



**IMPROVING THE VII-A GRADE STUDENTS' DESCRIPTIVE TEXT READING
COMPREHENSION ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION THROUGH
SKIMMING AND SCANNING TECHNIQUES AT SMP NEGERI 2 BALUNG JEMBER**

THESIS

By

**ELITA PUTRI
NIM 070210401034**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012**



**IMPROVING THE VII-A GRADE STUDENTS' DESCRIPTIVE TEXT READING
COMPREHENSION ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION THROUGH
SKIMMING AND SCANNING TECHNIQUES AT SMP NEGERI 2 BALUNG JEMBER**

THESIS

**Presented as One of the Requirements to Obtain S1 Degree at the English Education
Program of Language and Arts Education Department of Faculty of Teacher Training
and Education of Jember University**

By

**ELITA PUTRI
NIM 070210401034**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012**

CONSULTANTS' APPROVAL

IMPROVING THE VII-A GRADE STUDENTS' DESCRIPTIVE TEXT READING COMPREHENSION ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION THROUGH SKIMMING AND SCANNING TECHNIQUES AT SMP NEGERI 2 BALUNG JEMBER

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English Education
Program of the Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

Name : Elita Putri
Identification Number : 070210401034
Place/ Date of Birth : Jember, February 13th, 1990
Program : English Language Study
Department : Language and Arts
Faculty : Teacher Training and Education

Consultants

Consultant I : Dra. Wiwiek Istianah, M.Kes, M.Ed, App.Ling.
Consultant II : Drs. Bambang Suharjito, M.Ed.

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “Improving the VII-A Grade Students’ Descriptive Text Reading Comprehension Achievement and Their Active Participation through Skimming and Scanning Techniques at SMPN 2 Balung Jember” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : June 5th, 2012

Place : The Faculty of Teacher Training and Education

Team of Examiners

The Chairperson,

The Secretary,

Drs. Sugeng Ariyanto, M.A
NIP. 19590412 198702 1 001

Drs. Bambang Suharjo, M.Ed.
NIP. 19611025 198902 1 004

The members,

- | | |
|---|----|
| 1. Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001 | 1. |
| 2. Dra. Wiwiek Istianah, M.Kes., M.Ed., App.Ling.
NIP. 19501017 198503 2 001 | 2. |

The Dean,
The Faculty of Teacher Training and Education

Drs. Imam Muchtar, S.H., M.Hum.
NIP. 19540712 198003 1 005

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Edy Sutikno and Chomsur Rofiqoh.
2. My sister, Lisa, and my brother, Jibril.



MOTTO

It is well to read everything of something and something of everything. *)



*) Lord Henry P. Brougham. 2012. Reading Quotes. Available at:
<http://www.readfaster.com/famousquotes.asp>. Retrieved on: April 9th, 2012.

SUMMARY

Improving the VII-A Grade Students' Descriptive Text Reading Comprehension Achievement and Their Active Participation through Skimming and Scanning Techniques at SMPN 2 Balung Jember; Elita Putri, 070210401034; 2012: 54 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the VII-A grade students' reading comprehension achievement through Skimming and Scanning techniques at SMPN 2 Balung Jember in the 2011/2012 academic year. Based on the preliminary study in the form of interview with the English teacher of SMPN 2 Balung Jember, it was found that the students of class VII-A had difficulties in comprehending reading texts. They took a long time to comprehend the texts and also had difficulties in finding general and specific information of the texts. Besides, the students also lacked of participation in the classroom during the reading teaching and learning process. This was proven by their English scores which showed that there were 18 out of 36 students (50%) who could achieve the minimum score requirement for the English subject, 70. The researcher tried to overcome the problem by applying different techniques that were Skimming and Scanning.

The data collection methods used were reading comprehension test and the observation to get the primary data. The data were analyzed statistically using percentage score. The action was implemented in two cycles. The first cycle was done in three meetings including the test. The results of the classroom observation showed that 47.2% in meeting 1 and 64% in meeting 2 of the students were active during the teaching learning process. It showed that there was improvement of the students' active participation from meeting 1 to meeting 2, but it had not achieved the criteria of success of the research that was 70% or more of the students who were

active in reading teaching learning process. In addition, the result of the reading comprehension test in the first cycle had not achieved the criteria of success of the research that was 70% of the students got ≥ 70 in the reading comprehension test. The percentage of the students who got score ≥ 70 was only 24 students or 61.11% out of 36 students.

Based on the results of the first cycle above, the second cycle was necessary to be conducted. Some revisions had been made to solve the problems found in the first cycle. The revisions were: 1) explaining the procedures of Skimming and Scanning more clearly and gave more examples how to apply the Skimming and Scanning techniques in reading, and 2) encouraging the students to be more active in the discussion session by giving rewards to the students who actively involved in the discussion. The classroom observation and reading comprehension test in the second cycle showed an improvement. In the classroom observation, the students' active participation showed that 78% in meeting 1 and 83% in meeting 2 of the students actively participated in the teaching learning process. So, the result of the observation in meeting 1 and meeting 2 had achieved the criteria of success of the research. In the reading comprehension test, the percentage of the students who got score ≥ 70 in the reading comprehension test was 29 students, or 80.56% out of 36 students. Based on those results, it can be concluded that the actions in the second cycle were successful because the results of classroom observation and reading comprehension test had achieved the criteria of success of the research.

Finally, it can be summarized that the use of Skimming and Scanning techniques could improve the VII-A students' reading comprehension achievement and their active participation in the reading teaching learning process at SMPN 2 Balung Jember. Some suggestions are also suggested to the English teacher, students, and future researchers to use Skimming and Scanning techniques to improve the students' reading comprehension achievement and their active participation in the reading teaching and learning process.

ACKNOWLEDGMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I can accomplish the writing of this thesis.

I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
4. My Consultants, Dra. Wiwiek Istianah, M.Kes, M.Ed., and Drs. Bambang Suharjito, M.Ed. I do really thank you for your time, knowledge, guidance, patience, and careful correction that had led me compile and finish my thesis.
5. My Academic Supervisor, Dra. Zakiyah Tasnim, M.A.
6. The Examination Committee.
7. The Principal of SMPN 2 Balung Jember, the English teacher, the administration staff, and students of Class VII-A, who gave me permission and helped me to obtain the data for the research.
8. My beloved Almamater, Jember University.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, June 2012.

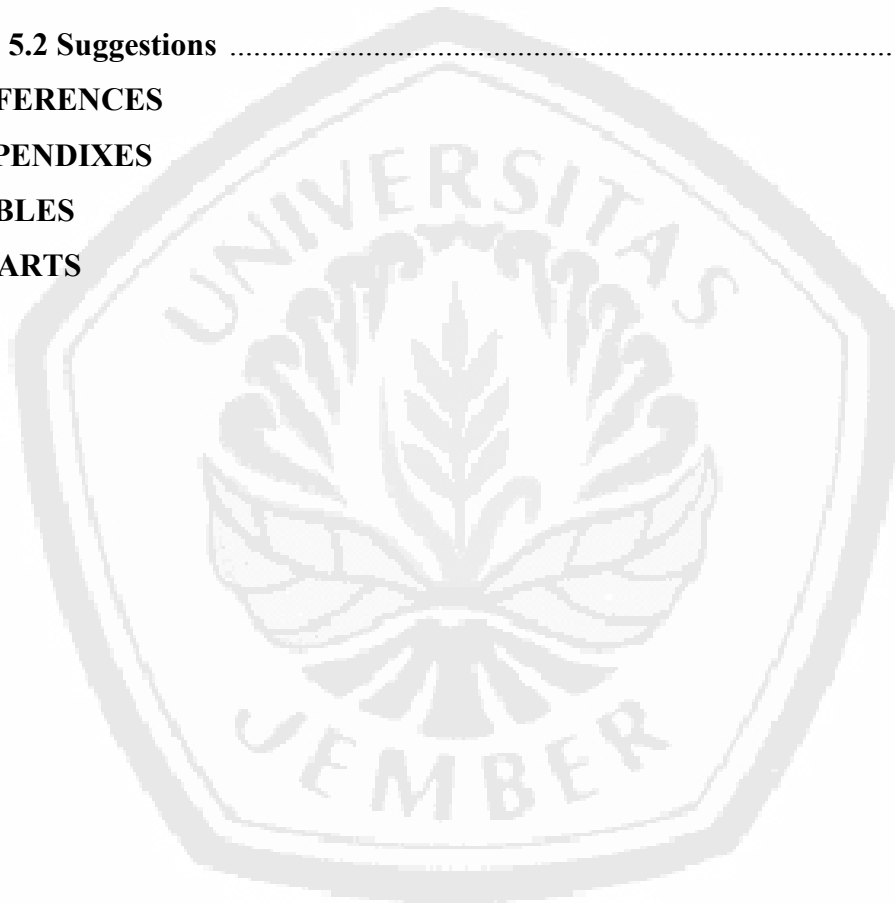
The Writer

TABLE OF CONTENTS

	Page
COVER	ii
CONSULTANTS' APPROVAL	iii
APPROVAL OF THE EXAMINATION COMMITTEE	iv
DEDICATION	v
MOTTO	vi
SUMMARY	vii
ACKNOWLEDMENT	ix
TABLE OF CONTENTS	x
LIST OF APPENDIXES	xiii
LIST OF TABLES	xiv
LIST OF CHARTS	xv
CHAPTER 1. INTRODUCTION	
1.1 The Background of the Research	1
1.2 The Problems of the Research	4
1.3 The Objectives of the Research	5
1.5 The Significances of the Research	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 Reading Comprehension	6
2.2 Reading Comprehension Achievement	7
2.2.1 Word Comprehension	8
2.2.2 Sentence Comprehension	8
2.2.3 Paragraph Comprehension	11
2.2.4 Text Comprehension	13
2.3 Techniques in Teaching Reading	14
2.4 Skimming Technique	15

2.4.1 The Procedure of Skimming Technique	15
2.4.2 Advantages and Disadvantages of Skimming	16
2.5 Scanning Technique	17
2.5.1 The Procedure of Scanning Technique	18
2.5.2 Advantages and Disadvantages of Scanning.....	18
2.6 Teaching Reading Using Skimming and Scanning	19
2.7 Descriptive Text	21
2.8 Relevant Research Findings	22
2.9 Students' Participation in Reading Class	22
2.10 Action Hypotheses	23
CHAPTER 3. RESEARCH METHODS	
3.1 Research Design	24
3.2 Area Determination Method	27
3.3 Subjects Determination Method	27
3.4 Operational Definition of Terms	27
3.5 The Data Collection Methods	29
3.4.1 Primary Data	31
3.4.2 Supporting Data.....	32
3.6 Research Procedures	32
3.7 Data Analysis Method	35
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	
4.1 The Results of the Actions in Cycle 1.....	36
4.1.1 The Results of the Observation in Cycle 1	37
4.1.2 The Results of the Students' Reading Comprehension Test in Cycle 1	39
4.1.3 The Results of Reflection in Cycle 1	41
4.2 The Results of Actions of the Cycle 2.....	42
4.2.1 The Result of the Observation in Cycle 2	43

4.2.2 The Results of the Students' Reading Comprehension	
Test in Cycle 2.....	44
4.2.3 The Results of Reflection in Cycle 2.....	46
4.3 Discussion	47
CHAPTER 5. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	53
5.2 Suggestions	53
REFERENCES	
APPENDIXES	
TABLES	
CHARTS	



LIST OF APPENDIXES

	Page
A. Research Matrix	58
B. The Result of Preliminary Study	60
C. The Observation Checklist	61
D. The Names of the Subjects	63
E. The score of Students' Previous English Test	64
F. Lesson Plan 1 (Cycle I, Meeting 1)	70
G. Lesson Plan 2 (Cycle I, Meeting 2)	80
H. Reading Comprehension Test (Cycle I)	90
I. Lesson Plan 3 (Cycle II, Meeting 1)	96
J. Lesson Plan 4 (Cycle II, Meeting 2)	106
K. Reading Comprehension Test (Cycle II)	116
L. The Result of Observation Checklist Cycle I Meeting 1	122
M. The Result of Observation Checklist Cycle I Meeting 2	124
N. The Result of Observation Checklist Cycle II Meeting 1	126
O. The Result of Observation Checklist Cycle II Meeting 2	128
P. The Result of Reading Comprehension Test (Cycle I)	130
Q. The Result of Reading Comprehension Test (Cycle II)	131
R. The Samples of the Students' Worksheet in Reading Test Cycle I	132
S. The Samples of the Students' Worksheet in Reading Test Cycle II ...	135
T. Research Permission from the Dean of the Faculty of Teacher Training and Education	138
U. Statement Letter of Accomplishing the Research from the Principal of SMPN 2 Balung Jember.....	139

LIST OF TABLES

	Page
3.1 Test Items Classification	31
4.1 The Result of the Students' Reading Comprehension Test in Cycle 1	40
4.2 The Result of the Students' Reading Comprehension Test in Cycle 2	45



LIST OF CHARTS

	Page
4.1 Observation Result in Cycle 1	39
4.2 Observation Result in Cycle 2	44
4.3.1 The Improvement of the Students' active Participation during the Teaching Learning Process of Reading	48
4.3.2 The Improvement of the Students' Reading Comprehension Test from the First Cycle to the Second Cycle	50

