

**THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS'  
READING COMPREHENSION OF DESCRIPTIVE TEXT  
AT GRADE EIGHT OF SMP IMMANUEL BANDAR LAMPUNG**

**(A Script)**

**By**

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ARTS AND LANGUAGE EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
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## **ABSTRACT**

### **THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT GRADE EIGHT OF SMP IMMANUEL BANDAR LAMPUNG**

**By**  
**Gideon Setyo Santoso**

The objectives of this research were: 1) to find out if there is any significant improvement of students' reading comprehension of descriptive text after they were taught through skimming technique, 2) to find out if there is any difference between students' comprehension in reading descriptive text before and after they were taught through skimming technique., 3) to find out the aspect of reading comprehension that is improved the most after being taught through skimming technique in descriptive text, and 4) to find out how the students' response is after they were taught through skimming technique in descriptive text.

This was a quantitative research applying one group pretest-posttest design based on the experimental class. The population in this research was the second/eighth grade students of SMP Immanuel Bandar Lampung in the academic year of 2015/2016. The samples of this research are the students of class VIII B as the tryout class and VIII A as the experimental class. In collecting the data, the researcher used reading comprehension test to explore the students' improvement in comprehending descriptive text after the students were being taught through skimming technique and questionnaire to investigate the students' response towards reading comprehension of descriptive text using skimming technique. The researcher utilized paired sample t-test to analyze the data.

The total score of students' reading comprehension test increased from 1,643 up to 2,083 and the mean score increased from 56.7 to 71.8. It was also found that it is found that the t-ratio is higher than t-table ( $16.652 > 2.042$ ) and two-tailed significant showed that  $p < 0.05$  ( $p=0.000$ ). The result indicated that there was a significant difference of students' reading comprehension achievement after being taught through skimming technique. It was also found that finding main idea is the reading comprehension aspect that is most improved after being taught through skimming technique. Based on the data obtained from the questionnaire, it was found that students' response towards skimming technique is positive. The researcher suggested that future researchers should analyze the use of skimming technique in other text genres, conduct similar research at different levels of students, and conduct similar research in a smaller group of data collecting subject.

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READING COMPREHENSION OF DESCRIPTIVE TEXT  
AT GRADE EIGHT OF SMP IMMANUEL BANDAR LAMPUNG**

**By**

**Gideon Setyo Santoso**

**A Script**

**Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree**

**In**

**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
ARTS AND LANGUAGE EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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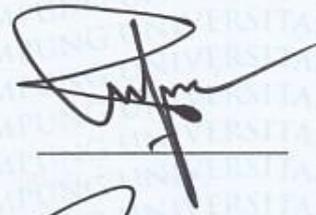
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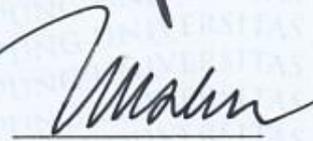
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## **CURRICULUM VITAE**

The writer, Gideon Setyo Santoso was born in Tanjung Bintang on 17<sup>th</sup> May 1992. He is the first son of Suwanto and Nuryati. His first formal career of education was taken when he was five years old in Immanuel Kindergarten in Bandar Lampung for a year. At the age of six, he went to Immanuel Elementary School Immanuel Bandar Lampung and graduated in 2004.

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## **DEDICATION**

I greatly praise the Lord for His abundant blessing

With love and appreciation, this script is proudly dedicated to:

My beloved parents: Suwanto and Nuryati

My beloved brother: Manasye Rendy J.

My beloved friends of English Education Study Program 2010

My Almamater: Lampung University

## **MOTTO**

**“Per aspera ad astra”**  
(Through hardships to the stars)

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It would not have been possible to write this script without the help and support from the kind people around. By that time, I have worked with a great number of people whose contribution in assorted ways deserved special mention. I would therefore like to offer my sincere thanks to all of them.

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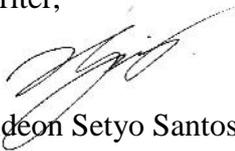
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Bandar Lampung, February 2017

Writer,



Gideon Setyo Santoso

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## **I. INTRODUCTION**

This chapter discusses introduction of the research which deals several points, i.e. background of the problem, identification of the problems, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Problem**

Reading is an important skill in teaching and learning English since it is one of four basic language skills that students have to master besides listening, speaking, and writing. Comprehension in reading is the process of extracting and constructing meaning through interaction and involvement with written language (Caldwell, 2008: 4). Consequently, it is necessary that the students should be encouraged to apply a good and effective technique in reading so that they are able to get the information from the text.

One of basic competence in reading skill which should be obtained by students is that the students must be able to express the meaning and rhetorical steps of a simple essay (monologue text) which uses language variety accurately, fluently and acceptable to interact with nearby environment in the form of descriptive text (Depdiknas, 2006). In descriptive text, the essay is organized in illustrative language (Roach, 2013). Descriptive text illustrates particular person, place, or things

specifically. This type of the text frequently appears in students' examination. The students need some particular information from the text quickly, such as the name of a person and place, and date of certain event. Hence, students must have the ability to identify particular information and the main idea from the monologue texts which are used in daily life. As a matter of fact, there are still many students who are not able to find the necessary information and make a summary with coherent sentences. Whereas, the essay texts, which is including descriptive, recount, procedure, narrative, and report text, would help the students in their daily life. An example is when they need to get information about somebody or some places that they never know before. In consequence, it is important to direct the students to apply the effective technique of reading to improve their reading comprehension.

The students are always required to obtain the information which is written in the text. By acquiring the knowledge and information from the text, the students will be able to develop their mind because if the students understand the written words, their mind will grow in its ability. When the students receive the new information of a text, students will also be able to discover the new things. Therefore the students who get a new knowledge by understanding the gist of particular text they read, will be able to develop themselves in any areas and capability they are interested in.

In fact, the researcher still often finds the students who have low level of reading awareness. The students tend to give negative attitudes and resistance toward reading. Alvermann & Moore (1991) investigate that students are assigned to read increasingly complex materials, but teachers spend little time showing them how to be strategic. Students are expected to know how to read a wide range of texts, yet in school they are likely limited to teacher-selected class novels (usually award-winning fiction) and textbooks (Worthy, Moorman, & Turner, 1999).

Students are often expected to enjoy the reading habit and become independent readers, but they are given limited opportunities to explore their own interests in reading, to read at their own pace, or to make their own decisions about whether or not to read a book. Therefore, it is very important to encourage the students to create a different perspectives on why the reading practice is important for themselves. The teachers should also consider about how they can use the effective reading instruction and strategy to attend to students' motivation to learn.

By reading, the students are required to improve their knowledge. Although the reading activity is quite familiar for students, there were still some confusions among them in discovering specific information from the text. Based on researcher's experience for one year teaching at SMP Immanuel Bandar Lampung, the students tended to gain a low reading comprehension score. It was commonly caused by their difficulties in finding main idea and discovering particular information, especially in a limited time. The students usually encountered some difficulties in reading short monologue text, for example to comprehend the descriptive texts which appear in their semester examination. The students used to be guided through conventional reading technique such as intensive reading which is commonly used in their daily reading activities. It needed a longer time since the students would thoroughly read the text and ignore the time limit of the exam. They tended to spend a longer time to find the correct answers of the questions in the examination, while the exam required them to understand the content of the text in a limited time. As a result, they often failed to obtain the information from the text. Therefore it is necessary to guide the students in applying the proper technique to obtain the information from the text appropriately and quickly.

On its application in class room activity, the fact is far from expectations. The students often do not understand what to do with the text. When they are required to find the main idea and particular information, they tend to read the whole text. Of course, this is not effective and requires a long time. It makes them confused and tired since actually the most urgent requirements for them are only answering the questions asked, and/or making a brief summary of the text.

A well known technique which is recognized as an effective strategy to encourage students' capability in getting information and main idea is skimming. Skimming the text can be very helpful when the readers could get the gist of what is being written about, without all the details. When the readers skim certain page, they take the main ideas from the reading material without reading all the words. They look for and apprehend upon words that appear to give the main meaning. Readers also skim when time is short or when they need to understand the general ideas but not the particulars of certain article or book. Skimming is taking the most important information from the page without reading all the words. When the readers perform speed reading, they glance to the extent that they don't fixate on all the words. In effect, the readers weed out some words and focus on the remaining ones. However, skimming takes the notion of passing by some words to another level. In the act of skimming, the readers focus only on the substantial ideas and skip over the insignificant, marginal, and indegligible parts.

Unfortunately, during the teaching learning process, the teachers rarely apply skimming technique, due to lack of information and knowledge about this technique. Most of the students in SMP Immanuel actually had been taught the technique, but those who had low English ability encountered confusion since the procedures of this technique was not clearly explained in class room activity by their teacher. In consequence of this condition, most of the students do not understand how to apply skimming appropriately. In determining main idea of a

passage, the students often get some difficulties since there are some varieties of paragraph organization. Sutarsyah (2013:174) states that the instructor often directs the students to the theory of how paragraph is organized, that is the topic sentence of a paragraph is the first sentence in the paragraph, but in fact, the topic sentence was not always the first sentence. Hence, the students would get difficulty to state the main idea of a text. The application of skimming which is not optimally organized makes this condition is leading the students to the inability of gaining sufficient reading comprehension.

As stated by Susanti (2013:84) in the previous research, skimming technique is one of reading strategies which is presumed to help students in overcoming difficulties in reading, and improving their reading comprehension. Therefore it is important to apply the appropriate skimming technique procedure to improve students' achievement in reading comprehension of descriptive text. It is necessary to provide students' opportunities in understanding the exact procedure of skimming technique.

Skimming is considered as a useful speed reading technique in identifying specific information and main idea, especially for Junior High School students in comprehending descriptive text. Based on this background, the researcher wants to conduct a research on the use of skimming technique to improve students' reading comprehension in descriptive text at SMP Immanuel Bandar Lampung.

## **1.2. Identification of the Problems**

Based on the explanation elaborated above, the researcher formulated the problems as follow:

1. The students had a low achievement in reading comprehension, which consists of identifying main idea, finding specific information, finding references, making inferences, and understanding vocabularies.

2. The students faced adversities in acquiring particular information and identifying details in a limited time from descriptive texts.
3. The students spent longer time to answer the reading question items in examination.
4. The students were rarely taught the technique of skimming.
5. The students used to read the whole texts, which makes them confused and tired since it is not effective and needs a longer time, whereas in descriptive text they only need some particular information.
6. The students failed to apply the optimal skimming technique to gain sufficient reading comprehension since they are not given the opportunities to apply this technique appropriately so that they are not able to answer the questions properly and/or making a brief summary of the text.

### **1.3. Limitation**

This research focused on students' reading comprehension in descriptive text, aspects of reading comprehension, and students' response after being taught through skimming.

### **1.4. Formulation of Research Questions**

This research investigated three research questions as follows:

1. Is there any difference between students' reading comprehension of descriptive text before and after being taught through skimming technique?
2. Is there any significant improvement of students' reading comprehension of descriptive text after being taught through skimming technique?
3. What aspect of reading comprehension is improved the most after being taught through skimming technique in descriptive text?

4. How is the students' response after being taught through skimming technique in descriptive text?

### **1.5. Objectives of the Research**

Based on the formulation of the problems, the objectives of the research are as follows:

1. To find out if there is any difference between students' comprehension in reading descriptive text before and after they are being taught through skimming technique
2. To find out if there is any significant improvement of students' reading comprehension of descriptive text after they are being taught through skimming technique.
3. To find out the aspect of reading comprehension that is improved the most after being taught through skimming technique in descriptive text.
4. To investigate how the students' response is after being taught through skimming technique in descriptive text.

### **1.6. Uses of the Research**

1. Theoretically, the result of this research may give the contribution and support for the previous research concerning the use of skimming technique in improving students' reading comprehension in descriptive text.
2. Practically, this research can be useful for English teachers to implement the skimming technique to improve the students' reading comprehension in descriptive text.

### **1.7. Scope of the Research**

This research was conducted to analyze skimming technique. The technique that was utilized to improve the students' reading comprehension in a type of

monologue text, that was descriptive text, based on the 2006 curriculum, at 2<sup>nd</sup> grade of SMP Immanuel Bandar Lampung. The materials of descriptive text were taken from various types of reading materials such as magazines, newspapers, and short articles from internet. The tests were conducted in multiple choice form. The questions that included in test were the questions associated with reading comprehension concepts, i.e. specific information, main idea, inference, reference, and vocabulary.

### **1.8. Definition of Terms**

Some terms were defined in order to give basic understanding of the related concepts. These are stated below:

#### **1. Reading**

Reading is reading is the process of deriving meaning from the text (Cline et al, 2006:2).

#### **2. Skimming**

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea (Brown, 2004:213).

#### **3. Descriptive text**

Descriptive text is a text, which says what a person or a thing is like, describes and reveal a particular person, place, or thing, and stretches out many information about certain people, things, and place clearly and detail (Bima and Kurniawan, 2005:15).

#### **4. Improvement**

Improvement is the significant difference of students' reading comprehension achievement between pretest and posttest.

## **II. LITERATURE REVIEW**

This chapter provides the explained patterns related to theories used in this study, such as; (1) previous research concerning skimming technique and reading comprehension, (2) the concept of reading, (3) reading comprehension, (4) reading aspects, (5) teaching reading, (6) descriptive text, (7) skimming technique, (8) the advantages and disadvantages of skimming technique, (9) teaching reading through skimming, (10) theoretical assumption, and (11) hypothesis.

### **2.1. Previous Research Review**

There are several correlated studies dealing with speed reading technique and reading comprehension. The first previous study is conducted by Muawanah (2011) which entitled 'Improving Students' Reading Comprehension Ability of Recount Text through Scanning and Skimming Technique at the Second Grade of SMPN 1 Gedong Tataan Pesawaran'. The writer used one group pretest-posttest design and selected two classes, one as try out class and another as the experimental class. The result of the research indicated that there was a significant improvement of students' reading comprehension ability of recount text after being taught through scanning and skimming technique. The researcher also suggested that the teacher should introduce the text before giving the material to the students. The second previous research was conducted by Hutabarat (2012), which intended to find out the effect of applying skimming technique on grade XI students' reading comprehension of SMA Methodist

7 Medan. The population of the research was the Grade XI students of SMA Methodist 7 Medan which consisted of 95 students. The researcher took 30 students of each class randomly as the samples. In collecting the data, the researcher utilized the multiple choices test as the instrument. The result of the study was that the students who were taught by applying skimming technique had better reading comprehension scores and it also helped the students to get the main idea easily. It was also found that there was significant effect of applying skimming technique on students' reading comprehension, so that the teachers were advised to apply the most suitable reading technique for students.

The third previous study is a study of teaching reading comprehension of hortatory exposition text using skimming and scanning to the eleventh grade students of SMAN 7 Kediri in academic year of 2014/2015. It was conducted by Anjarwati (2015) to find out how the implementation of teaching reading comprehension of hortatory exposition text using skimming and scanning was. The research design in the study was a qualitative research and she applied case study technique. In collecting the data, the researcher used observation, questionnaire, interview, and documentation. She involved the students and the English teacher to participate in the study. From the findings of the research, it was concluded that the teacher should explain the steps of skimming and scanning in the beginning of reading activity so the students would not face any confusion in applying these techniques. It was also concluded that skimming and scanning make the students easier and quicker in comprehending the text.

To summarize, based on the previous studies above, it can be stated that all above mentioned studies reaffirmed the importance of the use of precise reading technique to improve students' reading comprehension, in this case is the skimming technique. All of the researches above mentioned that speed reading technique, especially

skimming can help students to improve the students' reading comprehension and understand the text more quickly. However, there are still some issues which have not been investigated, those are the detailed information about what the most improved reading aspect after the students were being taught through skimming technique is and how the students' response after being taught through skimming technique. This research also focused on the application of skimming technique in guiding the students comprehending the descriptive text. Therefore, this research would be carried out to investigate the use of skimming technique to improve students' reading comprehension in descriptive text.

## **2.2. Concept of Reading**

Grabe and Stoller (2002:9) define reading as the ability to draw meaning from the printed page and interpret information appropriately. The activity that students must carry out to derive the information from written text is reading. It is associated with how the readers can convey the meaning through the written symbols and process it in their mind. The readers should realize that they are making an interaction with the text, by deriving the meaning. Therefore, Nuttal in Prasetyo (2012:7) concludes that there should be the results of the interaction between the perception of graphic symbols that represent language and the students' language skill, cognitive skill, and knowledge of the world.

In reading, the readers also make connection between them, the text, and social context in which the activity takes place. According to Hudelson in Murcia (2001:54), an individual constructs meaning through transaction with written text that has been created by symbols that represent language. By correlating to the readers' past experiences, language background, cultural framework, and their purpose of reading, the readers are interpreting the information they derive from the text.

Sutarsyah (2013:13) mentions that reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things. The readers are connecting their own background knowledge and the words presented in the text. Vygotsky in Sutarsyah (2013:14) defines reading as the process of thinking and acquiring knowledge involves automatic unconscious acquisition, followed by gradual increase in active conscious control over that knowledge. Hence reading usually also can be defined as a metacognitive activity. Fitzgerald in Sutarsyah (2013) lists four aspects of metacognition, those are:

- a. Knowing when you know (and when you don't know),
- b. Knowing what it is that you know in order to comprehend,
- c. Knowing what it is that you need to know in order to comprehend, and
- d. Knowing the usefulness of intervention strategies when you know that you don't understand.

Reading is an important skill that every student in every level must perform optimally since by effective reading, the information that students require from the printed or written materials can be derived completely. In order to get the meaningful message that the authors send through printed or written graphic and verbal symbols, the readers should be able to involve their language and thought, by connecting their perception and skill.

### **2.3. Concept of Reading Comprehension**

In reading process, the readers need comprehension to construct the representation of the passage in the readers' mind. By comprehension ability, reader will be able to get the particular information from the text. There are three categories of comprehension level which are proposed by Rasinski and Brassell (2008:17):

### **1. Literal Comprehension**

Literal comprehension is the lowest 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.

### **2. Interpretative Comprehension**

Interpretative comprehension understands the ideas and information which are not explicitly stated in the passage. Inferences are the ideas which the readers receive when they go beneath the surface to sense relationship, put the facts and ideas together, draw conclusion and make generalization and also detect the mood of the materials. The abilities needed by readers are:

- i. defining the reason with information presented to understand the author's tone purpose and attitude,
- ii. inferring factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage, and
- iii. summarizing the content of story.

### **3. Critical Comprehension**

Critical comprehension is analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statement automatically when the reader reads the text. In this category, readers need ability, such as:

- i. personally reacting to information in a passage indicating meaning to the reader,
- ii. analyzing the quality of written symbols of information in the terms of some standards.

Hence, readers must be able to distinguish the text, whether it is important or meaningful for them or not, and whether it is a fact or just opinion. Furthermore, reader must be able to identify whether it is good or bad writing, according to writing standards. In addition, the active reader is questioning, comparing, and evaluating the ideas found in the material.

This research focuses on literal and interpretative comprehension because based on general assumption, the type of examination items concern with those two types of comprehension. These are the examples of the items appeared in students' final semester examination:

I have got a little sister. I love her very much. Her name is Daniati. She is nine years old. She is chubby and has fair complexion. Her hair is black and long. She is really pretty.

(Adapted from: MKKS-SMP Kota Bandar Lampung, 2011:5)

Choose the best correct answer!

- |  |   |  |
|--|---|--|
| <p>1. What is the text about?</p> <p>a. The writer</p> <p>b. The writer's mother</p>                                       | → | <p><b><i>Interpretative Comprehension</i></b></p> <p>c. The writer's sister</p> <p>d. The writer's family</p>                |
| <p>2. What does Daniati look like?</p> <p>a. She is slim and has curly hair</p> <p>b. She is chubby and has short hair</p> | → | <p><b><i>Literal Comprehension</i></b></p> <p>c. She is slim and has long hair</p> <p>d. She is chubby and has long hair</p> |

This is my living room. It is small but clean. There are a table and some sofas around. There is a newspaper on the table. There is also a vase beside the newspaper.

(Adapted from: MKKS-SMP Kota Bandar Lampung, 2011:7)

Choose the best correct answer!

- |   |   |   |
|---|---|---|
| <p>1. How is the living room?</p> <p>a. It is small and dirty</p> <p>b. It is not big but clean</p>           | → | <p><b><i>Literal Comprehension</i></b></p> <p>c. It is small and dark</p> <p>d. It has green yard</p> |
| <p>2. The following are things in the living room, <i>except</i> .....</p> <p>a. A table</p> <p>b. A vase</p> | → | <p><b><i>Literal Comprehension</i></b></p> <p>c. Sofas</p> <p>d. A magazine</p>                       |

3. Where is the vase? → *Interpretative Comprehension*
- a. On the sofa
  - b. On the newspaper
  - c. On the table
  - d. On the floor

It can be found that the items consist of two common types of comprehension categories, those are literal and interpretative comprehension. This research is aimed to find out if the two comprehension categories can be enhanced through skimming technique.

Reading comprehension is associated with how the readers are obtaining the message and information from the author through the text they are reading. To conclude, the effective readers are those who are able to establish the effective strategies for improving their comprehension in reading. Efficient readers engage in a variety of tactics that will ensure efficiency of comprehension. They analyze information only to the depth necessary to meet their current needs. Reading comprehension results when the reader knows which skills and strategies are appropriate, and understands how to apply those skills.

The basic goal in reading is to derive meaning. Early reading also involves the acquisition of basic decoding skills. Many students who appear to have basic decoding skill problem suffer from poor reading comprehension. Although it varies for each student, a number of factors can interfere with reading comprehension, as proposed by Balsiger (2011) such as:

**a. Weak Decoding Skills**

Poor reading accuracy results in missread or omitted words, which can change the meaning of sentences and interfere with reading comprehension.

**b. Poor Reading Prosody**

Prosody means reading with intonation, inflection, and appropriate phrasing. When the readers run sentences together, without the proper prosody, the language meaning is also difficult to “chunk”.

**c. Weak language processing skills**

Children with weak language skills can lose the meaning of the sentence when the syntax becomes more complex so that they have difficulty to parse and link the different parts of sentences.

**d. Vocabulary**

As vocabulary lags, more unknown words are encountered, reading becomes progressively more difficult, and the vocabulary gap widens.

**e. Memory**

Students with memory weaknesses have difficulty in holding information in memory as they read, and may not be perceive how paragraphs build upon ideas or how ideas are linked together.

**f. Lack of Active Processing**

The students need to actively process the material they read, that is engaging with written material, through techniques such as wondering, predicting,clarifying, linking ideas, relating material to their own life experiences, andvisually picturing scenes in a story or passage (similar to seeing a movie in theirhead).

**2.4. Aspects of Reading**

Nuttal (1985) states that there are five reading skills that the readers should master to comprehend the text profoundly, those are:

### **1. Identifying Main Idea**

Every single paragraph has a main idea, in which it is the gist or conclusion of the whole text. One of the objectives of reading is finding the main idea of a text. It is a common goal in reading instruction or in reading test (Sutarsyah, 2013:173). Moreover, Suparman (2011:233) states that no reading without understanding the main idea. Therefore, by identifying the main idea of a text, the students will be able to understand the contents contained in the text. By recognizing the main idea, the students will also take a stance whether the reading activity should be read as a whole, or it should not be continued because the contents have been understood. Therefore they will be able to summarize the text effectively. By identifying the main idea, the students will also determine whether the topic of the text is interesting or not.

### **2. Identifying Details**

According to Segretto (2012:12), supporting details provide the readers more information about main idea or subject of a main idea of the passage. By recognizing the details of a text, the readers will be able to see the big picture of the text. Therefore a lot of information that readers can obtain by identifying details of a text.

### **3. Finding Reference**

In understanding the text, it is necessary for the readers to understand how the sentences are related. Words like *it, they, he, she, his, her, its, that, their, and there* refer to other parts of the text. The readers should be able to recognize what those common words refer to. Latullipe in Marsiyah (2009) defines that reference is the words or phrases used either before or after the main subject in the reading material.

#### **4. Making Inference**

Developing inference is coming to a conclusion after considering all the facts; one of comprehension strategies to make conclusion of what is not directly stated in the text based on clues given (Suparman, 2011:233). The readers take clues from the text and combine the clues with their experiences to draw a conclusions and inferences since the texts do not always tell everything to the readers.

#### **5. Understanding Vocabulary**

Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of words meaning and their use, contributes to reading comprehension and knowledge building. The readers cannot understand a text without knowing what most of the words mean.

### **2.5. Concept of Teaching Reading**

Reading is an activity with a purpose. The readers may read to gain information, verify existing knowledge, or for enjoyment. Suparman (2005: 1) states that there are two major reasons for reading: (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). One area of teaching reading skills is to stress the interactive process that takes place between the reader and the text, which results in comprehension of the material. The text presents letters, words, sentences, and paragraphs that encode meaning. The readers use knowledge, skills, and strategies to determine what the meaning of printed or written symbols are.

Hedge (2003) states that any reading component of an English language teaching may conclude a set of learning goals for:

- i. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- ii. Building knowledge of language which will facilitate reading ability.
- iii. Building schematic knowledge.
- iv. The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).
- v. Developing an awareness of the structure of written texts in English.
- vi. Taking a critical stance to the contents of the texts.

Therefore it is important to improve students' ability to apply a proportional reading technique according to reading purpose, as the goal in teaching reading.

Alyousef (2005: 143) states that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage will help the students activate the relevant schema. For example, teachers can ask students some questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

Pakharee (2007) states that teaching reading is a process by which individuals are taught to derive meaning from the text. To accomplish this goal, the teacher should focus on the process of reading:

1. Developing students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.
2. Allowing students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.
3. Showing students the strategies that will work best for the reading purpose and the type of text when working with reading tasks in class. They explain how and why students should use the strategies.
4. Having students to practice reading strategies in class and asking them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.
5. Encouraging students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.
6. Encouraging the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, and test content.
7. Never assuming that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

To conclude, teaching reading means that the instructor (teacher) encourages the students to acquire the information from the text by applying effective techniques and strategies, which correspond to the purpose of reading. By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, the teacher helps their students develop their ability. Hence, the teacher also plays a fundamental role for students' success in reading comprehension.

## **2.6. Concept of Descriptive Text**

Descriptive text is a type of text which can commonly be found in certain essay. It describes something based on the characteristics. According to Oshima and Hogue (1997:50), descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. Therefore, through the words in the text, as though the readers can see, feel and experience what described in the text are. A descriptive text simply describes something or someone by appealing to the reader's senses: sight, sound, touch, smell and taste.

The readers feel that they see the description just like they see pictures. Djuharie (2007:24) outlined, the purpose of descriptive text is to describe someone, something, certain place, or an animal. Meanwhile, Temple, et al. (1998) state that description is the discourse that help the readers visualize. In description, the readers can see vividly and concretely towards the object described in the text, such as the depiction of certain animals, particular buildings, or specific persons

Djuharie (2007:24) explains the generic structures and the language features of descriptive text, those are:

**a. Generic Structures**

- i. Introduction, which is the part of the paragraph that introduces the character or subject that will be described.
- ii. Description, that is the part of the paragraph that describes the character, inform the features of subject, such as; the psychology's character, behavior, physical appearances, and qualities.

**b. Language Features**

- i. Using specific nouns.
- ii. Using simple present tense.
- iii. Using detailed noun phrase.
- iv. Using various adjectives for describing, numbering, as well as classifying.
- v. Using relational process, that is the verbs that describe the condition of participant or describe possessives.

**2.7. Concept of Skimming Technique**

Skimming is a technique that enables the reader to cover a vast amount of material very rapidly. Skimming is used to quickly identify the main ideas of a text. People often skim when they have lots of material to read in a limited amount of time. According to Sutz and Weverka (2015), when the readers skim a page, they take the main ideas from the reading material without reading all the words. The readers look for and seize upon words that appear to give the main meaning. Sutz and Weverka also consider that the term comes from the act of skimming milk, when the dairy farmer skims the cream — the richest material — from the top of the milk before it's processed. In skimming certain text, the readers hunt for the choicest information and hope important material doesn't pass them by.

Readers skim when time is short or when they need to understand the general ideas but not the particulars of an article or book. It takes three or four times faster than normal reading. According to Sutarsyah (2010:64), some of the words are not so important to understand that the readers may neglect them since they sometimes do not really connect to the idea being searched. The readers do not need to observe every single words in the text. Skimming takes place while reading and allows the readers to look for details in addition to the main ideas.

Brown (2004:213) explains that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Skimming is useful when the readers want to survey a text to get a general idea of what it is about. In skimming the 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 paragraphs so that it is also useful to pay attention to the organization of the text.

Soedarso (2006:16) says that skimming technique is appropriate to be utilized in some reading purposes, such as:

- i. recognizing the reading topic,
- ii. understanding people's opinion towards the topic being discussed,
- iii. obtaining substantial part that the readers need without reading the whole text,
- iv. understanding the writing organization, and
- v. refreshing towards the reading material.

The readers need a suitable technique of reading that provides the students' requirement in comprehending the text effectively. By utilizing the skimming technique optimally, students will be able to identify the particular information from the text more quickly, rather than the conventional reading.

## **2.8. The Advantages and Disadvantages of Skimming Technique**

The advantages and disadvantages of skimming are explained as follows:

### **A. Advantages**

The followings are some advantages of skimming technique:

- i. The students are able to get the information quickly, directly and specifically.
- ii. The students are aware of the benefits of the information available in reading materials both authentic and inauthentic since this technique also prepares the students to be independent readers.
- iii. 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.

### **B. Disadvantages**

The followings are some disadvantages of skimming technique, those are:

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

## **2.9. Teaching Reading through Skimming**

It depends on somebody's purpose for reading so that they must decide the most effective reading strategy to achieve a good reading comprehension. The conventional reading technique, which requires the readers to read the whole passage,

will take a longer time. Hence, it also makes the readers bored and eventually eliminate the readers' concentration. Commonly, in certain reading test, the readers are only required to answer several questions related to the passage. The readers only need the gist of the passage to obtain particular information. Therefore, it is necessary for the readers to apply a precise skimming technique to get an overview.

In applying skimming technique, the readers should also involve the precise eye movement. To skim a text, the reader should only glance over the text to find the main ideas. They need to find the answers of the questions given by glancing quickly over the surface of the text, and reading selected important parts rapidly in order to get an overview of content and organization. The instruction given to the readers can be to locate facts that are expressed in sentences rather than in single word; or they also can be asked to say briefly what the text is about by giving specific questions.

Beare (2017) suggests that it is a good idea to do some awareness raising of the various types of reading skills that the students use naturally in their own mother tongue before beginning the exercise. Therefore, procedures of teaching reading through skimming proposed by Beare can be elaborated as follows:

1. Doing a short awareness raising session by asking the students how to make decision based on schedules and short articles. It means to make the students aware of the goal of skimming the particular text. The teacher should focus on whether they read every word or they read in strict order. The teacher should explain that by skimming text they will be able to find the elements that are worth the most to them and leave what they don't really need or want behind.
2. Asking the students to pay attention to the title of the text. Students should read the title and any subtitles to obtain clues about the nature of the text. Titles will indicate the genre of the text, and it is the shortest possible summary of the

content. The teacher should also ask the students to notice the pictures, graphs, or tables provided before going through the text. Such additional information will facilitate the students to obtain the information from the text easily.

3. Showing the pictures/graphs/tables concerning the text to encourage students in making connection between their background knowledge and the topic of the text.
4. Providing the initial questions related to the topic in order to make picture of what approximately the students would discover from the text.
5. Guiding the students to perform the main stage of skimming technique to the text, which consists of:
  - a. Reading the introduction or lead-in paragraph.
  - b. Reading the first paragraph completely.
  - c. Reading each one of subheadings, if provided, in order to looking for relationships among them.
  - d. Reading the first sentence of each remaining paragraph. The main idea of most paragraphs appears in the first sentence. If the author's pattern begins with a question or anecdote, the readers may find the last sentence is more valuable.
  - e. Dipping into the text looking for:
    - i. Clue words that answer who, what, when, where, why, how,
    - ii. Proper nouns,
    - iii. Unusual words, especially if capitalized,
    - iv. Enumerations,
    - v. Qualifying adjectives such as best, worst, most, etc,
    - vi. Typographical cues, such as italics, boldface, underlining, asterisks, etc.
  - f. Reading the last sentence in each paragraph, which summarizes or concludes the ideas in the preceding sentences.
  - g. Reading the final paragraph completely.

6. Evaluating the students' comprehension towards the text, by asking them to list some specific information and answer the questions concerning the text.
7. Doing an extend activity by bringing a number of magazines concerning with music, entertainment, traveling or similar activity and asking the students to complete the task; e.g., finding the information of a famous person. The teacher asked the student to do the advanced exercise by proper skimming technique.

In guiding the students to perform the proper skimming technique, the teacher should be able to direct the students to think of the text aloud critically. The teacher could also model how to use the key words to locate specific information.

In conducting the reading activity at the class, the researcher used the following procedure:

1. Pre-reading:
  - a. The teacher brought up the competence that students would attain. The teacher introduced the descriptive text and skimming technique to the students.
  - b. The teacher introduced the topic of the text to the students by showing the title of the text and showing the pictures related to the topic; e.g., the teacher brought pictures of an interesting place, intended for brainstorming. It would begin the interaction with the students towards the topic being discussed.
  - c. The teacher asked the students to answer some initial questions related to the text., such as:

*'Have you ever heard this place?'*

*'Have you ever visited this place?'*

*‘What is in your mind when you hear the name of that place?’*

The teacher could also ask their arguments or comments about the topic.

The students would use their schemata to correlate their background knowledge with the topic of text that would be presented.

- d. The teacher announced that this reading activity required them to perform it quickly, so the students should apply the skimming technique precisely. The teacher explained the detailed procedure of skimming technique.

## 2. While-reading:

- a. The teacher provided a stopwatch and alarm to set the time limit. The teacher rang the alarm as a sign that the reading activity was begun.
- b. The teacher monitored and observed students’ reading activity.
- c. The teacher rang the alarm as the sign that reading time had expired.
- d. The teacher asked the students to close and save the text, and distributed the comprehension questions for evaluation.
- e. The teacher asked the students to accomplish the reading comprehension test individually.
- f. The teacher asked the students to submit their answer sheets.

## 3. Post-reading

- a. The teacher inspected the students’ comprehension by doing a brief discussion concerning the materials had been learned. This activity involved the students’ opinion about the use of skimming in reading descriptive text, their testimonial (advantages and difficulties) in using skimming for descriptive reading, and their conclusion of the activity.
- b. The teacher organized an extend activity by asking the students to make a short descriptive text of their friends. The teacher could also bring in a number of texts, i.e., short descriptive articles (monologue texts)

concerning travelling places, famous persons, or unique animals. The teacher asked the students to complete a given task e.g., finding the information concerning the places, persons, or animals in the text. Once again, the teacher should ask the students to do the activity using the appropriate skimming technique. It was intended to make the students understand and aware of the appropriate skimming technique procedures.

In explaining the procedures of skimming, the teacher should also emphasize that there are several things that should not be done when applying skimming, those are:

- a. Reading every single words, phrases, sentences, or paragraphs too detailed. The whole text should be ‘swept’ to find the particular information.
- b. Being too engrossed in reading the whole text, especially the texts in examination, since it can waste the time.
- c. Not understanding what to look out of the text or not understanding what he/she want from the text.

Persisting on those things would cause the waste of time and make the skimming process ineffective.

### **2.10. Theoretical Assumption**

Students’ reading skill can be increased by using certain technique and effective reading strategy. Therefore, it is important that the students must recognize the most effective reading strategy to improve their reading comprehension.

By applying skimming technique appropriately, the students can find a lot of specific information and main idea from certain monologue texts, especially the descriptive text. They can directly and quickly identify the specific information in the texts without reading the whole passages. The researcher assumes that teaching reading

through skimming technique can improve students' reading achievement in descriptive text. The technique encourages the students to be aware of their purpose of reading and motivate them to identify the specific information and main idea in the texts effectively.

### **2.11. Hypothesis**

Referring to the theoretical views presented earlier, the researcher states his hypotheses as follows:

H<sub>1</sub>: There is a significant difference of students' reading comprehension of descriptive text after being taught through skimming technique.

H<sub>0</sub>: There is no significant difference of students reading comprehension of descriptive text after being taught through skimming technique.

### **III. RESEARCH METHOD**

In order to know why this research should be conducted, this chapter deals with several points i.e., research method which deals with research design, subject of the research, data collecting technique, validity of the data, research procedure and data analysis.

#### **3.1. Research Setting**

The research was conducted at SMP Immanuel Bandar Lampung. The researcher chose this school because based on researcher's experience for one year teaching at SMP Immanuel Bandar Lampung, the average students' reading comprehension ability was poor. Moreover, there was no research yet conducted here previously and the topic for testing students' reading comprehension is appropriate for students in Junior High School. The populations of this research were students of the second grade. There were 4 classes of the second grade students. The researcher chose one group for the tryout that was VIII B, which consisted of 28 students in order to find the validity, reliability, difficulty level, and discrimination power of the test item. After getting a good test items, the researcher chose VIII A as the experimental and also the subject to collect the data. There were 29 students as the subject for collecting the data.

#### **3.2. Research Design**

The research was quantitative based on the experimental class. The research was carried out to find out the result of implementing skimming technique in

improving students' reading comprehension. The researcher used one group pretest-posttest design. The researcher conducted the research to see whether there would be a significant difference of students reading comprehension after being taught using skimming technique. Before the treatments, pretest was carried out and after three times of treatments, a posttest was conducted.

The research design is presented as follow:

**T1 X T2**

Where:

T1 = Pre test

X = Treatments

T2 = Post test

(Setiyadi, 2000: 40)

This study investigates whether the implementation of skimming technique can be used to improve the students' reading comprehension ability, especially in identifying the specific information and finding the main idea significantly in descriptive text. The research was organized by comparing the average score (mean) of the pretest with the average score (mean) of posttest.

### **3.3. Population and Sample**

Population and sample were decided based on the following criteria.

#### **1. Population**

The populations in this research were the grade eight students of SMP Immanuel Bandar Lampung in the academic year of 2015/2016, which consisted of 116 students. They were divided into four classes (VIII A, VIII B, VIII C, and VIII D) which consisted of 29 students aged 14 years old in each class.

## **2. Sample**

The samples of this research were the students of class VIII A and VIII B of SMP Immanuel Bandar Lampung in the academic year of 2015/2016. There were 58 students involved as the samples in this research. The researcher selected the classes by using random sampling technique, by utilizing lottery system.

### **3.4. Data Collecting Technique**

The instrument of this research was the descriptive text. The data was analyzed from the result of the following activities, those were:

#### **1. Pretest and Posttest**

The researcher administered the pre-test which took 45 minutes. The purpose of pretest was to discover the preliminary ability to comprehend descriptive text. In conducting the pre-test, the researcher provided a multiple choice test in which the items derive from the selection of tryout test.

The researcher administered the post test which also spent 45 minutes. The purpose of this test was to explore the students' improvement in comprehending descriptive text after the researcher treated using skimming technique. The technique of giving posttest is similar to the pretest because the researcher wanted to analyze the students improvement after three treatments.

#### **2. Questionnaire**

The questionnaire was distributed in order to investigate the students' response towards reading comprehension of descriptive text using skimming technique. The questionnaire consisted of eight statements that related to the aspects of reading (main idea, supporting details, inference, reference and

vocabulary). The result of questionnaire was scored based on Likert Scale. The scores range from 1—5.

**Table 3.1 Specification Scale of Score of Questionnaire**

<b>Answer Alternatives</b>	<b>Scale of Scores</b>
A. Sangat Setuju (Strongly Agree)	5
B. Setuju (Agree)	4
C. Ragu-ragu (Neither agree nor disagree)	3
D. Tidak Setuju (Disagree)	2
E. Sangat tidak setuju (Strongly disagree)	1

### **3.5. Research Procedure**

The procedure of the research is outlined as follows:

#### **1. Determining the Problems**

The problem of this research was determined based on the researcher's teaching experience for one year in SMP Immanuel Bandar Lampung. The research problem can be seen in the background in Chapter 1.

#### **2. Determining the Instruments**

In this research, the writer used appropriate instrument in order to be able to be interpreted. The instruments were reading comprehension test and questionnaire. The researcher collected some topics for the tryout test items. The topics were taken from the students' textbook and sources from internet. Those materials were based on the teaching and learning syllabus. The topics were about descriptive text reading. The tests were in multiple choices forms, concerning the descriptive text. The questionnaire consisted of eight statements or questions about reading comprehension and skimming technique.

### **3. Finding Sample of The Research**

In this stage, the researcher chose SMP Immanuel Bandar Lampung as the population and sample of the research. There were four classes in the second grade level, those were: VIII A, VIII B, VIII C, and VIII D. The researcher took two classes as the samples of the research, VIII B as tryout class, and VIII A as the experimental class. The classes were determined by using random sampling technique. The researcher uses this technique because all of the classes of the second grade students have the same opportunity to be the subject of this research. Each class consisted of 29 students.

### **4. Organizing the Tryout Test**

The tryout test was organized in 90 minutes in the tryout class. It was conducted to measure the reliability of pretest and posttest, and to make sure whether the test was good or bad for students. The test was tried out to the 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 used, whether the items were good or not in validity, reliability, level of difficulty, and the discrimination power. This examination used reading text consisted of 50 items of multiple choices questions. The maximum score is 100.

### **5. Organizing the Pretest**

In this stage, the researcher provided 35 items of multiple choice questions to the students. It was organized for 45 minutes in experimental class. The scoring system was 2.85 points for each correct answer. At least, if a student could answer all items correctly, he/she would get 100 points.

#### **6. Giving Treatments by Teaching Through Skimming Technique**

In the experimental class the researcher taught the students reading the descriptive text by using skimming technique. The researcher applied the treatment in three meetings, which took 2 x 45 minutes in each meeting. The text was taken from student's English textbook and internet source adapted for second grade of Junior High School level.

#### **7. Administering the Post Test and Getting The Result**

After giving treatments to the students, the researcher conducted the posttest to measure the student's reading comprehension ability after being given the treatments. It consists of 35 items of multiple choices of descriptive text which took 45 minutes. The items in posttest were the same as the pretest's items, but they are scrambled. The scoring system was also the same as pretest.

#### **8. Administering the Questionnaire**

The questionnaire was given for the students in order to investigate the students' response in learning reading comprehension of descriptive text in applying skimming technique.

#### **9. Analyzing the data (Pretest and Posttest)**

The final step of the research was analyzing the data. The pretest and posttest results in tryout class and in experimental were analyzed by using Repeated Measures t-test to compare the data of the two means score (Hatch and Farhady, 1982: 108), while the questionnaire data were statistically analyzed by using Likert Scale. The researcher analyzed the difference by comparing the scores of pretest and posttest from the experimental class. The data was computed through Statistical Package for

Social Science (SPSS) version 23 and Microsoft Excel 2010. The researcher analyzed the students' score from pretest and posttest then made a discussion concerning the result.

## **10. Making the Conclusion**

The last, the researcher made the discussions and conclusions of this research.

### **3.6. Tryout**

The research instrument had to be verified to prove whether the test have the good quality or not. The tryout test was intended to measure the quality of the research instrument. The test could be determined as having good quality if it had a good validity, reliability, level of difficulty and discrimination of power.

#### **A. Validity**

A test could be considered to be valid if it could precisely measure the quality of the test. Validity refers to the extent to which the test measures what is intended to measure. There are two basic types of validity proposed by Hatch and Farhady (1982: 250); those are:

##### **i. Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test, so that the test items are adapted from the materials that have been taught to the students. In this research the researcher arranged the instrument based on the material that would be given, that is the descriptive reading. To identify the content validity of the test, the researcher used the specification table to determine whether the test represented the materials discussed or not. The researcher

focused on the main purposes of skimming, those are to identify the main idea and find specific information of the text, so that the percentages of the items of both aspects are larger than other three aspects.

**Table 3.2 Specification Table of Construct Validity**

No.	Aspects of reading	Item numbers	Percentage of items
1	Identifying main Idea	2, 9, 13, 17, 20, 23, 26, 34, 38, 40, 41, 45, 49	26%
2	Finding specific Information	1, 5, 10, 16, 19, 25, 27, 31, 32, 36, 37, 42, 44	26%
3	Reference words	7, 11, 15, 18, 21, 43, 47, 48	16%
4	Making Inference	6, 8, 14, 29, 35, 39, 46, 50	16%
5	Vocabulary	3, 4, 12, 22, 24, 28, 30, 33	16%
	<b>Total</b>		100%

## ii. Construct Validity

Construct validity concerns with whether the text is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). It is intended to see if every item really measures what supposed to be measured. In other words, the test items should really measure the students' ability in reading comprehension.

## B. Reliability

According to Shohamy (1985), reliability refers to whether the test is consistent in its score and gives us an indication of how accurate the test score are. In this research, the researcher used the split half method to estimate the reliability of the test. To measure the coefficient of the reliability between the first half and the second half items, the researcher used the Pearson Product Moment formula as

follows:

$$r_1 = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

$R_1$  : Coefficient of reliability between the first half and the second half items

X : Total of items that the students got right in the first half of the test

Y : Total of items that the students got right in the second half of test

xy : Total score of X times Y

$x^2$  : Total score of  $X^2$

$y^2$  : Total score of  $Y^2$

(Arikunto, 1997)

The criteria of reliability are described below:

0.80 – 1.00 : Very high

0.60 – 0.79 : High

0.40 – 0.59 : Average

0.20 – 0.39 : Low

0.00 – 0.19 : Very low

To compute the coefficient correlation of the whole items, the researcher used

Spearman Brown Prophecy Formula. The formula is:

$$rk = \frac{2rl}{1+rl}$$

Where:

rk : The reliability of full test

rl : The reliability of half test

The criteria are:

0.90 – 1.00 : High

0.50 – 0.89 : Moderate (satisfactory)

0.00 – 0.49 : Low

(Hatch and Farhady, 1982)

### C. Difficulty Level

The level of difficulty is related to how easy or difficult the item is, from point of view of the students who take the test by giving the test and counts the students correct answer. It is important to find out whether test level is appropriate to the students' level or not. To see level of difficulty, this research used the following formula:

$$LD = \frac{U + L}{N}$$

Where:

LD : Level of difficulty

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

N : The total number of students following the test

The criteria are:

< 0.30 : Difficult

0.30 – 0.70 : Average

> 0.70 : Easy

(Shohamy, 1985)

### D. Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. It is used to see the difference performances of the individual learners in a group. The important of this test is to discriminate the number of students who answer correctly and who do not answer correctly. To find out the discrimination power of the test, the researcher used the following formula:

$$DP = \frac{U - L}{1/2 n}$$

Where:

DP: Discrimination Power

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

n : Total number of the students

The criteria are:

0.00 – 0.19 : Poor

0.20 – 0.39 : Satisfactory

0.40 – 0.69 : Good

0.70 – 1.00 : Excellent

- (Negative) : Bad items, should be omitted

(Heaton, 1975)

### **E. Scoring System**

To see the students' progress achievement from the test, both from pre test and post test, the researcher used the scoring method according to Heaton (1991).

The formula can be illustrated as follows:

$$FS = \frac{S_1 - S_2}{2}$$

Where:

*FS*: Students' final score

*S<sub>1</sub>* : Score from pre test

*S<sub>2</sub>* : Score from post test

### **3.7. Data Analysis**

After conducting pretest and posttest, the researcher analyzed the data in order to find out whether there was any significant increase of the students' reading achievement.

The researcher examined the students' score using the following steps:

#### **1. Scoring The Pretest and Posttest**

There were 35 items in the pretest and posttest, each items were given 2.85 points. Hence, the total score of the correct items would be 100.

$$TS = (CI \times 2,85)$$

Where :

TS : Total Score

CI : Correct Items

## 2. Tabulating the Result of Students' Score and Calculating the Mean of Pretest and Posttest

**Table 3.3 Example of the Data Tabulation**

No.	Students' Name	Pretest Score	Posttest Score	Gain
1				
2				
3				
...				
...				
29				
<b>Total</b>				
<b>Mean</b>				

## 3. Drawing Conclusion

The conclusion is established from the result in data tabulation. It was statistically computerized by *paired sample t-test of SPSS version 23*.

### 3.8. Hypothesis Testing

The hypothesis testing was used to prove whether the hypotheses proposed in this research are accepted or rejected. The hypotheses of this research were:

$H_1$  : There is a significant difference of students reading comprehension of descriptive text after they are being taught through skimming technique.

$H_0$ : There is no significant difference of students reading comprehension of descriptive text after they are being taught through skimming technique.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses two main points: conclusion and suggestion based on the finding and discussion of the data analysis.

### 5.1. Conclusions

Based on the result of the data analysis and discussion in chapter IV, the researcher draws the following conclusions:

1. There is a significant difference on students' reading achievement in descriptive text before and after being taught through skimming technique. It could be identified from the gain of the score and the computation of t-test. The test result shows that the mean score of posttest is higher than pretest. Therefore there is a difference of students' reading achievement in which the gain score is 15.20, the value of t-ratio is higher than t-table ( $16.652 > 2.05183$ ), and the significant value is lower than 0.05 ( $0.000 < 0.05$ ).
2. The aspect of reading comprehension in descriptive text that is most improved after being taught through skimming technique is identifying main idea. In the pretest, total score of finding main idea items is 171, while on the posttest, the score increased to 230 (gain score: 59; 20.3%).
3. The result of questionnaire showed that the most of students' response after being taught through skimming technique to improve students' reading comprehension in descriptive text is positive. It can be concluded that skimming technique is helpful for the students, since most of the students

agreed that skimming technique increased their interest in learning English, facilitated them to find the main idea in the text, saved the time in reading and understanding the text, made them easier to answer the questions, and facilitated them to find the specific information from the text.

## **5.2. Suggestions**

The researcher puts forward some suggestions concerning several things that teachers and further researchers should implement, those are:

1. The teachers should occasionally provide the students opportunities to perform the technique of skimming as an alternative reading technique to improve their reading comprehension.
2. Further researchers should try to analyze the use of skimming technique to improve students' reading comprehension in other text genres, such as narrative, procedural, or exposition texts, since this research focused only on the use of skimming technique to improve students' reading comprehension in descriptive text. Skimming is a good technique when a reader wants to know if a text covers the information he/she needs, especially if the material is non-fiction.
3. Further researchers should conduct similar research at different levels of students, since in this research the researcher only analyzed the use of skimming technique to improve students' reading comprehension in junior high school level. The further research could organize the similar research in the level of elementary, senior, or college students, since the technique is appropriate for any level of students.
4. Further researchers should conduct similar research in a smaller group of data collecting subject, since it was difficult to monitor the every single subject if

the number of students is too large. This research involved a class consisting 29 students (see page 32 and 36) in treating and collecting the data. In consequence, the researcher was unable to make sure whether every student applied the skimming technique correctly or not. Therefore, the research would be more effective if the class was split into smaller groups. There also should be some tutors for monitoring and supervising each group to ensure that every student applied the proper skimming technique. The smaller group of the data subject will ease the supervision of skimming application.

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