

**IMPROVING STUDENT'S READING SKILL THROUGH  
SKIMMING TECHNIQUE AT THE SECOND CLASS OF  
MADRASAH ALIYAH NEGERI (MAN) PALOPO**



**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO  
2016**

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1. Dr. Hilal Mahmud, M.M
2. Amir Faqihuddin, S.Ag., M.Pd.I

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2016**

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

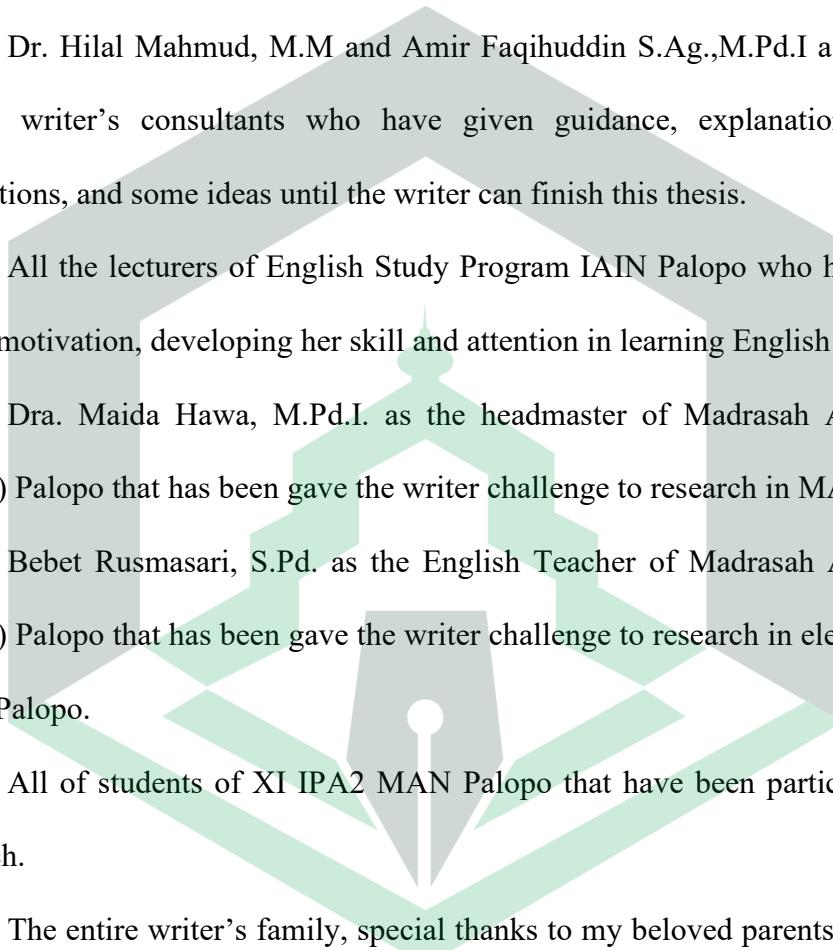
*In the name of Allah, the most gracious and most merciful*

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى الْهُوَّ وَصَحْبِهِ أَجْمَعِينَ

The writer express his gratitude to the almighty God that has been given him guidance, inspiration, and good health, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd.) at The State Institute for Islamic Studies (IAIN) Palopo on the title ***“Improving Student’s Reading Skill Trough Skimming Technique At The Second Class Of Madrasah Aliyah Negeri (MAN) Palopo”*** could be finished. Shalawat and salam attended to the great prophet Muhammad SAW, peace be upon to him.

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***Jazakumullah khairan katsiran.***

Palopo, December 6<sup>th</sup> 2016

**Writer**

## ABSTRACT

Narsi, 2016. **Improving Student's Reading Skill Through Skimming Technique at The Second Class of Madrasah Aliyah Negeri (MAN) Palopo.** Thesis S1 English Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo. Supervised by **(1) Dr. Hilal Mahmud, M.M. (2) Amir Faqihuddin, S.Ag., M.d.I**

Key Words: Reading Skill, Skimming Technique

This thesis focused on improving student's reading skill through skimming technique at the second class of Madrasah Aliyah Negeri (MAN) Palopo. Problem statement of this thesis; is skimming technique effective in improving students' reading skill at the second grade of MAN Palopo?

This research was applied pre-experimental research with one group of pre-test and post-test design. This research took place in the second grade students of MAN Palopo in 2015/2016 academic year. The researcher took XI IPA2 students as sample by using the purposive sampling technique in using the sample. The researcher used reading test, as instruments of the data collection. The researcher used reading test in pre-test and post-test, there were 10 questions in each test and the students had to answer the questions based on the reading text. In treatment, the researcher used Skimming Technique in teaching reading skill.

The result of research shows that skimming technique is effective in improving student's reading skill of the second class MAN palopo. The data analysis is accepted because  $t_{test}$  ( $t_0$ ) was higher than  $t_{table}$  ( $t_t$ ), where  $t_{test} = 9,43$  and  $t_{table} = 2,093$  with  $df = 19$  and the mean score in post-test (8,05) was bigger than mean score in pre-test (6,225).

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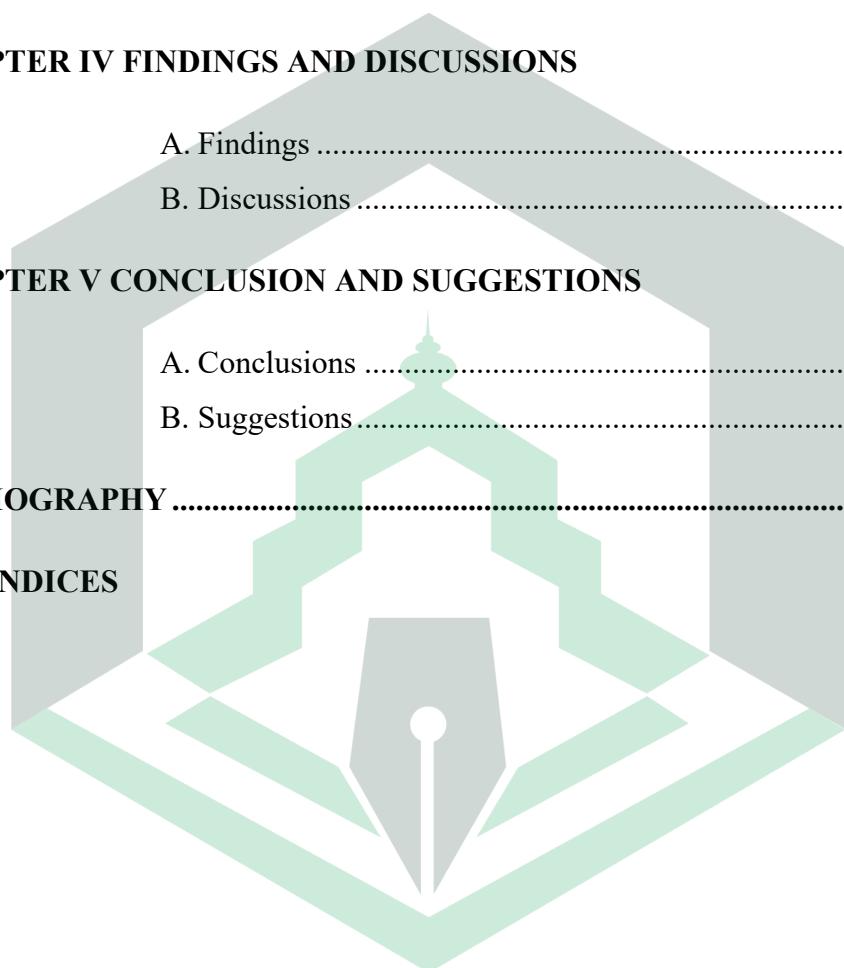
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## CHAPTER I

### INTRODUCTION

#### *A. Background*

In English there are four language skills who should master, they are speaking, reading, writing, and listening. The reading skill is very important in education part. So that the students need exercised and trained in order to, they have a good reading. When the students want to success in their study, it depends on the greater part of reading skill. In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text.

Especially for students, reading closed related with their activities. The students very need reading for get the information from the text. If we cannot get of the best in reading skill, we will not get the information that we need that in text form. What is more, if we master in reading skill we will have good knowledge.

Reading is an activity to look for information by looking book or any other authentic material. Reading is an integral part of academic affairs and it is equally important outside academic contexts.<sup>1</sup>

Reading is a source of getting information. By reading, student can improve their vocabulary, grammar, understanding and some other aspect. It also helps students to improve their ability in listening, speaking, and writing.<sup>2</sup>

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<sup>1</sup>Hossein Karami, *Reading Strategies: What are They?*, (Tehran University: Iran, 2008), p.2.

Some students at MAN Palopo definitely have difficulties in reading part. Especially in answering the question about text that they read. The phenomenon will happen when they have to answer a question. Besides, they are difficult in comprehending English and low interest to English reading. In teaching reading teacher should more selective, innovative for choosing suitable technique.

One technique can be used by the teacher in teaching reading skill is by using skimming technique. Skimming technique is the ability to locate specific information. Skimming means underline the important thing in a passage.

Furthermore, skimming technique helps students to overcome their difficulties in reading skill. Moreover, it assist student in selecting the important information from the text and recalling it then find out. The main idea, the topic in passage etc. The students would be given a task questions and then they will be answer it. Afterwards, the teacher finds out the student difficulties. Moreover, the student is given some treatment and material, to solve the problem. Finally, the teacher will give post test to see whether the students' problem solved.

### ***B. Problem Statement***

Is skimming technique effective in improving students' reading skill at the second grade of MAN Palopo?

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<sup>2</sup>Risna Sari, *The Ability of Students in Reading Comprehension Skill Through Summarizing Story at TheEleventh Years Student of MAN Palopo.* ( Unpublished Thesis STAIN Palopo, 2008 ), p. 12.

### ***C. Objective of the Research***

According to the problem statements, the objectives of the research are formulated as follow:

1. To find out whether the skimming technique is effective or not to improve students' reading skill at the second grade of MAN Palopo.

### ***D. Significance of the Research***

Significance of the research is expected to be useful information for students especially to the students of MAN Palopo at the second grade and for all of the people who want to improve their reading skill.

### ***E. Scope of the Research***

Based on the title of this researcher, the researcher intends the effectiveness of skimming technique. In doing the experimental, the researcher focuses the analysis on the effectiveness of skimming technique in improving students' reading skill. The researcher analyzed the students' ability by comparing their score in pre test and post test.

### ***F. Definition of the Term***

To avoid misinterpretation and make easy to understand the title of the research the researcher clarify and explain the term used in this study as follows:

1. Effectiveness

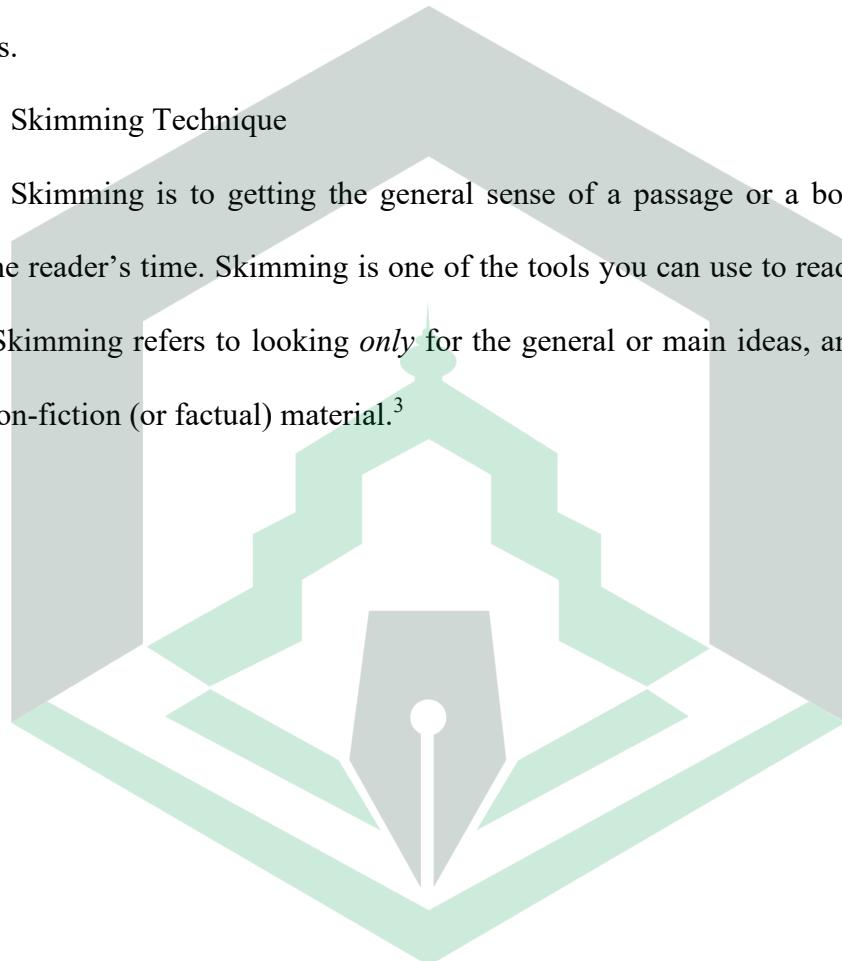
Effectiveness is a measure that states how far targets (quantity, quality, and time) have been achieved. Where the greater the percentage of targets achieved the higher effectiveness.

## 2. Reading Skill

Reading is an activity that do by someone to get information, there are some reading such as, reading aloud, extensive reading, intensive reading, silent reading etc. reading is books, article etc. that are intended to be read. Reading is a mental process.

## 3. Skimming Technique

Skimming is to getting the general sense of a passage or a book fast could save the reader's time. Skimming is one of the tools you can use to read more in less time. Skimming refers to looking *only* for the general or main ideas, and works best with non-fiction (or factual) material.<sup>3</sup>



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<sup>3</sup>Abby Marks Beale, *Skimming and Scanning: Two Important Strategies for Speeding Up Your Reading.* (Online). <http://howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading.html>. accessed on 05<sup>th</sup> September 2016.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Language is a tool of communication. In globalization era language is one of the most thing that very important who used for communication in improving English ability, we need comprehension. When we want to develop the potential, we should understand about the meaning and how to express it. In Indonesia, English considered as the first language and taught formally from elementary school up to the university level.

Teaching English as foreign language (TEFL) is not a simple thing to do for teacher. He or she needs capability in knowledge, skills, and resources. Not only that, an important thing that teachers also should have is the capability in managing all of the things. It starts from equipment, materials until the students' behaviors. The whole numbers of those are need in order the outcomes of language learning process to have the ability to use the language correctly, appropriately, and to communicate competently can be reached.

In English there are four language skills who should master, they are speaking, reading, writing, and listening. The reading skill is very important in education part. So that the students need exercised and trained in order to, they have a good reading. When the students want to success in their study, it depends on the greater part of reading skill. In reading, to comprehend the text the readers should be able to manage

every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text.

Reading is a source of getting information. By reading, student can improve their vocabulary, grammar, understanding and some other aspect. It also helps students to improve their ability in listening, speaking, and writing.<sup>1</sup>

Some students at MAN Palopo definitely have difficulties in reading part. Especially in answering the question about text that they read. The phenomenon will happen when they have to answer a question. Besides, they are difficult in comprehending English and low interest to English reading. In teaching reading teacher should more selective, innovative for choosing suitable technique.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Some Previous Related Research Findings*

Some researchers have conducted research on writing strategies. Moreover, here are the results of several previous studies:

Suparman AR. concluded that scanning and skimming can improve the students' reading skill at the second year students of MAN Palopo. Teaching reading through scanning and skimming can stimulate the students' interest and improve students' achievement of the second year students of MAN Palopo in academic year 2007/2008.<sup>3</sup>

Sindy Diaz and Juan Carlos Laguado concluded that the use of skimming and scanning techniques contributed to enhancing reading comprehension since after having worked with these techniques the researchers were able to verify that the participants improved their reading skills. This improvement was achieved through the attention paid by teachers to some important factors in effective learning, such as motivation, and the type of texts worked on in the different classes.<sup>4</sup>

Based on the results above, they found that skimming technique is effective in teaching reading skill. Therefore, the researcher interested in using skimming technique in teaching reading skills of the second grade students of MAN Palopo.

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<sup>3</sup> Suparman AR, *Improving Students' Reading Skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo* (Unpublished Thesis STAIN Palopo, 2008), p.55.

<sup>4</sup> Sindy Diaz and Juan Carlos Laguado, *Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research* (Colombia, 2013), p.147

## ***B. Some Pertinent Ideas***

### **1. Reading Skill**

#### **a. Definition of Reading**

Reading is an activity to look for information by looking book or any other authentic material. Reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. Many articles and, indeed, whole books have been devoted to investigating reading. However, little research has been done to explore the nature of the reading strategies. This text attempts to provide a brief synthesis of the literature on the reading strategies.<sup>5</sup>

Reading is a mental process. There are many definitions of reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. In Longman Dictionary of Applied Linguistic, reading is said as:

- 1) Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.

---

<sup>5</sup> *Ibid.*

2) Saying a written text aloud (oral reading). This can be done with or without understanding of the content.<sup>6</sup>

### **b. Purpose of Reading**

In addition, the purpose of reading according to Grabe and Stoller, it has been classified into four purposes, they are:

#### 1) Reading to Search for Simple Information and Reading to Skim

It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

#### 2) Reading to Learn from Text

It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

#### 3) Reading to Integrate Information, Write, and Critique Text

This skill needs critical evaluation where the reader integrates and decides the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

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<sup>6</sup> Unnamed. 2015. *Definition of Reading*. <https://www.ukessays.com/essays/languages/definition-of-reading.php>. Accessed on 05<sup>th</sup> September 2016.

#### 4) Reading for General Comprehension

It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

### c. Kinds of Reading

When the reader faced a text they not only pay attention to the text especially to the purpose but also he/ she knows the kinds of reading according to the Mickulcky and Jeffries they revealed that the differences kind of reading skill as following:

There are many kinds of reading that can learn such as:

#### 1) Reading for Pleasure

Reading for pleasure is the reader read a text whatever he/she wants. It could be fiction or nonfiction. This activity brings the reader enjoy and fun.

#### 2) Reading Comprehension Skill

Reading comprehension is the activity when the reader's brain, the text, and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. In this notion.

### d. Strategy in Reading

#### 1) Scanning

Scanning is the high-speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words. When you scan, you skip

over many words you look for some information as quickly as you can. Scanning is especially important for improving your reading<sup>7</sup>

## 2) Previewing and Predicting

Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about this book. Previewing is when you look for information then you can make guesses out what is in the letter. And when you make a guesses in like this it means you are predicting.<sup>8</sup>

## 3) Vocabulary Knowledge for Effective Reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.

## 4) Topics

Finding the topic of the passage is the others strategy to read for meaning. It gives an advantages to use a question the topic the text are reading about such as what is the general idea?, What is this?.

## 5) Topics of Paragraphs

In a paragraph contains sentences that have same aspect related to the text.

## 6) Main Ideas

The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

---

<sup>7</sup>Team. *Reading for Meaningmaterial for Bahasa Inggris MKU*. Hasanuddin University: Makassar. p.17.

<sup>8</sup>*Ibid*.p.17.

## 7) Pattern Organization

Mickulecky and Jeffries classified four common patterns while reading comprehension, they are, first, list of related ideas, sequence, comparison/contrast and cause effect.

## 8) Skimming

Getting the general sense of a passage or a book fast could save the reader's time.

## 9) Making Inferences

Some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clue.

## 10) Summarizing

Summarizing from the important key points is to retell of a reading text and to make shorter form.<sup>9</sup>

## 11) Thinking Skill

In thinking skill, when the reader reads an English Text, he/she is forced to think English. Then, the reader must know the complexity of the text such as the length, English syntax, and English semantic and or logical connection.

## 12) Reading Faster

By reading faster, the reader will be efficient and become more enjoyable.<sup>10</sup>

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<sup>9</sup>Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (New York: Addison-Wesley Publishing Company, 1996), p.21-139.

<sup>10</sup> *Ibid.*p.271.

### 13) Understanding Paragraph

A paragraph is a group of sentences. In this unit, you will first learn how to find the topic of the paragraph, then you will learn how to find the main idea of paragraph. The topic and then, the main idea are important. They help you to understand meaning to understand and they help you to remember what you read.<sup>11</sup>

#### e. Types of Reading

In this part of the discussion the researcher discuss about type of reading.

##### 1) Intensive Reading

Intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it. Intensive reading is related to improve in language learning under the teacher's guidance.

There are characteristics of intensive reading:

- a) This reading helps learners to develop vocabulary.
- b) Teacher play main role in this reading.
- c) Linguistic items are developed.
- d) This reading aims active use of language.
- e) Intensive reading is reading aloud.

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<sup>11</sup>Team. *Op.cit*.p.34.

f) Intensive reading emphasized in speech habit(pronunciation,intonation and rhythm).<sup>12</sup>

2) Extensive Reading

What is extensive reading? Extensive reading is reading a lot at least one book every two or three weeks, choosing a book that is interesting to you; no tests on comprehension or vocabulary; reading at your own pace.<sup>13</sup>

Extensive reading is teaching the student to read directly and fluently in the target language without the aid of the teacher. The importance of extensive reading is for the development of students“ as reader word recognition and language Harmer.

According to Patel, there are characteristics of extensive reading:

- a) Extensive reading helps learners to actively develop vocabulary
- b) The learners play main role to ask
- c) The idea can be developed
- d) This reading aims to enrich learners knowledge
- e) Extensive reading is silent reading
- f) In extensive reading emphasized in subject matter
- g) By using extensive reading good reading habit can be developed.<sup>14</sup>

Many people can read a text but hardly can understand what the writing was all about. This is because the reading was not providing any information to the reader.

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<sup>12</sup>Ana Mustagfirah. *Op.cit.*p.29.

<sup>13</sup>Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*. (United States of America: Pearson Longman, 1996), p.3.

<sup>14</sup>Ana Mustagfirah. *Op.cit.* p.30.

Why is this happen? This happened when the reader merely read the text without understanding the content. So it defeats the purpose of reading as a means to gain information. Since reading is very important in learning second language, a great effort has been given to develop reading skill. Although many ways have been promoted in order to improve reading skill among students, reading is still something that is seems problematic. Students can't understand English text.

In short, the reader has to decide whether she/he wants to read as her/his attention on the meaning of the text or learning the language feature of the text. Thus, it makes the reader focus on the process of reading. Moreover, making interpretation a text, the reader has to understand various text types. Here is one type of text that has related with is exposition text.

According to Jeremy harmer there is some principle in teaching reading.

- a) Reading is not passively skill.
- b) Students need to be engaged with what they are reading.
- c) Students should be encouraged to respond to the content of the reading text not just to the language.
- d) Prediction in a major factor in reading.
- e) Match the task to the topic.
- f) Good teacher exploit reading text to the full.<sup>15</sup>

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<sup>15</sup>Jeremy Harmer. 2001. *How to Teach English* (English: Longman, 2001).p.70-71.

## 2. Skimming Technique

### a. The Definition of Skimming Technique

Skimming is the ability to identify main idea. Skimming is the ability to locate specific information ( you know what you are looking for). After you read normal speed in reading you can look the specific information whether to find the main idea of a writing or to locate specific information in the reading. To make the meaning of skimming and scanning easier you can simply say that Indonesian word for it is. Skimming means underline the important thing in a passage<sup>16</sup>.

It is important for students to know that they don't have to read every word to find information they need. This activity, which exercises students' developing skimming and scanning skills, uses newspapers a natural source of discrete information to scan for and of global stories to skim<sup>17</sup>.

### b. The Steps of Skimming Technique

- 1) Read the title, it is the shortest possible summary of the content
- 2) Read the introduction or lead-in paragraph
- 3) Read the first completely
- 4) If there are subheading, read each one, looking for relationships among them.
- 5) Read the first sentence of each remaining paragraph.
  - a) The main idea of most paragraphs appears in the first sentence.

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<sup>16</sup> Murni Djamal et al., *Improving Reading Skill in English*, (Jakarta: Prenada Media Group, 2006) , p.39.

<sup>17</sup> Richard R. Day, *New Ways in Teaching Reading*, (Virginia: illnois, 1993), p.144.

b) If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

6) Dip into the text looking for:

- Clue words that answer who, what, when, why, how
- Proper nouns
- Unusual words, especially if capitalized
- Enumeration
- Qualifying adjectives (best, worst, most, etc)
- Typographical cues; italics, boldface, underlining, asterisks, etc.

7) Read the final completely<sup>18</sup>

In skimming, then we look first at the title or heading of each section. The heading gives us the general idea of what will be discussed. Then, we read the first and perhaps the last sentence of each paragraph. This will usually give us the author's main ideas. Finally, if we want to find out more, we quickly look through the paragraph for key words and the facts next to them.

Skimming is also helpful when we need to find out something about an unfamiliar book. When we approach a new textbook or a volume on a library shelf that attracts our attention, we can quickly gain at least a passing acquaintance by some simple skimming techniques. For example, the title page gives us the author's name, the book title, and on the back, the copyright date. The preface will give us

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<sup>18</sup> Anne Arundel Community College. *Skimming and Scanning*. (Online). <https://www.aacc.edu/tutoring/file/skimming/pdf>. accessed on 05<sup>th</sup> September 2016.

information about the author and will help us relate this book to some particular field. A quick look at the table of contents will help us form some idea about the general topics and the author's organization of his materials. If we wish to know if the author defines his terms, we will look for a glossary in the back. If we want to see if the author lists any of the background data from which he wrote his book, we will look for and study the appendix. If, by this time, we think that the book has any pertinent information, we can check the index to find the pages on which the material is located. This simple skimming technique will not only help us to get an overview of a book we are about to study, but it will also save us time and effort in choosing a book on a particular subject from the library.<sup>19</sup>

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

Reading through scanning technique has some advantages and disadvantages.

#### **Advantages of skimming Technique:**

- It will make students aware of the benefits of the information available in reading materials both authentic and inauthentic because this technique also prepares the students to be independent reader.
- It will make students aware of reading strategy is used to find the stated and unstated information in certain text as this technique does not only focus on asking

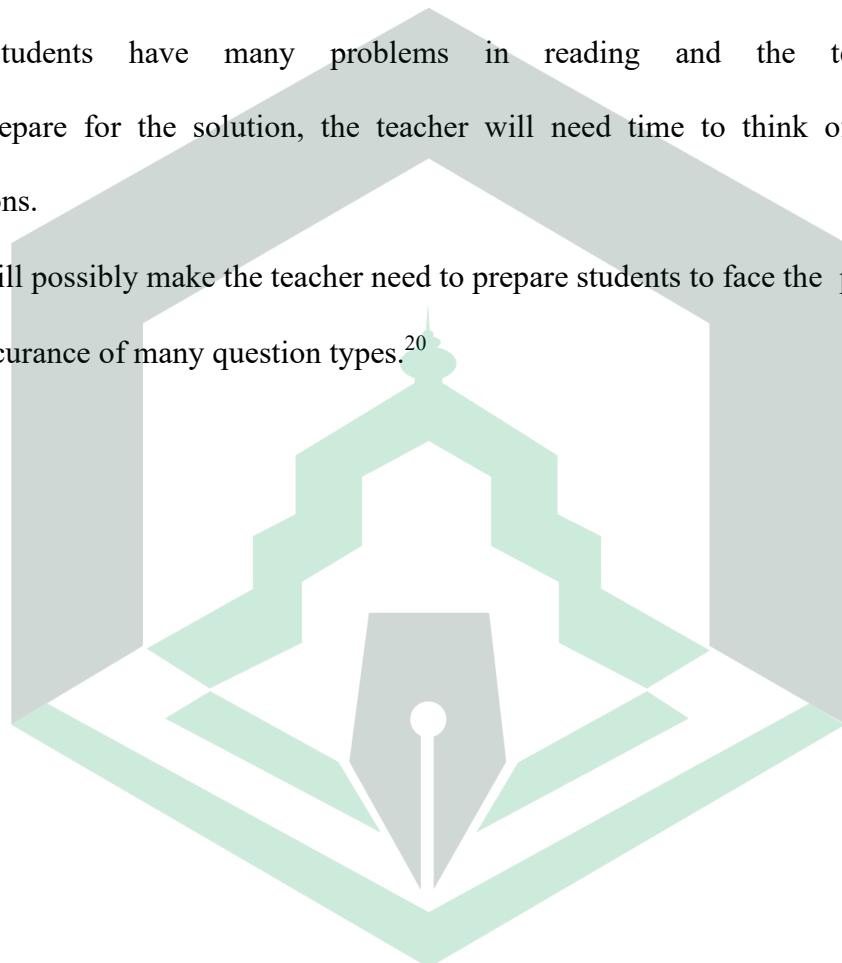
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<sup>19</sup> The Learning Centre. *Skimming*. (Online)  
<https://learningcenter.unc.edu/files/2013/08/Skimming.pdf>. accessed on 05<sup>th</sup> September 2016.

the students to do reading test but also focus on equipping the students with the technique used in different texts.

Disadvantages of skimming technique:

- It will take time if the teacher does not allocate the time appropriately. Moreover, if the students have many problems in reading and the teacher does not prepare for the solution, the teacher will need time to think of the various solutions.
- It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.<sup>20</sup>

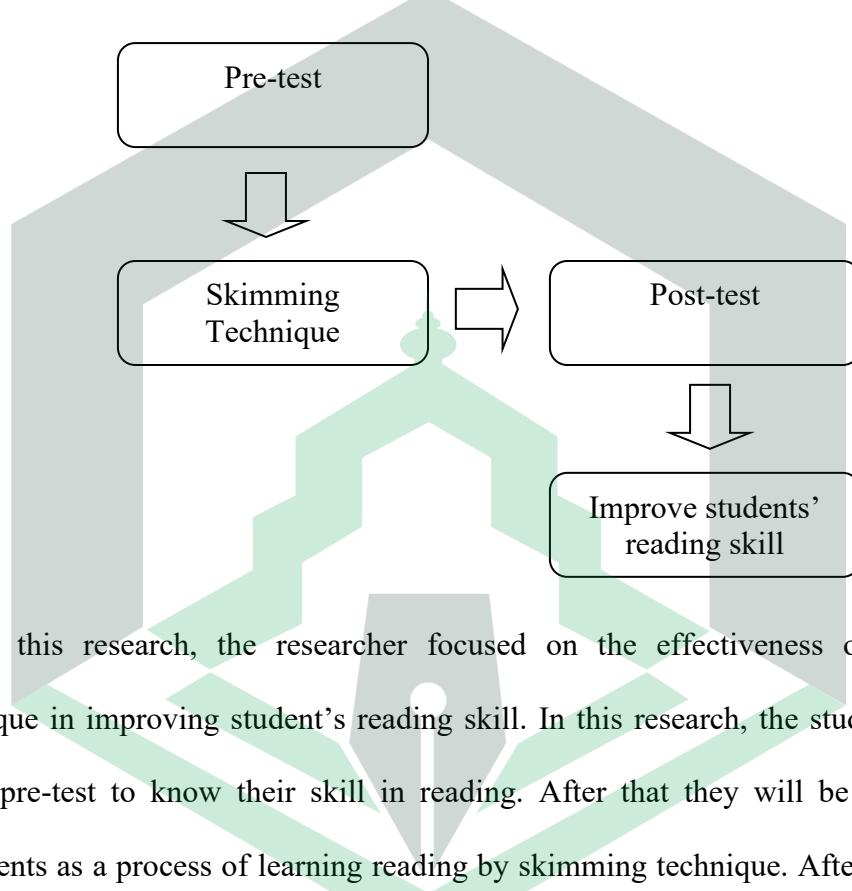


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<sup>20</sup> Unnamed. *Helping People for Future: Advantages and Disadvantages of Skimming Technique.* (Online). <http://mozva.blogspot.com/2014/09/advantages-and-disadvantages-of-Skimming-Technique.html>. accessed on 05<sup>th</sup> September 2016.

### C. Conceptual Framework

Reading is an activity to look for information by looking book or any other authentic material. Reading is an integral part of academic affairs and it is equally important outside academic contexts.



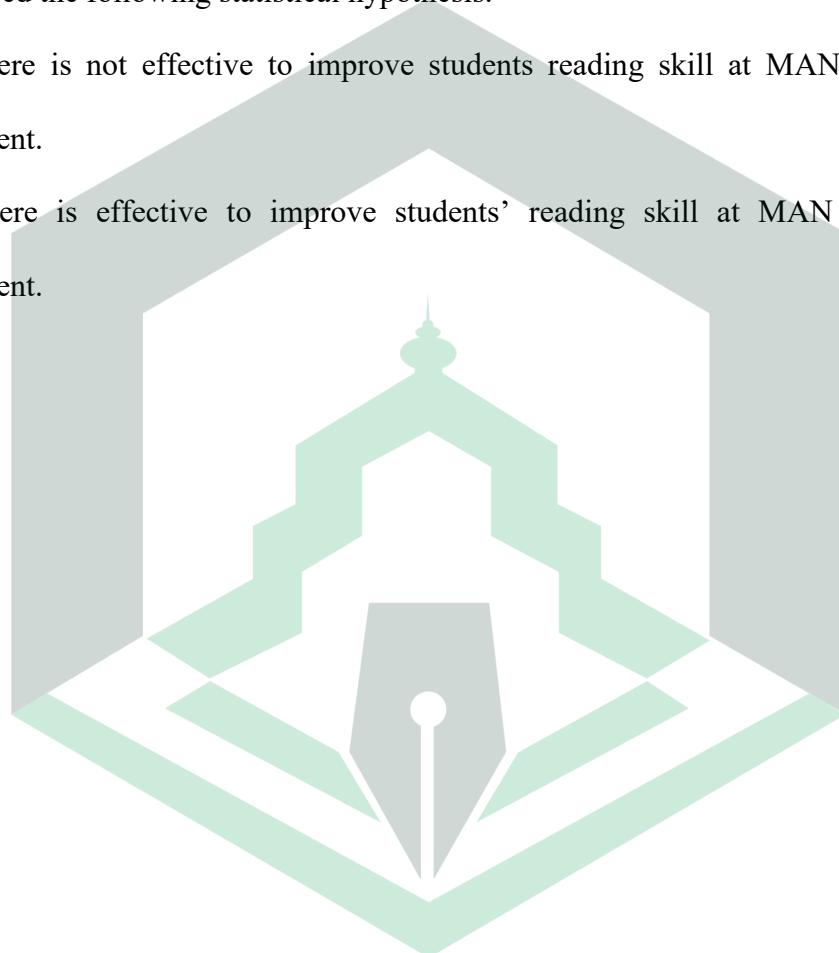
In this research, the researcher focused on the effectiveness of skimming technique in improving student's reading skill. In this research, the students will be given pre-test to know their skill in reading. After that they will be given some treatments as a process of learning reading by skimming technique. After conducting both item, the researcher come to the last item namely giving post-test to know whether any significance development of students' achievement in reading skill.

#### **D. Hypothesis**

The researchers' hypothesis of the research is skimming technique can improve students' reading skill at student of MAN Palopo. In this research, the researcher proposed the following statistical hypothesis.

$H_0$ : there is not effective to improve students reading skill at MAN Palopo after treatment.

$H_a$ : there is effective to improve students' reading skill at MAN Palopo after treatment.



## CHAPTER III

### RESEARCH METHOD

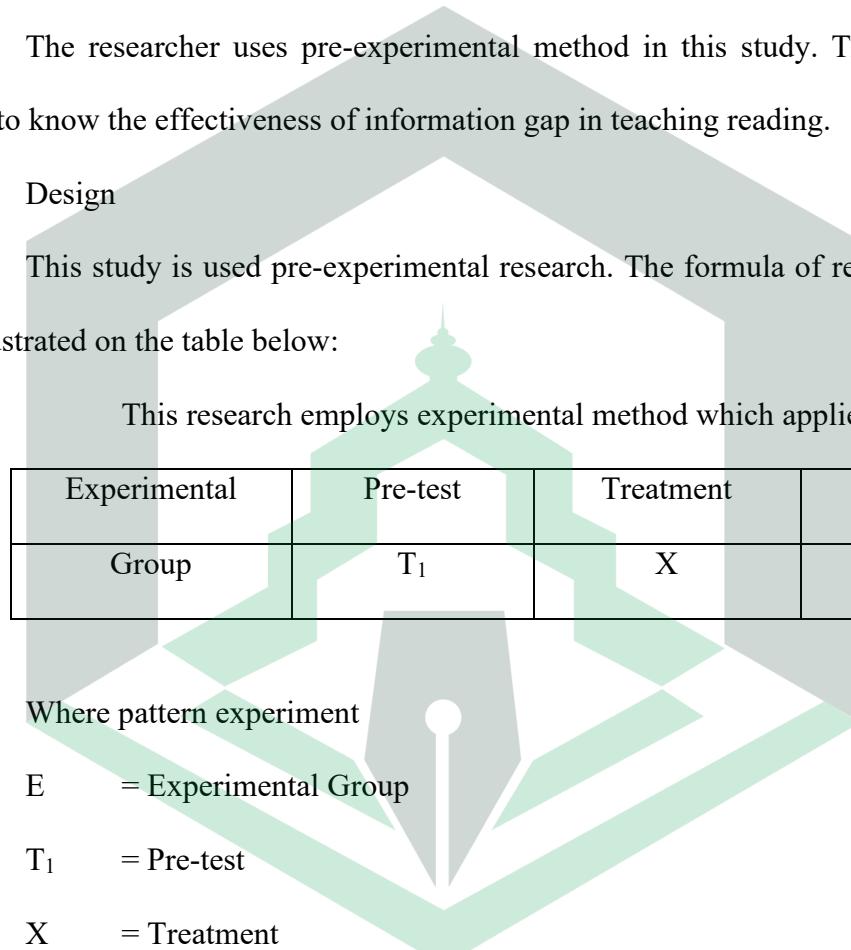
#### A. Research Method and Design

##### 1. Method

The researcher uses pre-experimental method in this study. This method is used to know the effectiveness of information gap in teaching reading.

##### 2. Design

This study is used pre-experimental research. The formula of research design is illustrated on the table below:



Experimental	Pre-test	Treatment	Post-test
Group	T <sub>1</sub>	X	T <sub>2</sub>

Where pattern experiment

E = Experimental Group

T<sub>1</sub> = Pre-test

X = Treatment

T<sub>2</sub> = Post Test<sup>21</sup>

<sup>21</sup> Sumadi Suryabrata, "Metodologi Penelitian".(cet.XXIII;Jakarta Pers,2012),p.102.

## **B. Variable of the Research**

There are two variables in this research, namely:

1. Students of MAN Palopo as independent variable.
2. Skimming technique as dependent variable.

## **C. Population and Sample**

1. Population

In this case, the population is all of the students of MAN Palopo.

2. Sample

The writer used purposive sampling. The writer takes XI IPA2 to be respondent in this study. Thus, if the survey data indicates an increase in capacity, the writer can conclude that result of the implementation of the technique mentioned in this study.

## **D. Instrument of the Research**

The instrument of the study is reading test.

1. Reading Test

Reading test is an instrument that is used in this research. The writer employs two tests; pre test and post test. The pre test is intended to see the student's ability in reading before giving treatment while the post test is administered to know the effectiveness of the technique used in learning reading.

## **E. Procedures in Collecting Data**

### **1. Pre test**

In this part namely pre-test, where this is given before the writer gives the treatment. In this part the writer is going to give the test that is reading test/ reading assessment. This test is to measure the students' reading comprehension before doing the technique.

### **2. Treatment**

After pre-test the writer will give treatment. The treatment will do six times.

In this part the writer is going to apply skimming technique.

#### **a. First meeting**

Firstly, the researcher explain to the student about defintion of skimming technique. And then, the researcher explain about the steps in use skimming technique. Finally, the researcher give a reading text entitled "The Stone Age" to the students and ask them to answer the questions about the text.

#### **b. Second meeting**

Firstly, the researcher ask the students to recall about skimming technique. And then, the researcher give a reading test entitled "Hot Boning" to students and ask the students to answer the questions about the text.

#### **c. Third meeting**

Firstly, the researcher ask the students to recall about skimming technique. And then, the researcher give a reading test entitled "The First Olympic Games" to students and ask the students to answer the questions about the text.

d. Fourth meeting

Firstly, the researcher ask the students to recall about skimming technique. And then, the researcher give a reading test entitled “Napoleon Bonaparte” to students and ask the students to answer the questions about the text.

e. Fifth meeting

Firstly, the researcher ask the students to recall about skimming technique. And then, the researcher give a reading test entitled “Sequoyah” to students and ask the students to answer the questions about the text.

f. Sixth meeting

Firstly, the researcher ask the students to recall about skimming technique. And then, the researcher give a reading test entitled “Petroleum Products” to students and ask the students to answer the questions about the text.

3. Giving Post-test

After giving the treatment, the writer will give post test to know the result of the students’ reading after teaching by using skimming technique. The researcher will give the students test about reading material that same with the text in pre-test.

**F. Technique of Data Analysis**

The writer is analyzed data using some formula as follows:

1. Looking for score:

$$S = R$$

Note:

$$S = \text{Score}$$

R = the right answer <sup>22</sup>

To understand the level of students scores the following classification are used:

9,6 – 10 classified as excellent

8,6 – 9,5 classified as very good

7,6 – 8,5 classified as good

6,6 – 7,5 classified as average

5,6 – 6,5 classified as fair

3,6 – 5,5 classified as poor

0 – 3,5 classified as very poor<sup>23</sup>

2. To find out the mean score of the student's ability to write correspondence writing, researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

- $X$  : mean score
- $\sum x$  : total score
- $N$  : total sample

<sup>22</sup> Muhammad Kasiram, *Teknik Analisis Item: Test Hasil Belajar dan Cara Menghitung Validity dan Reability*, (Surabaya: Usaha Nasional, 1984), p. 27

<sup>23</sup> Depdikbud in Ahmad Perdana Putra, *The Effectiveness of Using Autenthic Material in Teaching Reading Comprehension to The Second Year Students of English Education Study Program in STAIN Palopo*, (Unpublished Thesis: STAIN Palopo, 2010), p.41.

3. Looking for D (difference) between score variable I (X) pre-test and score variable II (Y) post test:

$$D = X - Y^{24}$$

4. Calculating mean from difference by using the following formula:

$$MD = \frac{\sum D}{N}$$

5. Calculating total deviation difference:

$$\sum X^2 = \sum X^2 - \frac{(\sum d)^2}{N}$$

6. Calculating “ $t_{test}$ ” by using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

7. Looking for  $t_{table}$  by using the following formula:

$$(db) = N - 1$$

8. Standard signification ( $\alpha$ ) = 0,05

$$t_{table} = t (1 - \frac{1}{2} \alpha)(df)$$

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<sup>24</sup>Suharsimi Arikunto,*Manajemen Penelitian* , (PT: Rineka Cipta,1998), p.18.

With:

D : Difference score

X : Pre test's score

Y : Post test's score

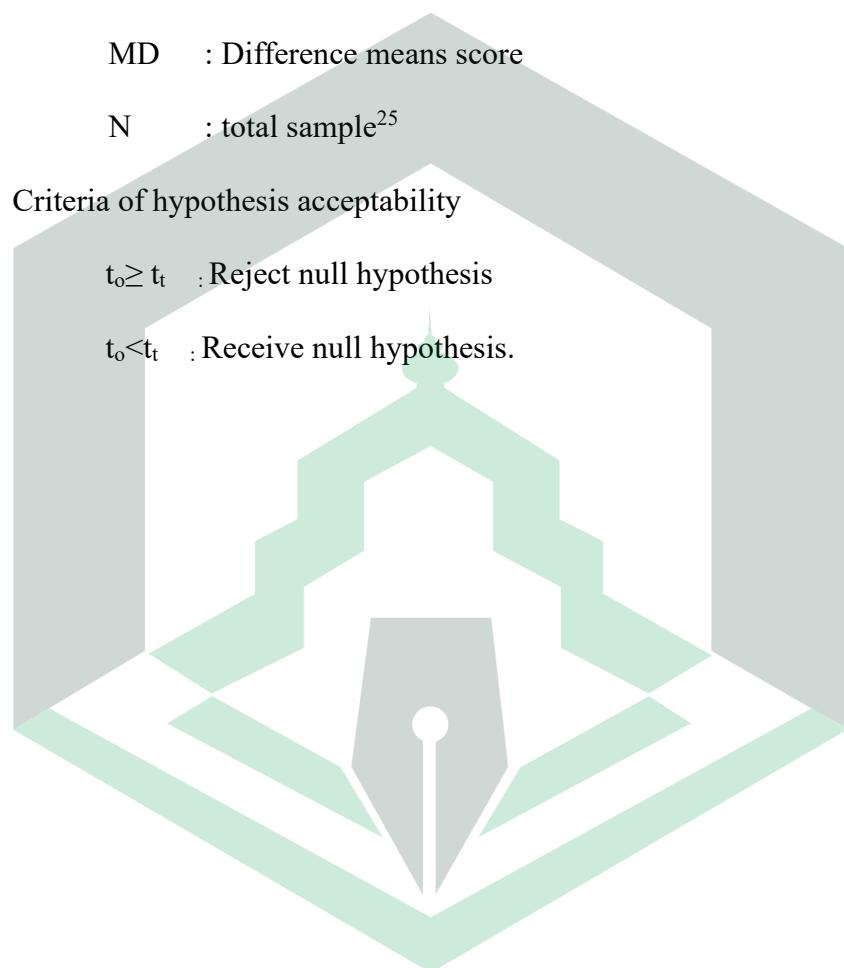
MD : Difference means score

N : total sample<sup>25</sup>

Criteria of hypothesis acceptability

$t_0 \geq t_t$  : Reject null hypothesis

$t_0 < t_t$  : Receive null hypothesis.




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<sup>25</sup>Anas Sudjono, *Pengantar Statistik Pendidikan*, (1<sup>th</sup> edition ;Jakarta: PT. Raja Grafindo, 2001), p. 289.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter would be explaining about the result of research that consisted of two main items namely findings and discussions.

#### *A. Findings*

The findings of this research deals with the rate percentage of students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.

##### 1. Pre-test

**Table 4.1**  
**The raw score of students' ability of reading test in pre-test**

No	Respondent	Number of Reading Test										Total score
		1	2	3	4	5	6	7	8	9	10	
1	R1	1	0,5	1	1	0,5	0,5	0,5	0	1	0,5	6,5
2	R2	1	1	1	1	1	1	0	0	1	1	8
3	R3	1	0,5	1	1	0	0,5	0,5	0	1	1	6,5
4	R4	1	0,5	1	0,5	1	0,5	0	0	0	0,5	5
5	R5	1	1	1	1	0	0,5	0	0	1	0,5	6
6	R6	1	0,5	1	1	0,5	0,5	0,5	0	1	0,5	6,5
7	R7	1	0,5	1	0,5	1	0,5	0,5	0	0	0,5	5,5
8	R8	1	1	1	1	1	1	0	0	1	1	8
9	R9	1	1	1	1	0	0,5	0	0	1	0,5	6
10	R10	1	0,5	1	1	0,5	0,5	0,5	0	1	0,5	6,5
11	R11	1	0,5	1	1	0,5	0,5	0,5	0	1	0,5	6,5
12	R12	1	0,5	1	1	0,5	0,5	0,5	0	1	0,5	6,5
13	R13	1	0,5	1	1	0	0,5	0,5	0	1	1	6,5
14	R14	1	0,5	1	0,5	1	0,5	0	0	0	0,5	5
15	R15	1	1	1	1	0	0,5	0	0	1	0,5	6
16	R16	1	0,5	1	1	0,5	0,5	0,5	0	1	0,5	6,5
17	R17	1	0,5	1	0,5	1	0,5	0,5	0	0	0,5	5,5

18	R18	1	1	1	1	0	0,5	0	0	1	0,5	6
19	R19	1	0,5	1	0,5	1	0,5	0,5	0	0	0,5	5,5
20	R20	1	1	1	1	0	0,5	0	0	1	0,5	6
Total												124,5

Based on the table above (table 4.1) indicated that the students' ability in pre-test shown that there were 2 respondents got 5 score, 3 respondents got 5,5 score, 5 respondents got 6 score, 8 respondents got 6,5 score and 2 respondents got 8 score. From the data above, it can be concluded that all of respondents have got low ability in reading skill.

Mean score of the students in pre-test

$$X = \frac{\sum x}{N} = \frac{124,5}{20} = 6,225$$

**Table 4.2**  
**The criteria and percentage of the students' pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6-10	-	0%
2	Very Good	8,6-9,5	-	0%
3	Good	7,6-8,5	2	10%
4	Average	6,6-7,5	-	0%
5	Fair	5,6-6,5	13	65%
6	Poor	3,6-5,5	5	25%

7	Very Poor	0-3,5	-	0%
	Total		20	100%

Based on the table above (table 4.2) indicated that the criteria and percentage of the students' pre-test shown that there was none of students (0%) got "excellent" score, none of students (0%) got "very good" score, 2 students (10%) got "good" score, none of students (0%) got "average" score, 13 students (65%) got "fair" score, 5 students (25%) got "poor" score and none of students (0%) got "very poor" score. It meant the most of students classified as fair.

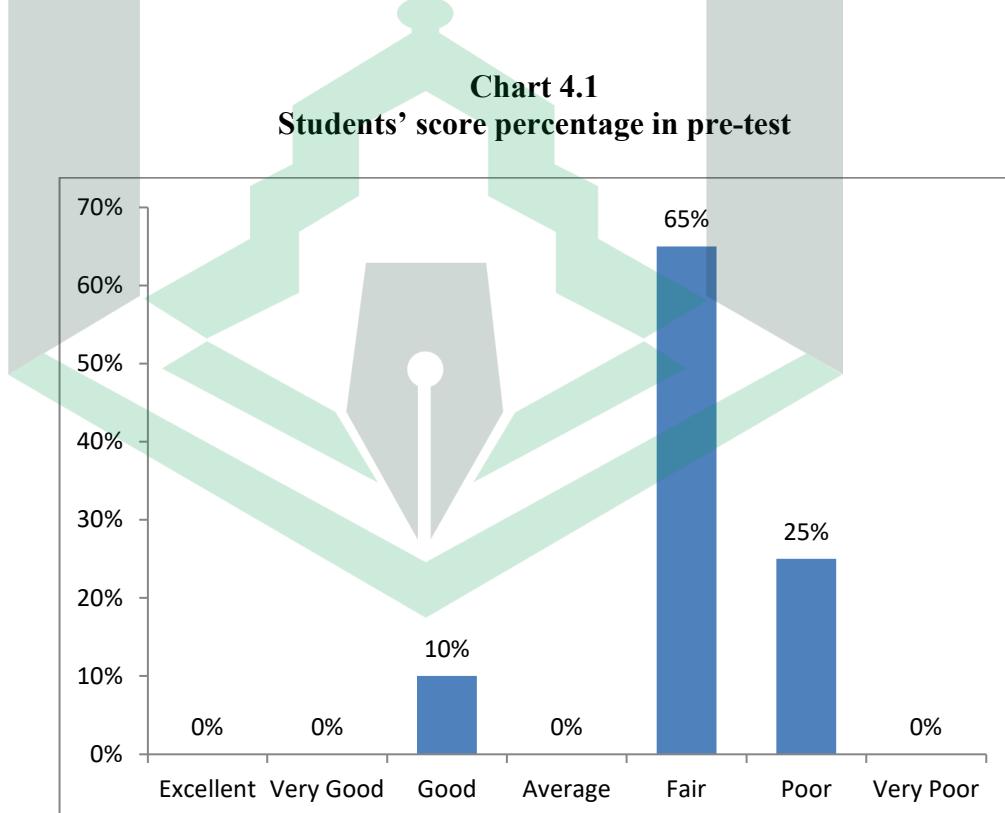


Chart 4.1 showed all percentage that the students got in pre-test. About 25% of students classified as “poor”. The students got difficulty to answer the questions about the text because most of them not understood the reading text that they read. However, the students had been good participation in this activity.

## 2. Post-test

**Table 4.3**  
**The raw score of students' ability of reading test in post-test**

Based on the table above (table 4.3) indicated that the students' ability in post-test shown that there were 3 respondents got 7 score, 5 respondents got 7,5 score, 2 respondents got 8 score, 1 respondent got 8,5 score, 5 respondents got 9 score and 4 respondents got 9,5 score. The table above shows all students' score in reading test. The students had developed in post-test. The students can answer the questions about the text be better than reading test in pre-test.

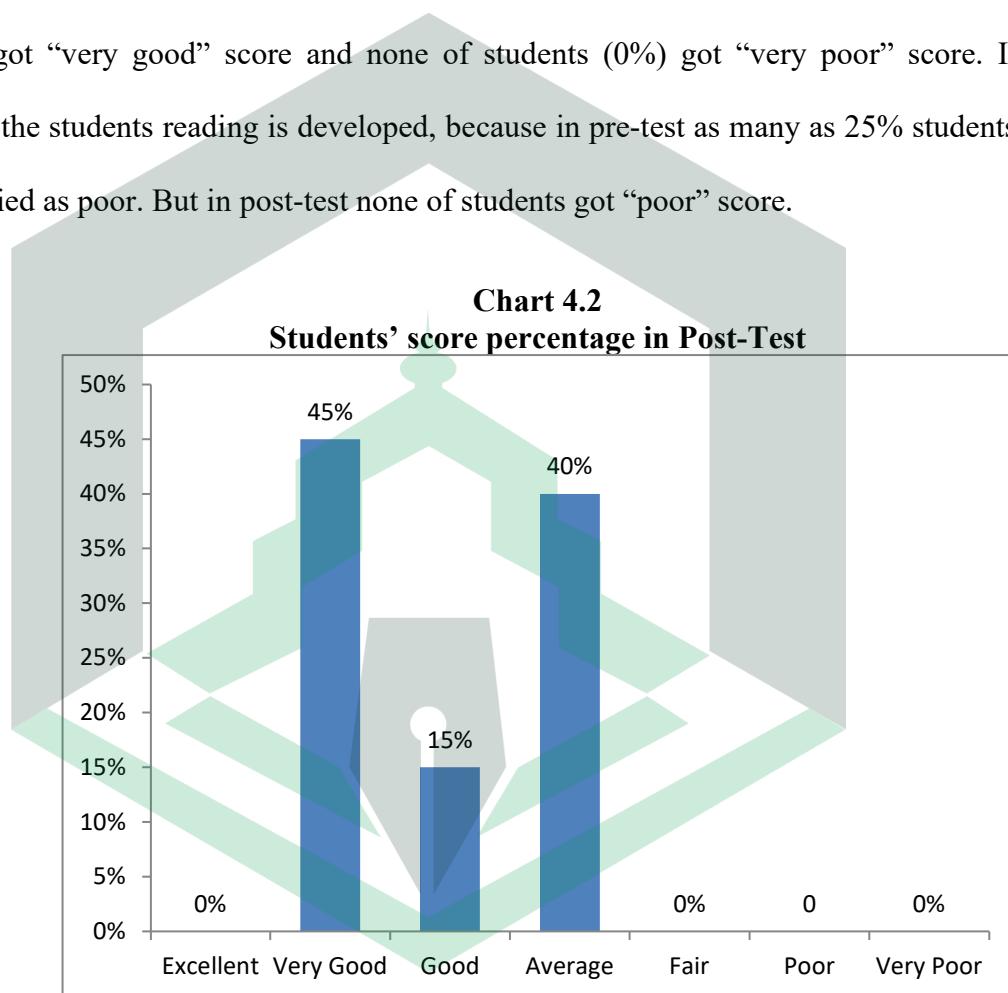
Mean score of the students in post-test

$$X = \frac{\sum x}{N} = \frac{161}{20} \\ = 8,05$$

**Table 4.4**  
**The criteria and percentage of the students' post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6-10	-	0%
2	Very Good	8,6-9,5	9	45%
3	Good	7,6-8,5	3	15%
4	Average	6,6-7,5	8	40%
5	Fair	5,6-6,5	-	0%
6	Poor	3,6-5,5	-	0%
7	Very Poor	0-3,5	-	0%
	Total		20	100%

Based on the table above (table 4.4) indicated that the criteria and percentage of the students' post-test shown that there was none of students got "excellent", 9 students (45%) got "very good" score, 3 students (15%) got "good" score, 8 students (40%) got "average" score, none of students (0%) got "fair" score, none of students (0%) got "very good" score and none of students (0%) got "very poor" score. It meant the students reading is developed, because in pre-test as many as 25% students classified as poor. But in post-test none of students got "poor" score.



The chart above showed the percentage of students' score that had developed in post-test. It meant that skimming technique can effective in teaching reading skill.

3. Calculating for gain (d) between pre-test and post-test

**Table 4.5**  
**Gain (d) between pre-test and post-test**

Respondent	Pre-test ( $X_1$ )	Post-test ( $X_2$ )	Gain (d) ( $X_1-X_2$ )
1	6,5	8,5	+2
2	8	9,5	+1,5
3	6,5	9,5	+3
4	5	9	+4
5	6	7,5	+1,5
6	6,5	9	+2,5
7	5,5	8	+2,5
8	8	9,5	+1,5
9	6	9	+3
10	6,5	7	+0,5
11	6,5	7,5	+1
12	6,5	7	+0,5
13	6,5	9,5	+3
14	5	9	+4
15	6	7,5	+1,5
16	6,5	7,5	+1
17	5,5	8	+2,5

18	6	9	+3
19	5,5	7	+1,5
20	6	7,5	+1,5
	$X_1 = 124,5$	$X_2 = 161$	$\Sigma d = 41,5$
	$X_1 = 6,225$	$X_2 = 8,05$	

Table 4.5 above showed that the total number of sample (N) was sum of score in pre-test ( $X_1$ ) was 124,5, the mean score (X) in pre-test was 6,225. The sum of the score in post-test ( $X_2$ ) was 161, the mean score (X) in post-test was 8,05. The sum gain score between pre-test and post-test ( $\Sigma d$ ) in this researching was 41,5.

The minimum gain of the students was 0,5 it meant that there was a little development in students' reading skill. The students' reading only little developed because the students felt difficult to understand the reading text. The total number of student who gets minimum gain was 2 students (10%). The gain which range from +0,5 up to +4. The most of students has been developed in reading skill because the students have understood the reading text so that they are easy to answer the questions about the text. It showed there was significant development in students' reading skill. All of students (20 students) were developed in their reading skill.

To know whether there was significance development in students' reading skill or not, the researcher calculated the mean score in pre-test ( $X_1$ ) and post-test ( $X_2$ ). The difference meant between pre-test and post-test ( $Md$ ), deviation each subject

( $X_d$ ) and the result of the best. The mean score of the pre-test ( $X_1$ ) and post-test ( $X_2$ ) as follows:

$$X_1 = \frac{\sum X_1}{N} = \frac{124,5}{20}$$

$$X_1 = 6,225$$

$$X_2 = \frac{\sum X_2}{N} = \frac{161}{20}$$

$$X_2 = 8,05$$

The difference means between pre-test and post-test:

$$Md = \frac{\sum d}{N} = \frac{41,5}{20}$$

$$= 2,075$$

4. Calculating for deviation standard for each subject ( $X_d$ ) and squared deviation ( $X_d^2$ )

**Table 4.6**

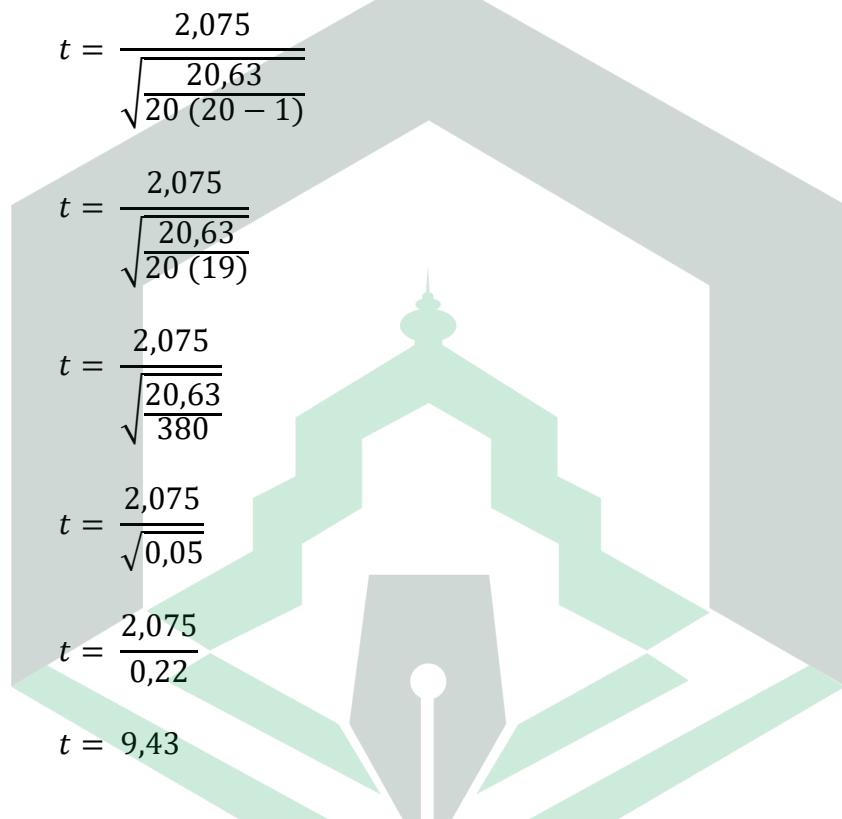
Subject	Gain	$X_d$ ( $d-Md$ )	$X_d^2$
R1	+2	-0,07	0,0049
R2	+1,5	-0,575	0,33062
R3	+3	0,925	0,85563

R4	+4	1,925	3,70563
R5	+1,5	-0,575	0,33062
R6	+2,5	0,425	0,18063
R7	+2,5	0,425	0,18063
R8	+1,5	-0,575	0,33062
R9	+3	0,925	0,85563
R10	+0,5	-1,575	2,48062
R11	+1	-1,075	1,15562
R12	+0,5	-1,575	2,48062
R13	+3	0,925	0,85563
R14	+4	1,925	3,70563
R15	+1,5	-0,575	0,33062
R16	+1	-1,075	1,15562
R17	+2,5	0,425	0,18063
R18	+3	0,925	0,85563
R19	+1,5	-0,575	0,33062
R20	+1,5	-0,575	0,33062
N = 20	$\Sigma d = 41,5$		$\sum Xd^2 = 20,63$

5. The result of the test significance of students' reading skill process by using "t" test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

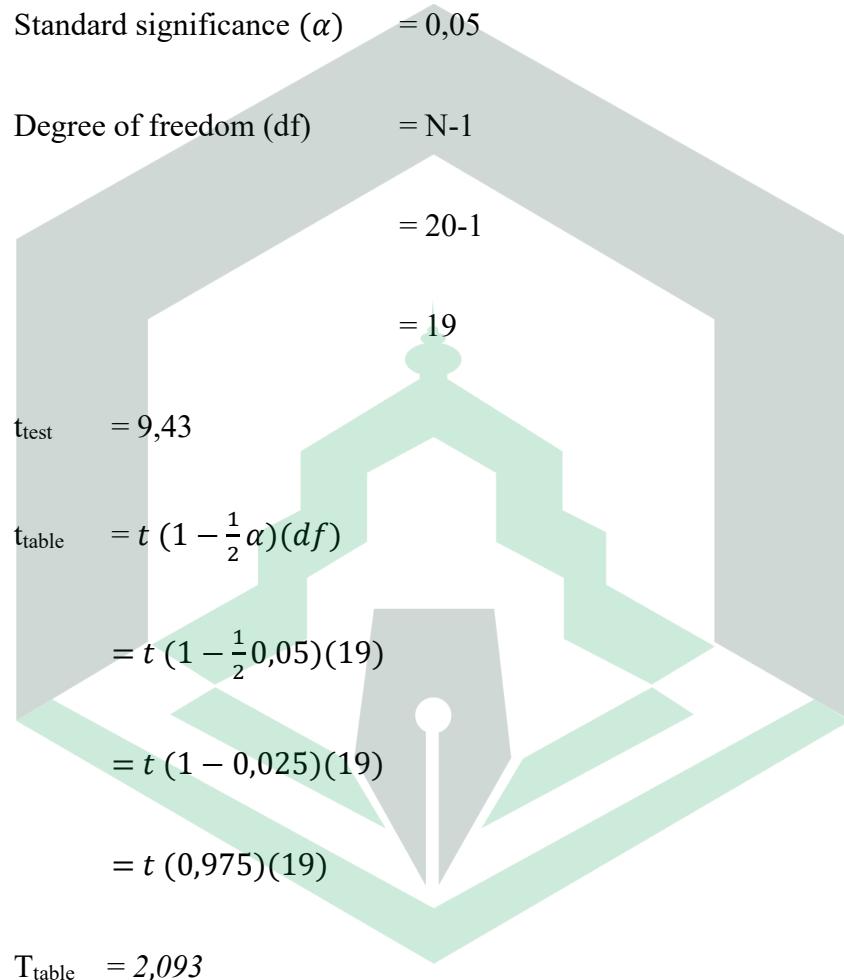
Difference means between pre-test and post-test ( $Md$ )n = 2,075, squared deviation ( $\sum Xd^2$ ) = 20,63, total subject (N) = 20



From all the data analysis above, the data show many kinds of students' score in reading. The means score of students' reading skill in pre-test ( $X_1$ ) was 6,225 and the mean score of students reading skill in post-test ( $X_2$ ) was 8,05. It could be seen the mean score of students was developed. The post-test mean score was better than in pre-test. The developing score was in continuation of  $t_{table}$ . The researcher used the level significance or standard significance ( $\alpha$ ) = 0,05 to find out the acceptability

hypothesis. The degree of freedom (df) = N-1. The result of  $t_{test} = 9,43$  would be analyzed by testing criteria “ $t$ ”<sub>table</sub> ( $t_{table}$ ) as follows:

Testing “ $t$ ”<sub>table</sub> ( $t_{table}$ )



The analysis above showed that  $t_{test}$  (9,43) was higher than  $t_{table}$  (2,093). When  $t_{test}$  was higher than  $t_{table}$  ( $t_{test} > t_{table}$ ) the students' reading skill was developed.

**Table 4.7****Mean score**

Type of test	Mean Score
Pre-test	6,225
Post-test	8,05

**Table 4.8****Result of “ $t_{test}$ ”**

Type of test	Mean Score
$t_{test}$	9,43
$t_{table}$	2,093

The table 4.7 showed that the mean score of the post-test was higher than mean score of pre-test ( $8,05 > 6,225$ ). Table 4.8 showed that the result of  $t_{test}$  was higher than the result of  $t_{table}$  ( $9,43 > 2,093$ ). The data indicated that the students' reading skill in MAN Palopo at the eleventh class was developed.

In order to know whether the pre-test and post-test significantly differences, the researcher used  $t_{test}$  analysis. The result of  $t_{test}$  was 9,43. To find out the degree of freedom (df) the research used the following formula:

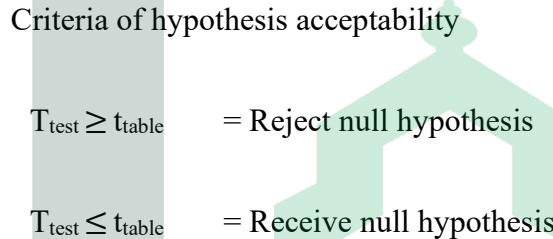
$$Df = N-1$$

$$= 20-1$$

$$= 19$$

For the level significance ( $\alpha$ ) = 0,05 and (df) = 19 then the value of  $t_{table}$  2,093.

Thus the  $t_{test}$  was higher than  $t_{table}$  ( $9,43 > 2,093$ ). It meant that there was significant different between post-test and pre-test of the students reading skill before and after using skimming technique. In other word, skimming technique was effective in teaching reading skill.



As the researcher shown that  $t_{test} = 9,43 > t_{table} = 2,093$ , by seeing this data the researcher concluded that the null hypothesis was rejected while alternative hypothesis was received. It meant that the use of skimming technique in teaching reading skill at the eleventh class of MAN Palopo in 2016/2017 academic year was effective.

### ***B. Discussion***

This research involves one group of students with pre-test, treatment and post-test to know the students' developing in reading.

In treatment, the researcher divides the students in five groups and every group has different score in reading skill. After divided the students in group, the researcher give a reading text to the students and ask them to answer the questions about the text. To answer the question about the text the students used skimming technique to get the information that they need.

The researcher explains to the student about definition of skimming technique. Then, the researcher explains about the steps in use skimming technique. The steps of skimming technique consisted of seven steps.

Firstly, the students have to read the title to get the summary about the content of the text. After that, the researcher ask the students to read the introduction or lead-in paragraph, read the first completely, if there are subheading, read each one, looking for relationships among them, read the first sentence of each remaining paragraph and finally they have to read the final completely. After read the text completely, the researcher ask the students to answer the questions.

The example of scoring different in treatment of the group that has low score score and high score:

The answer of the first group:

1. The title of this story is “Energy-saving technique for the meat processing”
2. “Hot boning is an energy-saving technique for the meat processing industry”

3. "It has received significant attention in recent years when interest in pressure for energy conservation has accentuated the need for more efficient methods of processing the bovine carcass.
4. The main idea of last paragraph are early excision or hot boning of muscle pre-gel followed by vacuum packaging has several potential advantages.
5. The conclusion of the text are the energy-saving techniques found by "hot boning" methods. This is a conservation has accentuated the need for more efficient methods refrigeration space and cost minimized boning labor is decreased and storage fields increased.

The answer of the second group:

1. The title of text is Hot boning
2. The main idea of the first paragraph is hot boning is an energy saving technique for the meat processing industry
3. The supporting idea of the first paragraph is it has received significant attention in recent years ..... chillers.
4. The main idea of last paragraph is some researchers have found this method beneficial in maintaining tender meat also becomes tough after electrical stimulation.
5. The conclusion of the text is hot boning is an energy saving technique for the meat processing industry . Some researchers have found the method beneficial in maintaining tender meat also becomes tough after electrical stimulation.

Based on the result treatment above, there are different score between the first group and the second group. In the first group, they have wrong answer in number 1 and in number 3 and number 5 they answer just part of right answer, in number 2 and number 4 they answers the questions aright.

While, in the second group, their readings' was better than first group. The total of error was less than of the first group. In the second group, they have wrong answer in number 4 and in number 5 they answer just part of right answer, in number1, number 2 and number 3 they answers the questions aright.

In addition, there was a different score between students' reading in pre-test and post-test. In pre-test, the students' score shown that there was none of students (0%) got "excellent" score and "very good" score, 2 students (10%) got "good" score, none of students (0%) got "average" score, 13 students (65%) got "fair" score, 5 students (25%) got "poor" score and none of students (0%) got "very poor" score. While students' score in post-test shown that there was none of students (0%) got "excellent" score, 9 students (45%) got "very good" score, 3 students (15%) got "good" score, 8 students (40%) got "average" score and none of students (0%) got "fair" score, "poor" score and "very poor" score.

The result above showed that there are significant differences between students reading in pre-test and post-test. The score of students reading was better in post-test than in pre-test after gave treatment that used skimming technique. Skimming

technique can developed their reading ability because the main difficult that students faced in reading that is difficult in understand the text can solved.

The students mean score in pre-test was 6,225 while in post-test the students mean score was 8,05 and the total gain score between pre-test and post-test was 41,5. The minimum gain of the students was 0,5 and there are 2 students got minimum gain, it mean the students' reading was little developed. It caused the students lack of vocabulary so that they do not write a good descriptive text. In addition, lack of vocabulary makes the students difficult in express their idea.

In addition, there are 9 students that got very good score in post test, it caused the student have reading. The students' answer the question based on reading reading was correct.

It meant that skimming technique can effective in teaching reading skill. The result of  $t_{test}$  (9,43) was higher than  $t_{table}$  (2,093) because  $t_{test} > t_{table}$ , it meant that there was significant different on the students' reading skill after giving treatment. Based on the data above, the researcher concluded that the Null Hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted.

According to significant result, the researcher found that skimming technique is effective in teaching reading skill at the eleventh class of MAN Palopo. It was closely related with the some research before that used skimming technique in teaching reading skill.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

Based on the findings, data analysis and discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion.

#### ***A. Conclusion***

The conclusion can be taken After analyzing the data from the previous chapter ,as follows:

From the data analysis, the mean score of the second grade students of MAN Palopo in pre-test still low, therefore after giving treatment by using skimming technique the students' reading skill increase in post-test. The result on  $t_{test}$  analysis in the research is  $t_{test} > t_{table}$  ( $9,43 > 2,093$ ) it meant that there is significant difference in reading before treatment and after treatment. Where using skimming technique the students can understand the reading text and the students can locate the specific information of the text.

#### ***B. Suggestions***

Based on the result of this data analysis and conclusion, the writer purposes some suggestion as follows:

1. The English teacher can use skimming technique in teaching reading skill.
2. The students can study easily by using skimming technique. The researcher suggests the students to pay attention the text during study by skimming technique.

3. The next researchers, this research can be one of the references for them in conducting other researchers with more detailed information about skimming technique.
4. The readers, the researcher hope this thesis can be provide useful information for the reader.





## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

**Sekolah/Madrasah : Madrasah Aliyah Negeri (MAN) Palopo**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : XI / 1**

**Materi Pokok : Report Text**

**Alokasi Waktu : 6X2X45 Menit**

#### A. STANDAR KOMPETENSI :

Memahami makna teks fungsional pendek dan esai sederhana berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

#### B. KOMPETENSI DASAR

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

#### C. INDIKATOR

1. Mengidentifikasi judul dalam teks yang dibaca
2. Mengidentifikasi pokok pikiran dalam paragraf
3. Mengidentifikasi gambaran tema isi teks bacaan

#### D. TUJUAN PEMBELAJARAN

Dengan pemberian materi memberikan instruksi dan permintaan, diharapkan peserta didik mampu :

1. Mengidentifikasi judul dalam teks yang dibaca
2. Mengidentifikasi pokok pikiran dalam paragraf
3. Mengidentifikasi gambaran tema isi teks bacaan

## E. MATERI PEMBELAJARAN

Teks tulisan mengenai report text.

### Pertemuan 1

#### **The Stone Age**

The Stone Age was a period of history which began in approximately 2 million B.C and lasted until 3000 B.C. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.), the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were forced to seek shelter in caves, wear clothing, and develop new tools.

### Pertemuan 2

#### **Hot Boning**

Hot boning is an energy-saving technique for the meat processing industry. It has received significant attention in recent years when increased pressure for energy conservation has accentuated the need for more efficient methods of processing the bovine carcass. Cooling an entire carcass requires a considerable amount of refrigerated space, since bone and trimmable fat are cooled along with the muscle. It is also necessary to space the carcasses adequately in the refrigerated room for better air movement and prevention of microbial contamination, thus adding to the volume requirements for carcass chillers.

Conventional handling of meat involves holding the beef sides in the cooler for 24 to 36 hours before boning. Chilling in the traditional fashion is also associated with a loss of carcass weight ranging from 2 percent to 4 percent due to evaporation of moisture from the meat tissue.

Early excision, or hot boning, of muscle prerigor followed by vacuum packaging has several potential advantages. By removing only the edible muscle and fat prerigor, refrigeration space and costs are minimized, boning labor is decreased, and storage yields increased. Because hot boning often results in the toughening of meat, a more recent approach, hot boning following electrical stimulation, has been used to reduce the necessary time of rigor mortis.

Some researchers have found this method beneficial in maintaining tender meat also becomes tough after electrical stimulation.

### Pertemuan 3

#### **The First Olympic Games**

In 776 B.C., the first Olympic Games were held at the foot of Mount Olympus to honor the Greeks' chief god, Zeus. The warm climate for outdoor activities, the need for preparedness in war, and their lifestyle caused the Greeks to create competitive sports. Only the elite and military could participate at first, but later the games were open to all free Greek males who had no criminal record. The Greeks emphasized physical fitness and strength in their education of youth. Therefore, contests in running, jumping, discus and javelin throwing, boxing, and horse and chariot racing were held in individual cities, and the winners competed every four years at Mount Olympus. Winners were greatly honored by having olive wreaths placed on their heads and having poems sung about their deeds. Originally these contests were held as games of friendship, and any wars in progress were halted to allow the games to take place. They also helped to strengthen bonds among competitors and the different cities represented.

The Greeks attached so much importance to the games that they calculated time in four-year cycle called "Olympiads," dating from 776 B.C. the contests coincided with religious festivities and constituted an all-out effort on the part of the participants to please the gods. Any who disobeyed the rules were dismissed.

and seriously punished. These athletes brought shame not only to themselves, but also to the cities they represented.

## Pertemuan 4

### **Napoleon Bonaparte**

Napoleon Bonaparte's ambition to control all the area around the Mediterranean Sea led him and his French soldiers to Egypt. After losing a naval battle, they were forced to remain there for three years. In 1799 while constructing a fort, a soldier discovered a piece of stele (a stone pillar bearing an inscription) known as the Rosetta stone, in commemoration of the town near the fort. This famous stone, which would eventually lead to the deciphering of ancient Egyptian hieroglyphics dating to 3100 B.C., was written in three languages: hieroglyphics (picture written in three languages: hieroglyphics (picture writing), demotic (a shorthand version of Egyptian hieroglyphics), and Greek. Scientists discovered that the characters, unlike those in English, could be written from right to left and in other directions as well. The direction in which they were read depended on how the characters were arranged. Living elements (animals, people, and body parts) were often the first symbols, and the direction that they faced indicated the direction for reading them.

Twenty-three years after the discovery of the Rosetta stone, Jean Francois Champollion, a French philologist fluent in several languages, was able to decipher the first word—Ptolemy—the name of an oval called a “cartouche.” Further investigation revealed that cartouches contained names of important people of that period. Champollion painstakingly continued his search and was able to increase his growing list of known phonetic signs. He and an Englishman, Thomas Young, believed that sound values could be assigned to the symbols, while Champollion insisted that the pictures represented words.

## Pertemuan 5

## Sequoyah

Sequoyah was a young Cherokee Indian, son of a white trader and an Indian squaw. At an early age, he became fascinated by “the talking leaf,” an expression that he used to describe the white man’s written records. Although many believed this “talking leaf” to be a gift from the Great Spirit, Sequoyah refused to accept that theory. Like other Indians of the period, he was illiterate, but his determination to remedy this situation led to the invention of a unique eighty-six-character alphabet based on the sound patterns that he heard.

His family and friends thought him mad, but while recuperating from a hunting accident, he diligently and independently set out to create a form of communication for his own people as well as for other Indians. In 1821, after twelve years of work, he had successfully developed a written language that would enable thousands of Indians to read and write.

Sequoyah’s desire to preserve words and events for later generations has caused him to be remembered among the important inventors. The giant redwood trees of California, called “sequoias” in his honor, will further imprint his name in history.

Pertemuan 6

## Petroleum Products

Petroleum products, such as gasoline, kerosene, home heating oil, residual fuel oil, and lubricating oils, come from one source-crude oil found below the earth’s surface, as well as under large bodies of water, from a few hundred feet below the surface to as deep as 25,000 feet into the earth’s interior. Sometimes crude oil is secured by drilling a hole into the earth, but more dry holes are drilled than those producing oil. Either pressure at the source or pumping forces crude oil to the surface.

Crude oil wells flow at varying rates, from about ten to thousands of barrels per hour. Petroleum products are always measured in forty-two-gallon barrels.

Petroleum products vary greatly in physical appearance: thin, thick, transparent, or opaque, but regardless, their chemical composition is made up of only two elements: carbon and hydrogen, which form compounds called hydrocarbons. Other chemical elements found in union with the hydrocarbons are few and are classified as impurities. Trace elements are also found, but in such minute quantities that they are disregarded. The combinations of carbon and hydrogen forms are many thousands of compounds which are possible because of the various positions and unions of these two atoms in the hydrocarbon molecule.

The various petroleum products are refined by heating crude oil and then considering the vapors. These products are the so-called light oils, such as gasoline, kerosene and distillate oil. The residue remaining after the light oils are distilled is known as heavy or residual fuel oil and is used mostly for burning under boilers. Additional complicated refining processes rearrange the chemical structure of the hydrocarbons to produce other products, some of which are used to upgrade and increase the octane rating of various types of gasoline.

#### F. MEDIA DAN SUMBER BELAJAR

- Foto copy script mengenai masing-masing topic
- Kamus

#### G. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama : ( 1x2x45 menit = 2 JP )

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEG. PENDAHULUAN	<ul style="list-style-type: none"><li>▪ Mengucapkan salam dengan ramah kepada peserta didik</li></ul>	

	<p>ketika memasuki ruangan kelas</p> <ul style="list-style-type: none"> <li>▪ Mengecek kehadiran peserta didik (nilai yang ditanamkan : disiplin, rajin)</li> <li>▪ Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter</li> </ul>	10
KEG. INTI	<p>1. Mengamati :</p> <p>2. Menanya :</p> <ul style="list-style-type: none"> <li>▪ Siswa dibagi ke dalam 5 kelompok terdiri dari 4 orang</li> <li>▪ Masing-masing kelompok diberikan text bacaan untuk menemukan gambaran umum isi text melalui proses skimming</li> <li>▪ Masing-masing peserta didik mengkomunikasikan secara lisan dan tertulis jawaban pertanyaan berdasarkan text dengan menggunakan</li> </ul>	65

<p>3. Mengeksplorasi:</p> <p>4. Mengkomunikasikan:</p>	<p>skimming teknik</p> <ul style="list-style-type: none"> <li>▪ Masing-masing kelompok mempresentasikan jawaban pertanyaan masing-masing kelompok , kelompok lain memberikan saran tanggapan dan pertanyaan</li> <li>▪ Guru memberikan penjelasan tambahan feedback (balikan) dan penguatan</li> <li>▪ Siswa menjawab pertanyaan guru secara lisan yang berkaitan dengan gambaran umum isi text</li> <li>▪ Siswa menyampaikan secara tertulis gambaran umum isi text</li> </ul>	
<p>KEG. PENUTUP</p>	<ul style="list-style-type: none"> <li>▪ Peserta didik diminta membuat rangkuman dari</li> </ul>	

	<p>materi mengenai report text menggunakan skimming technique.</p> <ul style="list-style-type: none"> <li>▪ Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</li> <li>▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	15
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#### H. PENILAIAN

Teknik Penilaian : Continuous Assessment (responding)

1. Tes Lisan

2. Instrumen Penilaian :

5. Pembelajaran Remedial dan Pengayaan

Remedial :

Pengayaan :

Palopo, 25 September 2016

Kepala Sekolah/Madrasah

Guru Kelas

Dra. Maida.Hawa.M.pd.I  
NIP.1967 0813 1993 032001

Bebet Rusmasari,S.Pd  
NIP.19661231199403 009

## APPENDIX II

### PRE-TEST

#### SNAKE

Snakes are reptiles (cold-blooded creatures). They belong to the same group as Lizards (the scaled group Squamata) but form a sub-group of their own (serpents).

Snakes have two legs but a long time ago, they had claws to help them slither along. Snakes are not slimy. They are covered in scales, which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake's slithers along the ground.

Snakes often sunbathe on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun's warmth to heat their body up.

Most snakes live in the country. Same types of snakes live in trees; some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizards, mice, and other snakes. The Anaconda can eat small crocodile and even wild boars.

Many snakes protect themselves with their fangs. Boa Constrictors can give you a bear hug, which is so powerful. It can crush every single bone in your body. Some snakes are protected by scaring their enemies away like the Cobra. The flying

snakes glides away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

Answer the questions based on the text above!

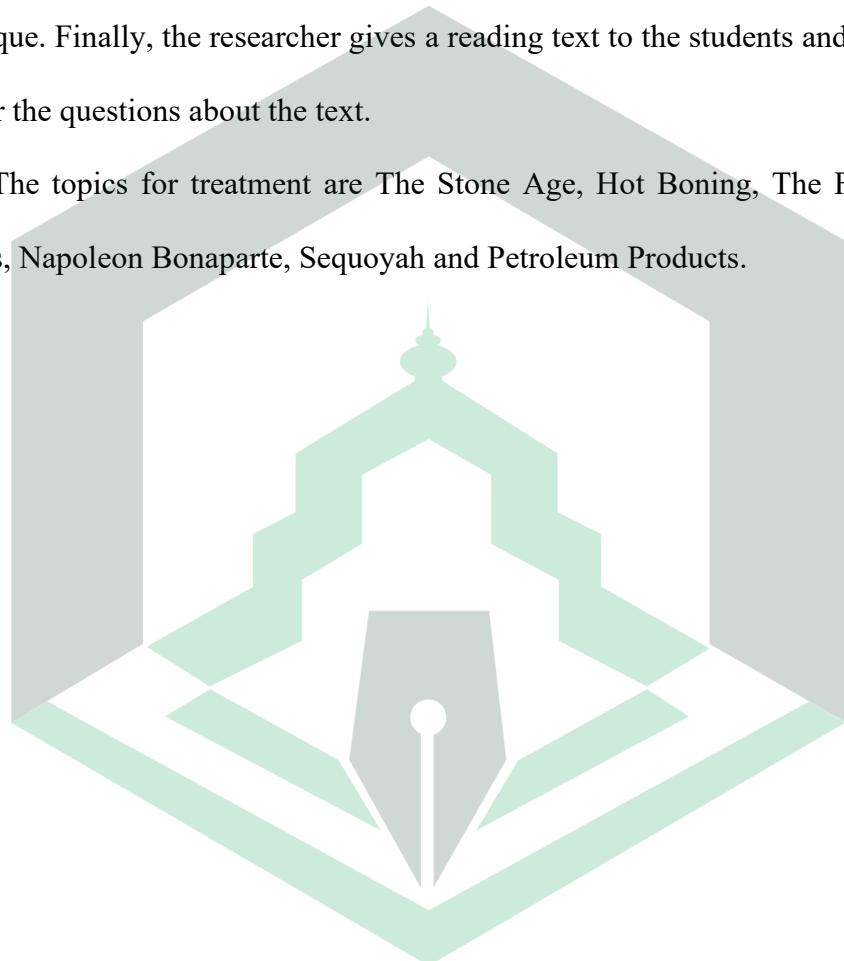
1. What is the similarity between snakes and lizards?
2. Where do most snakes live?
3. Why do the snakes often sunbathe on rocks in the warm weather?
4. What is the main idea of the fourth paragraph?
5. How snakes do frightened their enemies?
6. How do the snakes protect themselves?
7. Do the snakes have legs?
8. They are covered in scales... (The third paragraph). What does the word they refer to ?
9. What is the skin of snake like?
10. How is a flying snake away from the enemy?

## **APPENDIX III**

### **TREATMENT**

Firstly, the researcher explains to the student about definition of skimming technique. And then, the researcher explains about the steps in use skimming technique. Finally, the researcher gives a reading text to the students and asks them to answer the questions about the text.

The topics for treatment are The Stone Age, Hot Boning, The First Olympic Games, Napoleon Bonaparte, Sequoyah and Petroleum Products.



## APPENDIX IV

### POST-TEST

#### POST-TEST

#### WHALES

Whales are the largest animal on earth. Bigger than elephants, they may grow 95 feet long, and weight 150 tons. A baby blue whale, just born, can swim like fish, they are not fish. They bear young alive not as eggs. Their babies live on their mother's milk. They breathe through their lungs and hold their breath when they go under water. If they cannot come to the surface to breathe fresh air, they will drown. They are warm blooded. Fish, however, lay eggs, breathe oxygen in the water, and are cold blooded.

Whales live in all the oceans. In the winter, some of them go to warm waters to breed and in the summer, most of them go to cold waters to feed. There are two kinds of whales, whales with teeth (baleen whales). The toothed whales eat fish and squid, which they can catch with their teeth, although they swallow their food without chewing it. The baleen whales eat plankton (Small sea animals and plants). When they find plankton, they open their mouths and swim into the plankton, when they close their mouths; they squeeze out the water and swallow the plankton.

Whales have few enemies. Only human beings and the killer whales attack whales. In addition, whales do not see to fight among themselves. They usually live from 20 to 30 years.

Answer the questions based on the text above!

1. What is the largest animal on earth?
2. How big the whales may grow?
3. Are whales fish?
4. What are the differences of mammals and fish mentioned in the text?
5. Where do the whales go in the winters?
6. What are two kinds of whales?
7. What are baleen whales?
8. What do toothed whales eat?
9. What do baleen whales eat?
10. How long can whales live?



## APPENDIX VI

### DOCUMENTATION OF THE RESEARCH

**Picture 1.1**

**PRE-TEST**



**Picture 1.2**  
**TREATMENT**



**Picture 1.3**

**POST-TEST**



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