Fells hungry
 - b. Goes to sleep
 - c. Comes home
 - d. Wakes up

19. Why is the writer almost impossible to be angry at his cat? Because...
 - a. It has innocent round eyes
 - b. Most of the time, it is a good cat
 - c. It gives the writer kiss
 - d. It always wakes up early
20. The second paragraph tells about...
 - a. Characteristic
 - b. Habitat
 - c. Food
 - d. Behavior

Text 5

I just returned from the greatest summer vacation! It was so fantastic. I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation.

21. What city did they go to for their summer vacation?
 - a. Paris
 - b. Lyon
 - c. Louvre
 - d. Latin
22. How long was the summer vacation?
 - a. Eight weeks
 - b. Eight days
 - c. Two weeks
 - d. One week
23. What did their hotel room have?
 - a. A refrigerator
 - b. A view of the metro
 - c. A balcony
 - d. A bottle of wine

24. Who got tired walking in the Louvre museum?
- Henry
 - Harry
 - Seine
 - Steve
25. What did Steve enjoy the most?
- The hotel breakfast and the croissants
 - The wine and the food
 - The Latin Quarter and the balcony
 - The cafes along the river Seine



Appendix V

Table 4.1
Students' Achievement in Cycle 1

No.	Students Code	Score	
		Pre-Test	Post-Test
1.	S-1	60	76
2.	S-2	60	84
3.	S-3	56	88
4.	S-4	42	70
5.	S-5	48	80
6.	S-6	48	80
7.	S-7	56	86
8.	S-8	40	70
9.	S-9	52	72
10.	S-10	58	82
11.	S-11	60	80
12.	S-12	62	86
13.	S-13	60	84
14.	S-14	58	76
15.	S-15	56	72
16.	S-16	44	74
17.	S-17	48	70
18.	S-18	50	74
19.	S-19	68	88
20.	S-20	60	86
21.	S-21	58	78
22.	S-22	0	0
23.	S-23	0	0
24.	S-24	0	0
	TOTAL	1144	1656
	MEAN	54	79
	MAXIMUM	68	88
	MINIMUM	40	70

Appendix VI

Table 4.2
Students' Achievement in Cycle 2

No.	Students Code	Score Cycle 1	Score Cycle 2	Improvement Rate
1.	S-1	76	92	Increased
2.	S-2	84	86	Increased
3.	S-3	88	80	Increased
4.	S-4	70	88	Increased
5.	S-5	80	82	Increased
6.	S-6	80	84	Increased
7.	S-7	86	88	Increased
8.	S-8	70	88	Increased
9.	S-9	72	82	Increased
10.	S-10	82	82	Similar
11.	S-11	80	80	Similar
12.	S-12	84	86	Increased
13.	S-13	84	84	Similar
14.	S-14	76	90	Increased
15.	S-15	72	84	Increased
16.	S-16	74	86	Increased
17.	S-17	70	82	Increased
18.	S-18	74	86	Increased
19.	S-19	84	86	Increased
20.	S-20	82	82	Similar
21.	S-21	78	84	Increased
22.	S-22	0	92	Increased
23.	S-23	0	92	Increased
24.	S-24	0	90	Increased
	TOTAL	1656	2054	
	MEAN	79	86	
	Percentage of students who achieved KKM	52%	100%	48%

Appendix VIII

Students' Worksheet

DIWA NOVITA PUTRI



$$23 \times 4 = 92$$

POST TEST

Read the text quickly and answer the question!

Text 1

When I went to the Surabaya zoo, I saw an owl. This owl is unique and amazing bird. It is a heavy bird and has a large head and an oval face. The owl has round eyes. Its eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though the owl is typically solitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds.

1. What kind of the text is it?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
2. What is the purpose of the text? It is to...
 - a. show the steps to catch an owl
 - b. entertain the reader about the owl's head
 - c. describe specific animal namely an owl in the zoo
 - d. tell the story about an owl that spreading in the society
3. What is owl's food?
 - a. Flower
 - b. Insects
 - c. Plant
 - d. big mammals
4. "It is a heavy bird and has large heads." The word 'It' refers to...
 - a. Bird
 - b. Owl
 - c. Eyes
 - d. Head
5. Why do the eyes of owl cannot rotate independently?
 - a. the eyes are large
 - b. the eyes cannot see in the darkness
 - c. the eyes are locked in the skull
 - d. the eyes are too small
6. They are typically 'solitary'. The word 'Solitary' means...
 - a. Collective
 - b. Variety
 - c. Social

Appendix IX

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6081/ln.20/3.a/PP.009/03/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 1 WONGSOREJO

Jl. PB Sudirman 13, Dusun Krajan, Wongsorejo, Kec. Wongsorejo, Kab. Banyuwangi

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196114
 Nama : DEVI ELFIRA INDRIANI
 Semester : Semester sepuluh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **"The Application of Skimming Technique in Increasing Students' Reading Comprehension at SMP Negeri 1 Wongsorejo"** selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Isnaini, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Maret 2024

Dekan,

[Signature]
 Dekan Bidang Akademik,



HOTIBUL UMAM

Appendix X

Research Completion Letter



PEMERINTAH KABUPATEN BANYUWANGI
SMP NEGERI 1 WONGSOREJO

Jalan PB. Sudirman No. 13 Wongsorejo-Banyuwangi Kode Pos 68453
Telepon : (0333) 461283 Email : smp1wongsorejo1@gmail.com Website : <https://smp1wongsorejo.sch.id>



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 420/048/429.101.20525734/2024

Yang bertanda tangan dibawah ini :

Nama : Isnaini, S.Pd
NIP : 196703082006041007
Pangkat/Gol. : Pembina Tk. I / IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Wongsorejo

Dengan ini menerangkan bahwa :

Nama : DEVI ELFIRA INDRIANI
NIM : T20196114
Status : Mahasiswa Universitas Islam Negeri KH. Achmad Siddiq Jember
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Mahasiswa tersebut telah melakukan penelitian di SMP Negeri 1 Wongsorejo Kab. Banyuwangi mulai tanggal 23 Maret 2024 s/d 30 April 2024, dalam rangka menyelesaikan tugas akhir/menyusun skripsi dengan judul "The Application Of Skimming Technique In Increasing Students Reading Comprehension At SMP Negeri 1 Wongsorejo" Kelas VIII B dan VIII C Semester Genap SMP Negeri 1 Wongsorejo Tahun Pelajaran 2023 – 2024.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Wongsorejo, 30 April 2024
Kepala Sekolah








ISNAINI, S.Pd
NIP. 196703082006041007

Appendix XI

Research Journal Activities

RESEARCH JOURNAL ACTIVITIES

Name : Devi Elfira Indriani
 NIM : T20196114
 Title of Research : The Application of Skimming Technique in Increasing Students' Reading Comprehension at SMP Negeri 1 Wongsorejo
 Location : SMP Negeri 1 Wongsorejo

No.	Day/ Date	Activities	Informant's Name	Signature
1.	Saturday, 23 rd of March 2024	Giving observation permission letter to conduct interview and observing the teacher and the students.	Dendy Firdaus, S. Pd	
2.	Thursday, 25 th of April 2024	Observe the classroom during CAR Pre-Test and Post-Test Cycle 1 (first meeting) the eighth grade C of SMP Negeri 1 Wongsorejo	Hardi Saptono, S. Pd	
3.	Friday, 26 th of April 2024	1. Observe the classroom during CAR Pre-Test and Post-Test Cycle 2 (second meeting) the eighth grade C of SMP Negeri 1 Wongsorejo 2. Observe the classroom during CAR Pre-Test Cycle 1 (first meeting) the eighth grade B of SMP Negeri 1 Wongsorejo	Hardi Saptono, S. Pd	
4.	Saturday, 27 th of April 2024	Observe the classroom during CAR Post-Test Cycle 1 (second meeting) the eighth grade B of SMP Negeri 1 Wongsorejo	Hardi Saptono, S. Pd	
5.	Monday, 29 th of April 2024	Observe the classroom during CAR Pre-Test Cycle 2 (third meeting) the eighth grade B of SMP Negeri 1 Wongsorejo	Hardi Saptono, S. Pd	
6.	Tuesday, 30 th of April 2024	Observe the classroom during CAR Post-Test Cycle 2 (forth meeting) the eighth grade B of SMP Negeri 1 Wongsorejo	Hardi Saptono, S. Pd	

Banyuwangi, 2nd of May 2024
 The Head-Master of School
 SMP NEGERI 1 WONGSOREJO


 ISNAINI, S.Pd

Appendix XII

Figure (1) the researcher explained about the material



Figure (2) the students doing the test of cycle 1



Figure (3) the researcher reviewing previous explanation



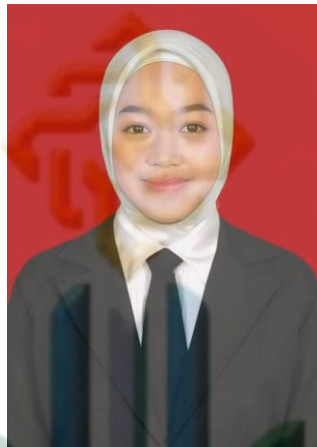
Figure (4) the students doing the test of cycle 2



Figure (5) the students of VIIIIB of SMP Negeri 1 Wongsorejo

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

CURRICULUM VITAE



A. Identitas Diri

Name : Devi Elfira Indriani
 NIM : T20196114
 Gender : Female
 Religion : Islam
 Place/Date of Birth : Banyuwangi, 27th of November 2000
 Address : Dusun Krajan, RT. 03/RW. 03, Desa Bajulmati,
 Kec. Wongsorejo, Kab. Banyuwangi
 Department : English Education Department
 Faculty : Education and Teacher Training Faculty
 Email : devielfira01@gmail.com

B. Riwayat Pendidikan

Jenjang	Nama Sekolah	Tahun
SD	SD Negeri 1 Bajulmati	2007-2013
SMP	MTs Negeri 12 Wongsorejo	2013-2016
SMA	MA Negeri 1 Banyuwangi	2016-2019