



**THE EFFECT OF USING SKIMMING AND SCANNING TECHNIQUES  
ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT OF RECOUNT TEXTS AT  
SMPN 1 SILO JEMBER**

**THESIS**

**By**

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

**2015**



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**2015**

**LETTER OF STATEMENT**

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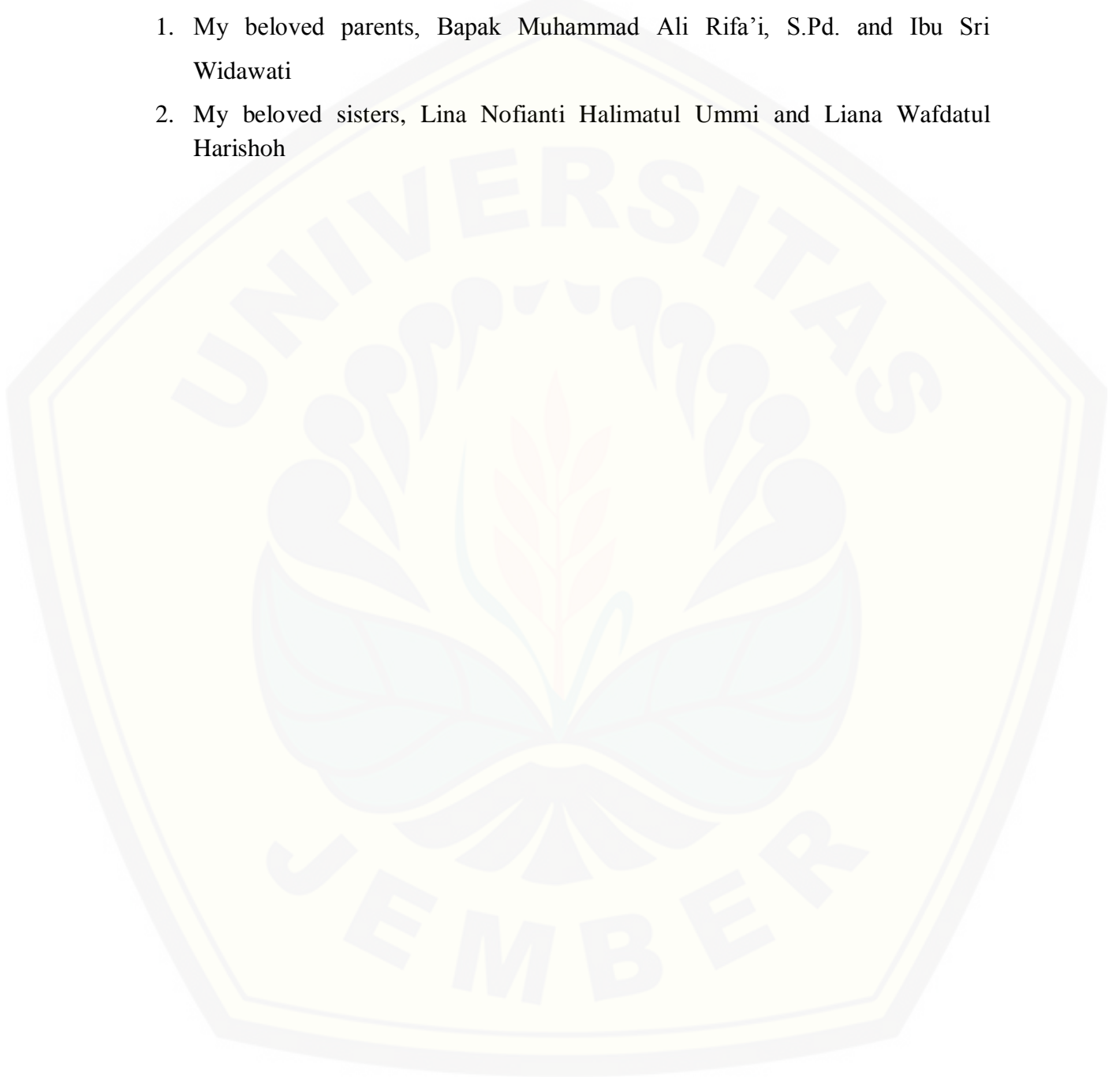
Jember, July 30<sup>th</sup> 2015

Lana Nofelia Halimatul Ulmi  
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## DEDICATION

This thesis is proudly dedicated to the following people:

1. My beloved parents, Bapak Muhammad Ali Rifa'i, S.Pd. and Ibu Sri Widawati
2. My beloved sisters, Lina Nofianti Halimatul Ummi and Liana Wafdatul Harishoh



**MOTTO**

**“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”  
(Theodor Seuss Geisel)**



*Retrieved from: <http://www.goodreads.com> [July 9<sup>th</sup> 2015]*

**APPROVAL SHEET**

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, July 30<sup>th</sup> 2015

The Writer



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## SUMMARY

**The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember**; Lana Nofelia Halimatul Ulmi; 110210401008; 2015; 46 pages; English Language Education Study Program of Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Mastering English for students is important since English is regarded as a foreign language in Indonesia. It is taught as an elective subject at elementary schools and as a compulsory subject at high schools. Besides, it is included in achievement test as well. One of the examples is it is included in the national examinations that must be passed by the students. In fact, the most problems provided in the examinations of junior high school level are reading texts. The texts that are available in the test are varied from short texts up to the long ones. Limited time is the most problem for the students in doing the test. Some techniques should be used to practice the students' rapid understanding about the text. To solve that problem, the researcher proposed skimming and scanning techniques to be used in practicing the students' rapid reading ability. The skimming technique dealt with the process of rapid coverage of reading a text to determine its gist or main idea. Then, the scanning technique dealt with the ability to read selectively to locate the specific information from the text.

This experimental research was intended to know whether or not there was a significant effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of SMPN 1 Silo Jember. This research used the experimental design with nonequivalent-groups posttest-only design. The respondents of this research were two classes of the eighth grade in the 2014/2015 academic year. The two classes were determined by using cluster random sampling (lottery) since the population was homogenous. They were determined by students' English score in the previous midterm test. There were 72 students as the respondents of this research. There were 36 students' of grade VIII B as the experimental class and 36 students of grade VIII A as the control class. The researcher used 4 lesson plans to conduct the teaching process



for 2 meetings in every class. The experimental class was taught reading by using skimming and scanning techniques, while the control class did not get any special treatment. It means that the control group was taught reading by using the conventional technique used by the teacher, that was discussion technique.

There were 2 kinds of data in this research, namely primary data and supporting data. The primary data were obtained from the students' reading posttest scores, while supporting data were obtained from the interview and documentation. The supporting data were used to support the primary data. The results of the students' reading posttest were used to compare the two groups after the experimental group got the treatment. The results of the reading posttest were analyzed by using Independent Sample T-Test by using SPSS software. From the results of the data analysis, it was known that the mean score of the experimental group was 55.78 and the mean score of the control group was 48.92. In the output of the t-test column, it was shown that the sig. value was 0.022. It was lower than 0.05. It means that the mean score of the two classes (experimental and control groups) were different. According to the mean score of the two classes, it was known that there was a difference between the experimental class and the control class. Therefore, the null hypothesis which said: "There is no effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember" was rejected and the alternate hypothesis which said: "There is an effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember" was accepted. It means the experimental class that was taught reading by using skimming and scanning got better scores in the reading posttest than the control class that was taught reading by using discussion technique.

Based on the result above, it could be concluded that skimming and scanning techniques were appropriate techniques for the English teacher to be used in the teaching and learning of reading comprehension. These techniques were effective to be applied as a variation in the teaching and learning process of reading.

## CHAPTER I. INTRODUCTION

This chapter presents some topics related to the problems. They are the background of the research, the problem of the research, the objective of the research, and the significance of the research.

### 1.1 The Background of the Research

Communication can be defined as the act of generating for meaning, Fiske (2002:39). In generating the meaning from one brain to another brain, people need a language. In other words, we can say that people can be able to express what they have in their mind, such as their ideas, feelings and emotions by using a language. So, mastering more than one language is very crucial for the people in order to make them able to communicate with others easily. As we know that the international language which is used in the worldwide is English. It is supported by Shaobin (2002) who says that in this era English becomes the international language or it can be said as a global language. In line with that, Sozdinler (2008) states that English is a common language spoken everywhere. He also states that English plays a major sector in many sectors including engineering, medicine and education. Some countries in the world use English as a first language, a second language and the rests use it as a foreign language.

In Indonesia, English is regarded as a foreign language. This is supported by Mattarima and Hamdan (2011) who state that as a foreign language in Indonesia, the teaching of English becomes very important. It is taught as an elective subject at elementary schools and as a compulsory subject that is taught for three years at junior high schools and for three years at senior high schools. Besides, the government includes English in achievement tests as well as placement ones. One of the examples for the achievement test is English is included in the national examinations which must be passed by all students who join it. Those reasons above show that English is an important subject that must be mastered by the students.

In the teaching of English, it is an obligation for the teacher to make an interaction between the teacher and the students in order to gain a good teaching and learning process. In this case, the teacher has to motivate the students to learn a text and make them interested in it. Grellet (1981:4) states that we read because of two reasons, they are reading for pleasure and reading for information. The students have to know about those two reasons in order to help them determine the reason before they begin to read and understand the text. Besides, the teacher will be able to arrange the appropriate strategy in using the materials he has. In attracting the students' interest, the teacher can use the text which is appropriate with the students' prior knowledge. After they are interested in the text they read, they will be able to comprehend the text and gain the information from it. Moreover, the most problems in reading are both general and specific information. Therefore, this is the teacher's duty to practice the students in getting the general and specific information from the text they have read.

Going more specific to the term reading; there are some definitions of reading since some experts contribute their ideas in it. Grellet (1981:7) says that reading is a constant process of guessing. What someone brings to the text is more important than what he finds in it. That is why, the students have to be taught to use what they know to understand unknown things they find in the text, whether those are ideas or even simple words. Reading is a complex process of perceiving and understanding written language (Arianti, 2013). Reading is said as a complex process because in reading, the readers have to be able to comprehend what they are reading which involve the process of acquiring grammatical structures, vocabulary as well as the meaning. Besides that, Bos and Vaughn (1991:93) also point out that reading is an interactive process. It means that when we are reading, there is an interaction between us as the reader with the ideas presented by the writer of the text which leads the reader to comprehend the text by using his/her knowledge to guide the reading process.

Reading cannot be separated from comprehension. Hennings (1997:245) says that comprehension means interacting and constructing meaning to the text. In line with that, Fairbairn and Winch (1996:8) state that we read for the purpose

of gaining meaning from a text. Based on those explanations, it can be concluded that reading comprehension in teaching and learning process refers to gaining information or knowledge that is stated in the text. Therefore, it is important to comprehend the text we read in order to gain the information stated in the text.

The most problem that happened in teaching learning process of reading is how the students are able to comprehend the text and read it as soon as possible. Students will not get any sense of what they read if they are reading the materials word by word or sentence by sentence. It is not easy to do it because every student has a different capability in reading a text. Besides that, the students are varied in their speed reading. In fact, most of the problems provided in the examinations of junior high schools level are reading texts. Short texts as well as long ones are available there. Limited time for the students to do the test items for the long texts will be the problem for the students in doing the test. That is why the students should use the appropriate technique to overcome this problem.

Based on the problem that happened above, both the teacher and the students need more effort and hard work in comprehending the paragraph in order to solve that problem. The teacher needs to choose and apply the appropriate techniques for the students. Besides that, he must be creative in attracting the students' motivation in learning English. Some techniques should be used to practice the students' rapid understanding about the text.

Skimming and scanning techniques were used to teach reading comprehension to the experimental class in this research. Based on Abdelrahman and Bsharah (2014), skimming refers to reading a text or a passage quickly to get a general idea. It gives the students' ability to point the most idea stated in the paragraph. Besides that, it helps the students to understand relevant details and relationship between sentences. Then scanning refers to reading a text rapidly to locate specific or piece of information. In the scanning technique, the students do not need to read from the beginning up to the end of the text, they only read and find the information they need. So, it can be said that skimming and scanning techniques have a close relationship with reading comprehension.



A previous research related to the use of skimming and scanning techniques on the students' reading comprehension achievement entitled "The Effectiveness of Skimming and Scanning Training on Reading Comprehension Achievement in English" was conducted by Sasmita (2013). The research result proved that skimming and scanning techniques had a significant effect on the students' reading comprehension achievement. The students who were taught reading by using these techniques got better reading comprehension achievement compared to the students who were taught reading without using skimming and scanning techniques. Thus, the previous result proved that the use of skimming and scanning techniques was useful to increase the students' reading achievement.

Based on the background above, an experimental research entitled "*The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember*" was conducted.

### **1.2 The Problem of the Research**

Based on the research background above, the research problem could be formulated as follows: Is there any effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember?

### **1.3 The Objective of the Research**

The objective of this experimental research is to know whether or not there is an effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember.

### **1.4 The Significance of the Research**

The results of the research are expected to be useful for the English teachers, the students, and future researchers.

#### 1.4.1 The English teacher

The result of this research is expected to be useful information for the English teacher to apply an alternative technique in teaching reading by using Skimming and Scanning Techniques in order to improve the students' reading comprehension skill and help them to comprehend the reading materials well.

#### 1.4.2 The Students

The research result is expected to help the students to comprehend the text and give an experience to the students in using skimming and scanning techniques in their learning process of reading comprehension. Besides, it is also expected to increase the students' motivation in reading comprehension.

#### 1.4.3 The Future Researchers

This research is expected to be useful for the future researchers as a reference or a source of information to conduct a further research about the effect of using skimming and scanning techniques in teaching reading comprehension. They can apply another research design, such as classroom action research with different respondents and schools to improve the students' reading comprehension achievement by using skimming and scanning techniques.



## CHAPTER II. RELATED LITERATURE REVIEW

This chapter deals with some underlying theories related to the teaching of reading by using Skimming and Scanning techniques. This chapter covers reading comprehension in ELT, recount text, techniques in teaching reading, skimming and scanning techniques, the advantages and disadvantages of skimming and scanning techniques, the practice of teaching reading comprehension, some previous related research results and research hypothesis. Each point is presented deeply in the following sections.

### 2.1 Definitions of Reading

Reading is a process of constructing meaning from the text the readers read. They find the meaning from the texts easily by reading them regularly. As stated by Grellet (1981:7), reading means a constant process of guessing. What someone guesses from the text he reads is the meaning of the text. It means that when someone reads texts they do not only read the words in the texts but he also does a process to get the information he needs from them. Then, Flippo (2000:25) states that reading is the platform in which critical thinking, problem solving and effective expression are initiated. Reading involves the ability to understand the information from the text and use that information. Therefore, reading is a meaningful activity. Reading will be more meaningful with the reasons why someone has to read. The reasons are reading for pleasure and reading for information, (Grellet, 1981:4). The first reason is reading for pleasure. It means the readers read for their happiness or their hobby. Thus, they are not forced to read because they enjoy this activity. It can be seen if they read a novel, a comic, a lyric of the song, etc. The second reason is reading for information. It deals with the activity of reading in order to find out information we need from the textbook or something we read.

Reading is better if the students do it regularly. As stated by Mikulecky and Jeffries (2007:3), the students enjoy their reading if they do it extensively. It

is also stated that the way to help the students in changing the students' old habit to become confident second language readers is through extensive reading. Moreover, extensive reading also leads positive effects for the students' comprehension.

Reading belongs to the receptive skill. Masduqi (2013) states that as a receptive skill reading does not require the students to produce language to do this. This skill requires the students to receive and understand what they are reading. The students are expected not only to know the text. They also have to comprehend the content of the text. They are able to comprehend the content of the text by understanding the words there.

Successful teachers of reading have to be clear with their purpose in teaching reading. They have to know what they are trying to help the students in achieving the students' goal. As stated by Flippo (2000:8), reading can be said as successful if the reader can reach the goal of reading. The goal of reading is that there is an alignment between the readers' mind and the author's message. Comprehension is the prime purpose. The students can be said successful in comprehending the texts if they can get the information from them, successful in their academic life, and able to communicate well. Thus, it can be said that reading and comprehension cannot be separated. In achieving that purposes, students must comprehend the texts they read because the goal of teaching reading cannot be said successful without comprehension. To check whether the students have comprehended the texts or not, they are assessed by giving an assignment at the end of the lesson.

## **2.2 Kinds of Reading Comprehension**

As stated by Hennings (1997:269), there are four kinds of comprehension that must be mastered by the students in reading. Those kinds of comprehension are word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension. Therefore, it is a must that the assignment must include those comprehensions. The following section will focus on the discussion about them in detail.

### 2.2.1 Word Comprehension

The basic level of reading comprehension is word comprehension. According to Grellet (1981:15), inability to guess the meaning from unknown elements often makes discouragement and anxiety to students when they face a new text. The unknown elements here are the words in the text. The students should master the words that are stated in the text in order to make them comprehend the text easily. Therefore, understanding word meaning is crucial for the students to comprehend the text they read.

The use of scanning technique in comprehending the words can be done by looking at the key words of every item in reading test. The students do not require reading all the words in the text. They only locate to the key words in the text they read and they get the information needed directly without wasting their time.

Here is an example of questions of word comprehension:

On Saturday 23 October, I went to Sarah's birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina became Xena, the warrior princess, and George went as a vampire.

The party started at 7. First, we sang "Happy Birthday". Then, Sarah blew the candles. After that, we ate some food and drank Coke.

Later on, we did some games. Everybody enjoyed them. I cheered so hard that I nearly lost my voice. While we were playing "Hide and Seek", the lights suddenly went out. Some girls screamed because they were afraid of the dark. Fortunately, it didn't take long. In ten minutes, the lights went on again and we continued the games.

Before the party was over, the MC announced the best costume of the party. George got the first prize. He looked so happy.

.....  
(Taken from: Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher, 2013:51)

Questions: 1. "George got the first prize" (paragraph 4). The underlined word means.....

- a. award                      b. price                      c. place                      d. fun

Answer : a. award

2. "Some girls screamed because they were *afraid* of the dark." (Paragraph 3). What is the opposite meaning from the italic word?

- a. Anxious      b. Fearful      c. Brave      d. Scared

Answer : c. Brave

### 2.2.2 Sentence Comprehension

A sentence is a collection of some words which express an idea. Frank and Vigliocco (2011:672) state that sentence deals with a structural combination of concepts and a structure of predicate-argument. Sentence comprehension is the process of constructing propositional representation which composes the meaning of the sentence. The meaning of the words in the sentence is also included in this part of the representation. By comprehending the sentence, the students are able to get the ideas stated in the text, thus they can comprehend the text as well.

Here is an example of question of sentence comprehension:

.....  
 At night, we went to one of the hills there. There was a sacrificial ceremony. The villagers sacrificed a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumes. Yoga and I enjoyed the performance.  
 Paragraph 4 We wore very thick jackets because it was very cold.  
 (Taken from: Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher, 2013:74).

Question: "They wore Javanese costumes." (paragraph 4)

The underlined word refers to.....

- a. the viewers  
 b. the villagers  
 c. the writer and his aunt  
 d. the writer and his brother

Answer: b. the villagers

### 2.2.3 Paragraph Comprehension

A paragraph deals with some related sentences which develop an idea about one topic, (McWorther, 2012:144). He also confirms that there are 3 components of a paragraph. They are a topic, a main idea and supporting details. Besides, a paragraph is a series of sentences that are organized and coherent. All of them are related as a single topic (Indiana University, 2014). The paragraph



shows the reader where the subdivisions of an essay begin and end. Therefore, the paragraph helps the reader see the organization of an essay and grasps its main points.

The following item is the example of the question of paragraph comprehension:

Paragraph 3 .....  
Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant, it was a young cockroach! Gosh! It was as big as a baby's little finger.  
(Taken from: Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher, 2013:71)

Question: What is the main idea of paragraph three?

- a. The insect was not an ant.
- b. Aldo was taken to the hospital.
- c. The insect was a young ant.
- d. A doctor used a pair of pincers to take the insect out.

Answer: a. the insect was not an ant

### 2.2.4 Text Comprehension

There are 3 elements in a text. They are word, sentence and paragraph. In comprehending a text, the students have to comprehend those elements of the text.

As the result, the students are able to comprehend the text easily.

The following item is the example of the question of text comprehension:

Yusuf went to Marina Circuit in the morning to join a car race.  
He arrived at seven and directly checked his engine. The race started at eight. At first he led the race, but it wasn't for long because suddenly another car hit him from behind. He lost the race and his car was damaged.  
He was very disappointed.  
(Taken from: Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher, 2013:50)

Question: What is the purpose of the writer in writing the text?

- a. To persuade the readers to go to Marina circuit.
- b. To inform the readers about Yusuf's hobby.
- c. To tell the past events happened to Yusuf.
- d. To describe the Marina circuit.

Answer : c. To tell the past events happened to Yusuf

The students' reading achievement will be shown by the results of the students' ability in reading comprehension. Hughes (2003:12) states that achievement test deals with a test that is done with a purpose to measure the students' ability, whether they have been successful or not in achieving the objectives of the course. Thus, it can be concluded that achievement is important to make sure whether the students comprehend the text they have read or not. In this research, the students' reading comprehension achievement is indicated by the scores of the reading comprehension test after they get the treatment for the experimental group.

### **2.3 Recount Text Definitions and its Generic Structure**

A recount text is a text which retells past events or experience in order they happened, (Zaida, 2013:48). Additionally, Widiati *et al.* (2008:29) state that a recount text is a text which retells events that happened in the past with the purpose to inform and entertain the reader. In line with that, Priyana *et al.* (2008:69) state their ideas that a recount text tells "what happened". The purpose of the text is to document a series of event and evaluate their significance in some ways. The recount text focuses on a sequence of events related with the occasion. It also consists of the writer's expressions, feelings and attitude about the events. From those explanations, it can be concluded that a recount text is a kind of text which tells events that happened in the past about the writer's experience with the purpose to inform the reader about what happened.

The recount text is used by the researcher because as stated in the 2006 Institutional Level Curriculum (*KTSP 2006*), the students of the eighth grade of junior high schools should master 3 kinds of text. They are descriptive text, recount text and narrative text. In this research, the researcher uses a text in the genre of recount text.

A recount text has the generic structures and language features. According to Zaida (2013:68), a recount text consists of three main parts. They are:



### 1. Orientation

This part gives details of: who/what/where/when/why. It means that in this part, it gives detail information about who was involved, what happened, where the events took place, when it happened and why the story happened.

### 2. Events

This part retells what happened in chronological order. Time connectives used in this part is such as first, next, soon, after that, later, finally, etc.

### 3. Re-orientation (optional)

This part tells the writer's comments about the events that happened. It can also be said to be the conclusion of the text.

Besides, there are also some language features of a recount text. According to Priyana *et al.* (2008:69), the language features of a recount text are as follows:

1. The use of nouns and pronouns to identify people, animals or things involved in the text.
2. The use of action verbs to refer to events.
3. The use of past tense to locate events in relation to the writer's time.
4. The use of conjunctions and time connectives to sequence the events.
5. The use of adverbs and adverbial phrases to indicate place and time.
6. The use of adjectives to describe nouns.

Here is the example of a recount text.

#### **Holiday in Singapore**

Last month, Salma and her parents were holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore several times for business.

Orientation

The first place of interest they went to was the Singapore Zoo. They enjoyed watching the animals and had close encounters with them.

Events

The next day, they visited Chinatown Point. They shopped for lots of clothing made of silk. Then, they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colors.

They really enjoyed their stay in Singapore.

}

Re-orientation
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*(Adopted from: Zaida 2013:68)*

## 2.4 Techniques in Teaching Reading

There are some problems that happened in the classroom. As stated by Bagasheva (2008), there are some problems that occur in the classroom, one of them is time-limited. It is common that the activity in the classroom is combination between listening, speaking, writing and grammar exercises. Thus, it is difficult to find there is only reading comprehension activity in English classes. The result is the students only have limited time in doing those activities because they have to divide the time they have for all activities. Finally, they lose their time because they are busy with difficult words, read word by word and translate every single word in the text they read. Besides, they also do not have a clear purpose in reading.

According to the problems above, the role of the English teacher is very important to find the best solution to overcome the problems. The teacher has to do some efforts, such as by applying the best strategy in teaching to make the students' reading comprehension better. Moreover, the teacher's obligation is to make the students become effective readers who are able to comprehend the text with limited time. Wallace (2004:10) states that to be efficient readers, the readers do not need to read every word in the text. This idea is also supported by Grellet (1996:3), who states that understanding a written text means efficiently extracting the required information from the text itself. Thus, it can be concluded that the readers do not have to read all the words in the text they read. They only need to find the information needed in order to make them able to manage their time effectively. According to Wallace (2004:10), there are some techniques that can be used to save the time. They are Skimming, Scanning and Searching.

Skimming and Scanning techniques will be used in this research. These techniques focus on the students' ability in finding general ideas and specific

information stated in the text. General ideas deal with paragraph and text comprehensions. To find these comprehension, students can use skimming technique. Whereas, specific information deals with word and sentence comprehensions. To find these comprehension, students can use scanning technique. In the following explanations, the researcher explains further about skimming and scanning techniques.

## **2.5 Skimming and Scanning Techniques**

Skimming and scanning techniques are used in this research. Skimming technique focuses on the students' ability in finding general ideas from the text. The general ideas consist of paragraph and text comprehension. Whereas, scanning technique is a technique which focuses on the students' ability in finding specific information from the text. The specific information consists of word and sentence information. In detail skimming and scanning techniques will be explained as in the following parts.

### **2.5.1 The Meaning of Skimming Technique and its Steps**

A skimming technique is a technique which deals with the ability in finding general ideas or information from the text. According to Beale (2013), the skimming technique refers to looking only for the main ideas or general information stated in the text. In line with that, Brown (2003:213) states his idea about skimming technique, that this technique deals with the process of rapid coverage of reading a text to determine its gist or main idea. In reading a text, we are recommended to read the first and the last sentence of the paragraph, because usually the writer states his main idea in those parts. If we want to find more information of the text, we look through the paragraph quickly for the key words and the facts.

Based on Hutabarat (2012), in doing skimming technique, the readers have to learn how to select the keywords. The students have to be sure that the keywords are needed for them to answer the questions as predictions. Thus, it is important because in skimming a text, the students do not read all the sentences in

the text. Then, Grellet (1981:4) says that the skimming technique deals with “the readers’ ability in quickly running one’s eyes over a text to get the gist of the text”. So, we go quickly through the reading matter to get the essence of it and to gain the writer’s ideas.

The steps to skim are as follows:

1. Read the title of the matter.
2. Read the introduction or lead-in paragraph.
3. Read the first paragraph completely.
4. If there are subheadings, read each one, looking for relationships among them.
5. Read the first sentence of each remaining paragraph.
6. Dip into the text looking for clue words, proper nouns, unusual words, enumeration, qualifying adjectives, and typographical cues.
7. Read the final paragraph completely.

(Anne Arundel Community College, 2008)

### **2.5.2 The Meaning of Scanning Technique and its Steps**

The scanning technique is the ability to find out the specific information that is stated in the text. According to Brown (2003:209), scanning is a technique that is used by the readers in order to locate relevant information in the text. In line with that, Wallace (2004:10) points out that scanning deal with the readers’ ability in looking for specific information which the readers know and suspect are there. It means that when we read a text to find particular information only, we do not need to read the whole of the text. We only need to read the part we need.

Furthermore, Grellet (1981:4) suggests that the scanning technique is quickly going through a text to find a particular piece of information. Besides that, the scanning technique is done to locate specifically required information. Thus, from that explanation we can conclude that scanning technique deals with the readers’ ability in finding certain information they need in the text without reading the whole of text.



The steps to scan the text are as follows:

1. Keep in mind about the information that is needed from the text.
2. Anticipate about the form of the information needed. It can be in the form of number, proper nouns, etc.
3. Analyze the organization of the text.
4. Let your eyes run rapidly over the text for several times.
5. When you find the sentence that consists of the information you need, read the whole sentence.

(Anne Arundel Community College, 2008)

## **2.6 The Procedures of Implementing Skimming and Scanning Techniques in Teaching Reading**

The procedures that were used by the researcher in implementing skimming and scanning techniques will be explained in the following parts:

### **2.6.1 Skimming Technique**

In skimming activities, the teacher asked the students to answer some questions about general information of the text. As stated before, finding general information covered finding paragraph and text comprehension. The questions were in the form of multiple choice items. The steps of skimming technique that were used in this research were as follows:

1. Ask the students to read the questions that have to be solved. It was done because by focusing on those questions, the students would get the key word in every question. The key words helped the students to find the answers in the text quickly.
2. Ask the students to use the skimming technique into the text as what Beale (2013) states that the students do not have to read the whole text but read quickly to find only the general information from the text. Thus, the students ignored the other words and read quickly.

3. Ask the students to answer the questions. After they read the text quickly and used the key words, they got the information they needed from the text.
4. Ask the students to look into the choices provided in the questions.

The example of skimming in reading comprehension;

#### My Embarrassing Day

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then, my teacher handed me a sharpener and a pencil. I was very nervous. I held the pencil in my right hand and the sharpener in my left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave me her right hand. I quickly took it and shook her hand. But then she said, "No, Adi, I want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me.

I was so embarrassed.

(Taken and adapted from: Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher, 2013:54)

Questions:

1. What is the main idea of the second paragraph?
  - a. The writer did the task nervously.
  - b. The writer missed his friends.
  - c. The writer felt embarrassed for the second time.
  - d. The writer's friends are happy.

Answer: c. The writer felt embarrassed for the second time.

Reason: Option "c" explains the idea of the second paragraph as a whole.

In conclusion, skimming means running your eyes quickly to find information words and skip the unimportant ones. It implies that the skimming technique leads you to focus on general information such as the main idea of paragraph or a text. It makes you work faster in getting the information because it just takes a few minutes for one paragraph.



### 2.6.2 Scanning Technique

In this research the students were asked to find specific information from the text by using the scanning technique. Finding specific information covered finding word and sentence comprehension of the text. The steps of applying scanning technique in this research were as follows:

1. Ask the students to read and focus on the questions that must be solved.
2. Ask the students to find the key word from the questions.
3. Ask the students to read the text by using the scanning technique to locate the information they need. Thus, it does not mean that they have to read the whole text. They only have to read quickly and move their eyes rapidly.
4. Ask the students to find the answer of the questions.
5. Ask the students to go back to the questions and choose the answer from the choices provided.

The example of scanning in reading comprehension;

#### Firecrackers

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He, then, covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from there, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turned around, his friends laughed at him so hard that he cried. The cow manure was all over his face!

(Taken from: Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher, 2013:56)

Question:

“..... Was **splattered** all around” (paragraph 3)

What is the meaning of the underlined word?

- a. Hit something.
- b. Moved without stopping.
- c. Landed in the sea.
- d. Fell onto a surface.

Answer: a. Hit something.

In conclusion, the scanning technique means reading quickly to find the specific information you need from the text. It can be done by moving your eyes down the text by zigzag or sweeping motion.

## **2.7 The Advantages and Disadvantages of Skimming and Scanning Techniques**

In this research, the advantages and the disadvantages of skimming and scanning techniques are based on Malcolm (2008) and Beale's (2007) theories. They are explained respectively as follows:

### **2.7.1 Skimming Technique**

- The Advantages of Skimming Technique.
  1. It can help the students to locate the general information they need quickly. In skimming a text, the students do not need to read all the words in the passage, so they will get the information quickly because they can skip unimportant words in the text.
  2. It helps the students to use their time effectively. It can be done because by doing the skimming technique, the students are able to find the information they need very quickly, thus they can minimize their use of time.
  3. It can work well to help the students review the materials they have read. In this point, the students will be able to recall the important parts of the text they read.
- The Disadvantages of Skimming Technique
  1. By doing skimming technique, the students only get the general idea from the text they read. It makes them miss the detail information from the text that can cause confusion and misleading impression from the students.
  2. The skimming technique is far less effective in making sense of complex discussion and detail arguments. It can occur because by applying the skimming technique, the students cannot get all the information. Because

of the limited information they get, they are not able to produce detail arguments and do complex discussion from the text they read.

### **2.7.2 Scanning Technique**

#### **- The Advantages of Scanning Technique**

1. It can make the students easier in gaining the specific information from the text which may be scattered in the text they read. This point means that by doing the scanning technique, the students will be able to gain the specific information they need from the text easily because they have known and focused on the key words of the information they need.
2. It can help the students to use their time effectively. The same as skimming, in scanning a text, the students do not need to read all the words stated in the text. Thus, they will not waste their time in reading all the text.
3. It makes the students read purposively and help them to avoid distracters in the text they read.

#### **- The Disadvantages of Scanning Technique**

1. Scanning can become a monotonous activity and it is not appropriate for long periods of studying. In doing the scanning technique, it is very easy for the students to lose their concentration.
2. In doing scanning, it can cause misunderstanding in comprehending the content of the text. It cannot be denied that it is very important to read all the text as a whole in order to get the right comprehension of the text. Misinterpretation of the content of the text is very possible to happen in doing scanning.

## **2.8 The Practice of Teaching Reading Comprehension at SMP N 1 Silo, Jember.**

English is one of the compulsory subjects that must be taught in junior high schools for class VII, VIII and VIII. Based on 2006 Institutional Level Curriculum (*KTSP 2006*), English is taught twice a week. There are 3 teachers

who teach in this school. In this research the researcher involved one teacher only, who teaches the eighth grade students in the process of research. Based on the curriculum, there are three types of text that should be taught in this grade. One of them is a recount text. The recount text is taught in the eighth grade only. Therefore, the students of the seventh and ninth grade do not learn about the recount text.

Based on the results of interview with the English teacher on December, 13<sup>th</sup> 2014, the teacher usually uses a discussion technique in teaching a text for reading comprehension. In this technique, the students are given a text and they have to make small groups that consist of four, five or at least two students. Then, they have to read the text, find the unfamiliar or difficult words in the text and discuss those words. If they still get difficulties in understanding the words, they can ask their teacher. After that, the teacher gives some questions related to the text and asks them to answer the items by discussing the answers with their groups. Based on the fact, it can be concluded that the teacher has never applied the skimming and scanning techniques in teaching reading comprehension.

## **2.9 Some Related Previous Research Results**

There were many researchers who conducted the research by using either skimming or scanning technique. One of them was Hutabarat (2012), from the University of Medan, who conducted a research entitled “The Effect of Applying Skimming Technique on Grade XI Students’ Reading Comprehension”. His research results showed that the use of skimming technique had a significant effect on the students’ reading comprehension achievement.

Another research was conducted by Sasmita (2013) from UNISMA. He conducted an experimental research entitled “The Effectiveness of Skimming and Scanning Training on Reading Comprehension Achievement in English”. The research result showed that the use of skimming and scanning techniques was effective in improving the students’ reading achievement at UNISMA.

The next research was done by Li’ismawati (2014) from Jember University. She conducted an experimental research entitled “The Effect of Using



Skimming and Scanning Techniques on the Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Pesanggaran Banyuwangi". The research result indicated that the mean score of the experimental group was higher than that of the control group in the reading posttest ( $83.1176 > 77.6417$ ). Thus, it was concluded that the use of skimming and scanning techniques was effective for teaching reading comprehension to class XI IPA 3.

Another research was done by Diaz and Laguado (2013) from Pampiona, Columbia. They did a qualitative classroom action research entitled "Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research". Their research outcome revealed the evidence that the use of skimming and scanning techniques enhanced the students' reading comprehension. It was concluded that these techniques worked well to increase the students' reading comprehension because of the students' motivation. The experimental students' motivation increased after they were taught reading by using skimming and scanning techniques. Thus, it could be seen that these two techniques are good to increase the students' reading comprehension.

From the research reports above, skimming and scanning techniques were useful to increase the students' reading comprehension achievement. The differences of this research with previous researches above are: Firstly, the research samples of this research were the eighth grade students of junior high school. Secondly, this research applied both skimming and scanning techniques in teaching reading. However, Hutabarat (2012) chose the eleventh grade students of senior high school, Sasmita (2013) chose the second semester students of UNISMA and Li'ismawati (2014) chose the eleventh grade students as the samples of his research. In addition, Hutabarat (2012) only applied skimming technique in his research, while Sasmita (2013), Li'ismawati (2014) and Diaz and Laguado (2013) used both skimming and scanning techniques in teaching reading.

## **2.10 Research Hypothesis**

Based on the related literature review above, the hypothesis of this research was "There is a significant effect of using skimming and scanning



techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember.”



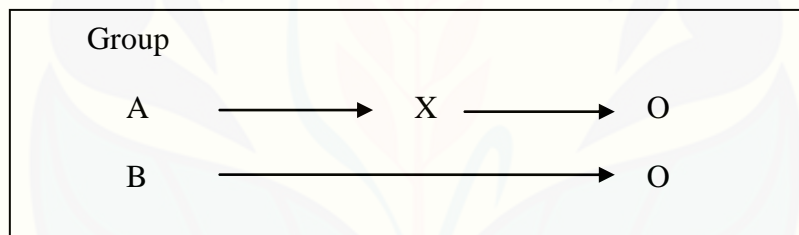
### CHAPTER III. RESEARCH METHOD

This chapter presents the research methods that were applied in this research. The research methods in this research covered research design, area determination method, definitions of the key terms, data collection methods, and data analysis method. Each point will be explained respectively in the following parts.

#### 3.1 Research Design

The research design of this research was quasi experimental design with nonequivalent-groups posttest-only design. The quasi experimental design was used because it was impossible to take the research sample randomly.

The research design can be pictured as follows:



A : Experimental Group

B : Control Group

O : Post-test

X : Treatment

(Adapted from McMillan, 1996:175)

This design was used because the researcher wanted to know whether the use of skimming and scanning techniques had an effect on the eighth grade students' reading comprehension achievement of recount texts at SMP Negeri 1 Silo Jember in the 2014/2015 academic year.

In this quasi experimental research, there were 2 groups that were investigated. The first was the experimental group and the second was the control group. Based on Cohen *et al.* (2007:136), an experimental group is a group which is given a treatment to know whether there is an effect after applying the treatment or not. A control group is a group which does not get any treatment. He also states that the existence of the control group in the experimental research is as a comparison with the experimental one.

In this research, the experimental group was taught reading by using skimming and scanning techniques, while the control group was taught reading by using the conventional technique used by the teacher that was discussion technique. The two classes, in this research, were chosen randomly since the population was homogenous. To determine the experimental group and the control group, the researcher used a lottery. The result was VIII B as the experimental group and VIII A as the control group.

The procedures of the research design were as follows:

1. Analyzing the students' previous midterm test scores in the 2014/2015 academic year to know whether the population was homogenous or not.
2. Determining the experimental group and the control group by using a lottery.
3. Giving the treatment to the experimental group by using skimming and scanning techniques in teaching reading comprehension and the control group was taught reading by using discussion technique as usually applied by the English teacher. In this research, the students were taught reading by the researcher.
4. The teaching learning process of reading was conducted in two meetings for both groups. Every meeting lasted for 80 minutes.
5. Giving the reading posttest to both groups to measure the students' reading comprehension achievement after the treatments were given to the experimental group and the control group was taught reading by using discussion technique.

6. Analyzing the results of reading posttest scores by using Independent Sample t-test with SPSS (Statistical Package for Social Science) to compare the result of the reading scores between the experimental group and the control group. The results were compared to see whether or not there was a significant effect of using skimming and scanning techniques on the students' reading comprehension.
7. Drawing a conclusion from the result of the data analysis to answer the research problem.

### **3.2 Area Determination Method**

The area of this research was SMP Negeri 1 Silo Jember. This school was chosen by using the purposive method. Singh (2006:213) states that in the purposive method, the data were collected by the sense of purpose. The reason of choosing this school was because the English teacher of the eighth grade never applies skimming and scanning techniques in teaching reading. The second reason was both the Headmaster and the English teacher gave permission to the researcher to conduct this experimental research in that school.

### **3.3 Respondent Determination Method**

In this research, cluster random sampling by lottery was used to determine the respondents of the experimental group and the control group since the population was homogenous. It was proven by analyzing the students' previous midterm test score by using ANOVA. The method used by the researcher was cluster random sampling with the reason that the headmaster of the school did not permit the researcher to take the sample from every class. According to Singh (2006:89), the units of sample in cluster sampling contain groups of elements (clusters) instead of individual members or items in the population.

The population of this research was all of the eighth students of SMP Negeri 1 Silo Jember in the 2014/2015 academic year. There are five classes of the eighth grade students of SMP Negeri 1 Silo Jember in the 2014/2015 academic year. Each class consists of thirty four up to thirty six students. Based

on the eighth students' attendance list, there are 36 students in VIII A, 36 students in VIII B, 34 students in VIII C, 35 students in VIII D and 34 students in VIII E. So, there are 175 students of the eighth grade classes. In this research, intact group comparison was used because the two classes as the experimental and the control groups were chosen randomly. The researcher decided to take one class as the experimental group and one class as the control group as the respondents of this research.

### **3.4 Operational Definitions of the Key Terms**

The operational definition is a brief discussion about some terms related to the topics of the research. The terms that require operational definition are skimming technique, scanning technique, recount text and reading comprehension achievement.

#### **3.4.1 Skimming Technique**

The skimming technique deals with reading quickly to get the general information from the text read. To skim a text, the students do not read all the words in the text. They only read the main ideas and look for the most important ideas in the text. The main objective of skimming technique is to understand the central idea of the text. This technique works well with the students to help them if they have lots of materials in limited time.

In this research, the experimental students were asked to use the skimming technique to find the general information from the text.

#### **3.4.2 Scanning Technique**

The scanning technique deals with the ability to read selectively to locate specific information from the text read. The students do not need to read every word from the beginning up to the end of the text, but they skip some words and try to find the specific information from the key words.

In this research, the experimental students were asked to use scanning technique to find specific information from the text.



### **3.4.3 Recount Text**

The genre of the text that was used in this research was a recount text. This text is a kind of text which retells past events or experiences in the order they happened. The purpose of the recount text is to inform the reader about what had happened in the past.

In this research, the recount text was used as the reading materials for both the experimental and the control group.

### **3.4.4 Reading Comprehension Achievement**

Reading comprehension achievement in this research dealt with the results of reading comprehension test that showed the students' ability in comprehending the recount text both in finding general information and specific information of the recount text. The students' reading comprehension achievement was shown by the students' scores of the reading comprehension test (as posttest) after they were taught reading by using skimming and scanning techniques for the experimental group and discussion technique for the control group.

## **3.5 Data Collection Methods**

There were two kinds of data in this research, namely primary data and the supporting data. The primary data were obtained from the reading posttest. Then, the supporting data were obtained from interview and documentation.

### **3.5.1 Test**

Test in this research was reading comprehension test that will be done to get the primary data. Based on Brown (2003:3), test is a method which is done to measure a person's ability, knowledge and performance in a given domain. Heaton (1990:6) points out that test are constructed as a device to reinforce learning and motivate the students or it is carried out to assess the students' performance in language.

The test which was carried out in this research was reading post-test only. According to Hughes (2003:22), there are two kinds of test based on the scoring system, that were objective test and subjective test. An objective test deals with a test which does not require any judgment on the part of the scorer. Meanwhile, a subjective test is a kind of test which requires judgment on the part of the scorer. The test in this research was objective. The researcher constructed the objective test in the form of multiple choice items. It was done because of the reason that multiple choice items gave a benefit to the scorer in checking the test results. As Djwandjono (2011:42) states that multiple choice items are easy to score and determine the reliability of the test. The reading test was constructed based on the curriculum and the indicators of reading to be measured. The total number of the test items was 25 items for reading post-test. All the test items were in the form of multiple choice items with 4 options in each item. The reading test was administered to both classes and the time for doing the reading test was 60 minutes. The test items covered the items for finding general and specific information of the recount text. The researcher used 2 recount texts and for each text that consisted of 12 or 13 test items. So, there were 25 test items. The total score of the test item was 100 and each correct item was scored 4 and each wrong item was scored zero. The texts which were used in the reading test were taken from Zaida (2013) entitled "Practise Your English Competence for SMP/MTs Class VIII". The students did not know about those two texts because this book was not being used in the teaching and learning of English at this academic year.

A good test should have high validity and reliability. Hughes (2003:26) states that a test can be said as valid if it measures what it is intended to measure. Besides that, Heaton (1990:162) points out that reliability is a necessary characteristic of any good test. The test can be said as reliable if it gives consistent result when the test is administered. In this research, the researcher administered tryout test to know whether the test was valid and reliable or not and to know the index difficulty level of the test items. The try out was administered to different classes which did not belong to the experiment and the control classes. The reading test items were constructed based on the curriculum used in this school

and the indicators of reading to be measured namely word comprehension, sentence comprehension, paragraph comprehension and text comprehension. They were done in order to assure the suitability and the content validity of the test. Besides, the tryout of reading test was consulted to the English teacher and the research consultants.

Some steps were done to find the reliability of the test. They were:

1. Conducting try out and score the items achieved by the students.
2. Splitting and computing the reliability of the half of the test by using split-half method.
3. Analyzing the correlation between X (the data of the odd numbers) and Y (the data of the even numbers) by using Spearman-Brown Formula.

$$r_{xy} = \frac{\sum (X - \bar{X}) (Y - \bar{Y})}{\sqrt{[\sum (X - \bar{X})^2] [\sum (Y - \bar{Y})^2]}}$$

Notes:

- $r_{xy}$  = reliability coefficient of a half test between variable X and Y  
 $X$  = the individual score on the first half of items  
 $\bar{X}$  = the mean score on the first half of items  
 $Y$  = the individual score on the second half of items  
 $\bar{Y}$  = the mean score on the second half of items

(Korb, 2014)

After getting the reliability coefficient of the half of the test items, Spearman-Brown formula was used to find out the reliability of the whole test. The reliability of the test was varied through the criteria of reliability.

The formula of Spearman-Brown was as follows:

$$\text{Reliability coefficient of whole test} = \frac{2 \times \text{coefficient for split halves}}{1 + \text{coefficient for split halves}}$$

(Hughes, 2003:39)

The criteria of reliability:

0.90 – 1.00	= very high reliability
0.70 – 0.89	= high reliability
0.50 – 0.69	= moderate reliability
0.30 – 0.49	= low reliability
0.00 – 0.30	= very low reliability

(Djiwandjono, 1996:154)

A good test should not be too easy or too difficult. If the test is too difficult, the students will be depressed in doing and answering the test. On the contrary, if the test is too easy, the students will answer the test very well and quickly. It means that they will not do hard effort in answering the test. Therefore, the index of the difficulty of the test should be known to assure that the test is at the average level of difficulty. The Facility Value or index of difficulty of the test item was calculated by the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = Facility Value (Index of difficulty)

R = the number of the students who could answer the test items correctly

N = the whole number of the students

The criteria of the difficulty index:

< 0.30 = difficult

0.30 – 0.70 = moderate

> 0.70 = easy

(Heaton, 1990:179)

After doing the tryout of reading test, it was found that the reading test items were already available, so the reading test was given to both experimental and control groups. After the treatment was given to the experimental group, the reading comprehension achievement test was conducted to know how successful individual students, group of students or the courses in achieving the objectives of the course.



### **3.5.2 Interview**

In this research, an interview was conducted to get the supporting data. The interview was done with the English teacher of the eighth grade in SMP Negeri 1 Silo. It was intended to get information about the background of reading comprehension. The researcher used a list of questions that were asked to the teacher while interviewing the teacher. The interview covered the information about the English curriculum used in the school, the reading materials, the teacher's technique in teaching reading, and the reading tasks that are usually given to the students. It was also about the students' difficulty in reading comprehension of a text. The interview was carried out when the researcher did the preliminary study on December, 13<sup>th</sup> 2014.

### **3.5.3 Documentation**

Documentation was another method to get the supporting data. The documents needed in this research consisted of the names of the respondents in the eighth grade of SMP Negeri 1 Silo Jember, both the experimental and the control students in the form of the list of the names of the respondents and the previous English scores of the students.

### **3.6 Data Analysis Method**

In this research, the researcher used SPSS to analyze the data of the result of the reading posttest. Here, the independent sample t-test was used to know whether there was a difference between the mean of the two groups from different samples. The two groups that were compared were the experimental group which was taught reading by skimming and scanning techniques and the control group which was taught reading by using discussion technique.

In the Independent Sample t-test, there are two parts. They are test variable and grouping variable. Here is the description of the two variables:

Test Variable : The students' Reading Comprehension



### Achievement

Grouping Variable : The experimental and the control groups.

There were some steps to analyze the data by using the Independent Sample t-test as follows:

1. Open the data file which has inserted into SPSS Data Editor.
2. From the analyzing menu, choose sub-menu Compare Means, choose Independent Sample t-test. Then, appear a dialogue box. Fill it with the following description:
  - a. Test Variable is entered by the variable of the Students' Reading Comprehension Achievement.
  - b. Grouping Variable is entered by the variable of class (the experimental and the control groups)
  - c. Click OK

(Adapted from Duwi, 2007)

According to SPSS data output, there are two stages of analysis in the Independent Sample t-test to know whether or not there is a significant effect of using skimming and scanning techniques on the eighth grade students' reading comprehension. They are the test of Equality of Variances ( $F_{test}$ ) and the test of Equality of Mean Score ( $T_{test}$ ). The following are more detail explanations about the two tests:

1. The Equality of Variances ( $F_{test}$ )

Hypothesis:

$H_0$  = The variances of the two groups are identically the same

$H_1$  = The variances of the two groups are not the same

The criteria of taking decision for  $F_{test}$

- a.  $H_0$  is accepted and  $H_1$  is rejected if the significant number is the same or higher than 0.05. It means that the variances of the two groups (the experimental group and the control group) are the same.

- b.  $H_0$  is rejected and  $H_1$  is accepted if the significant number is lower than 0.05. It means that the variances of the two groups (the experimental group and the control group) are not the same.

## 2. The Equality of Mean Score ( $T_{\text{test}}$ )

Hypothesis:

$H_0$  = The mean score of the two classes are the same.

$H_1$  = The mean score of the two classes are not the same

The criteria of taking decision for  $T_{\text{test}}$

- a.  $H_0$  is accepted and  $H_1$  is rejected if the significant number is the same or higher than 0.05. It means that the mean scores of the two groups (the experimental group and the control group) are the same.
- b.  $H_0$  is rejected and  $H_1$  is accepted if the significant number is lower than 0.05. It means that the mean scores of the two groups (the experimental group and the control group) are not the same.

**CHAPTER IV. RESEARCH RESULTS AND DISCUSSION**

This chapter presents the descriptions of the treatment, the results of the interview, the results of the documentation, homogeneity analysis, the results of the try out test, the result of main data, the hypothesis verification, and the discussion. Each point will be explained respectively in the following parts.

**4.1 The Descriptions of the Treatment**

The schedule of administering the research is presented in Table 4.1 below:

Table 4.1 The Schedule of Conducting the Research

No	Activities	Date
1.	Administering try out for Reading Test	April 8 <sup>th</sup> , 2015
2.	Analyzing the results of the try out reading test	April 9 <sup>th</sup> , 2015
3.	Teaching reading to the experimental group	April 6 <sup>th</sup> , 2015 and April 11 <sup>th</sup> , 2015
4.	Teaching reading to the control group	April 6 <sup>th</sup> , 2015 and April 8 <sup>th</sup> , 2015
5.	Reading test (post-test)	April 20 <sup>th</sup> , 2015

The treatment was given to the experimental group, that was teaching reading by using skimming and scanning techniques. Meanwhile, the control group was taught reading by using the conventional technique used by the English teacher, that was discussion technique. The experimental group was given the treatment twice. The schedule of administering the activities is presented in Table 4.2 below:

Table 4.2 The Schedule of Administering the Treatment

No.	Treatment	Experimental Group	Control Group
1.	Treatment 1	April 6 <sup>th</sup> 2015 (09.30-10.50)	April 6 <sup>th</sup> 2015 (10.50-12.40)
2.	Treatment 2	April 11 <sup>th</sup> 2015 (07.15-08.35)	April 8 <sup>th</sup> 2015 (07.15-08.35)

The experimental group was given the treatment in two meetings. The first meeting, it was taught reading by using skimming technique and the second meeting, it was taught reading by using scanning technique. The description of teaching reading by using skimming and scanning techniques was as follows. *First*, opening the teaching and learning process, including greeted the students, checked the students' attendance list and stated the objective. *Second*, doing the main activities of teaching including divided the students into groups consist of two students, explained about recount text and the example, explained about skimming technique and practiced the students' to answer questions by using skimming technique with their partner. *Third*, closing the activities, including drew conclusion about the materials and parted the students. On the second meeting, the technique used by the researcher is scanning technique with the same activities.

In the control group, the researcher did not give any treatment. It means that the researcher did not use skimming and scanning techniques in teaching reading. The control group was taught reading by using discussion technique. The students read the whole text with their partners, found the difficult words in the text and answered the questions.

The description of the treatment had been explained in the lesson plan enclosed in Appendices G and H for the experimental group and in Appendices I and J for the control group.

#### **4.2 The Results of the Interview**

The interview was conducted informally with the English teacher of the eighth grade in SMPN 1 Silo. It was done on December, 13<sup>th</sup> 2014. The English teacher informed that he used discussion technique in teaching reading comprehension. He said that his role in the teaching and learning reading was helping the students to find the meaning of the difficult words they got from the text. By understanding all the words in the text, the students would comprehend the text well. The English curriculum used in the eighth grade of SMPN 1 Silo is Institutional Based Curriculum (KTSP 2006). In teaching English, the English

teacher used STAR workbook for the students' handbook. He never used skimming and scanning techniques in teaching reading comprehension. (Appendix B for the complete interview)

### 4.3 The Results of the Documentation

The documentation in this research was done to get the number and the names of the respondents of the research. The data were collected on December, 13<sup>th</sup> 2014. The total number of the eighth grade of SMPN 1 Silo in the 2014/2015 academic year was 175 students consisting of 5 classes. The distribution of the students can be seen in the table below:

Table 4.3 The Total Number of the Eighth Grade Students of SMPN 1 Silo in the 2014/2015 Academic Year

No	Class	Male	Female	Total
1.	VIII A	16	20	36
2.	VIII B	18	18	36
3.	VIII C	14	20	34
4.	VIII D	13	23	35
5.	VIII E	16	18	34
	Total	77	99	175

(Source: SMPN 1 Silo in the 2014/2015 academic year)

The total number of the sample was 72. The respondents of the experimental group were from class VIII B, while the respondents of the control group were from class VIII A.

### 4.4 Homogeneity Analysis

The population of the research was the eighth grade students of SMPN 1 Silo in the 2014/2015 academic year consisting of five classes (VIII A, VIII B, VIII C, VIII D, VIII E). The experimental class and the control class were chosen randomly by a lottery since the population was homogenous. To make sure that



the population was homogenous, the researcher analyzed the students' previous midterm test scores by using ANOVA (Appendix F). It showed that the significant value between two groups was 1.000, that was higher than 0.05. It means that  $H_0$  which said "The two classes are homogenous" was accepted and  $H_1$  which said "The two classes are not homogenous" was rejected. To determine the experimental class and control class the researcher used a lottery. The result was VIII B as the experimental class and VIII A as the control class.

#### 4.5 The Results of the Tryout Test

The reading test try out was conducted on April, 8<sup>th</sup> 2015. It was given to the students of class VIII C which was not belonged to the experimental group and the control group. There were 32 students in the class. Split halves method was applied to know the reliability and the difficulty index of the test items. Each will be explained respectively in the following parts.

##### 4.5.1 The Analysis of the Test Reliability

The researcher applied Split Half odd-even technique (Appendix O) to assess the value of reliability coefficient and to get the value of the whole text reliability ( $r_{xy}$ ), the correlation of the two halves was continued to be analyzed by using Spearman-Brown formula (Korb:2014). The researcher marked ( $X$ ) for the odd numbers and ( $Y$ ) for the even numbers (Appendix M and N). The result of analysis is presented as follows:

$$\begin{aligned}
 r_{xy} &= \frac{\sum(X - \bar{X})(Y - \bar{Y})}{\sqrt{[\sum(X - \bar{X})^2][\sum(Y - \bar{Y})^2]}} \\
 &= \frac{89.3125}{\sqrt{(141.875)(181.219)}} \\
 &= \frac{89.3125}{\sqrt{(25710.44563)}} \\
 &= 0.5570
 \end{aligned}$$

The result of the half of the test ( $r_{xy}$ ) was 0.557. Then, Spearman-Brown formula was used to get the reliability of the whole test. The formula was as follows:

$$\begin{aligned} \text{Reliability coefficient of whole test} &= \frac{2 \times \text{coefficient for split halves}}{1 + \text{coefficient for split halves}} \\ &= \frac{2 \times 0.557}{1 + 0.557} \\ &= \frac{1.114}{1.557} \\ &= 0.715 \end{aligned}$$

The result of the whole test reliability of the test was 0.715. Based on the criteria according to Djiwandono (1996:154), the test had high reliability. It was in the range of 0.70 – 0.89. It could be concluded that the test items of the reading test were appropriate to be tested for the experimental group (VIII B) and the control group (VIII A). The researcher did not need any changes of the test items.

#### 4.5.2 The Analysis of Difficulty Index of the Test Items

The reading test try out was conducted on April 8<sup>th</sup> 2015 at 08.35 - 09.30. It was given to class VIII C which did not belong to the experimental group and the control group. The class consisted of 32 students. The researcher analyzed the index difficulty of the test items after conducting the try out. It was known that there were 2 items (7%) categorized as easy, 3 items (10%) categorized as difficult and 25 items (83%) categorized as moderate (Appendix P). The researcher decided to use 25 items which were categorized as moderate items as the reading test items for the experimental group and the control group. The researcher used the test items which were in the range of 0.30 – 0.70 as the moderate items. Thus, the reading test was not too easy or too difficult for the students.

The other points to be measured by conducting the try out were time allocation and the instruction to do the test. The researcher decided to shorten the time allocation from 60 minutes to 50 minutes. It was done because when the try out was conducted, more than 90% of the students could finish doing the test

items before 60 minutes. They finished the items around 45-50 minutes. Furthermore, the students did not have any problems for the instructions. It means that they were able to understand the instruction. Thus, it could be concluded that the instruction was clear for the students to understand.

#### 4.6 The Results of the Reading Posttest

The experimental group and the control group were given the same reading test. The test was administered after the experimental group got the treatment. The schedule of the treatment is as follow:

Table 4.4 The Schedule of Administering the Reading Posttest

No	Group	Date
1	Control	April 20 <sup>th</sup> 2015 (09.50 – 10.40)
2	Experimental	April 20 <sup>th</sup> 2015 (10.50 – 11.40)

##### 4.6.1 The Analysis of the Reading Posttest

Based on SPSS output the result of main data could be seen in the following tables. The first table was “Group Statistics”. It gave information about the total number of the students in each group (N), the mean score of each class, standard deviation and standard error mean.

Table 4.5 The Results of the SPSS Output (Table 1)

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	8A (Control Group)	36	48.92	13.105	2.184
	8B (Experimental Group)	36	55.78	11.660	1.943

According to the table above, it was known that the total number of the students (N) for both the experimental group and control group was 72 students, 36 students in the experimental group and 36 students in the control group. The mean score of reading posttest (Mean) of the control group was 48.92, while that of the experimental group was 55.78. The spread of a group score was shown as

the standard deviation (Std. Deviation). The standard deviation of the control group was 13.105, while the standard deviation of the experimental group was 11.660. Then, the standard error mean (Std. Error Mean) for the control group was 2.184, while the experimental group was 1.943.

Table 4.6 The Results of the SPSS Output (Table 2)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.363	.549	-2.347	70	.022	-6.861	2.923	-12.692	-1.030
	Equal variances not assumed			-2.347	69.066	.022	-6.861	2.923	-12.693	-1.029

In the table above, the analysis of Independent sample t-test was divided in two steps. The first was the test of equality of variances ( $F_{test}$ ) and the second was the test of equality of mean score ( $T_{test}$ ). ( $F_{test}$ ) was used to analyze the two variances whether they were equal or not, while ( $T_{test}$ ) was used to analyze the mean score of the two classes whether they were the same or not. The first column in the table of the score above showed that F value was 0.363 with the sig. 0.549. The sig. value was higher than 0.05. So,  $H_0$  was accepted and  $H_1$  was rejected. It means that the variances of the two groups (the experimental group and the

control group) were the same. The Equal variances assumed should be read because the two classes were equal in the scores of their reading test.

In the second column ( $T_{\text{test}}$ ), it showed that the sig. value (2-tailed) was 0.022. It was less than 0.05. So,  $H_0$  was rejected and  $H_1$  was accepted. It means that the scores of the two groups were different.

#### **4.7 The Hypothesis Verification**

According to the output of Independent Sample t-test of the scores of reading test by using SPSS program, the significant value (2-tailed) of  $T_{\text{test}}$  was 0.022. It was less than 0.05. It could be said that in the significance level of 95%, the null hypothesis which says “There is no effect of using skimming and scanning techniques on the eighth grade students’ reading comprehension achievement of recount texts at SMPN 1 Silo Jember” was rejected. Therefore, the alternate hypothesis which says “There is an effect of using skimming and scanning techniques on the eighth grade students’ reading comprehension achievement of recount texts at SMPN 1 Silo Jember” was accepted.

#### **4.8 Discussion**

The result of the research showed that the students of the experimental class who was taught reading by using skimming and scanning techniques got better scores on the reading comprehension achievement test than the students who did not get any treatment. It could be seen from the significant value (2-tailed) of  $T_{\text{test}}$  that was 0.022. It was lower than 0.05. It means that the mean score of the two classes (the experimental class and the control class) were different. Then, based on table 1, the mean score of the experimental class was 55.78 and that of the control group was 48.92. It proved that there was a mean difference between the experimental group and the control group. It means that skimming and scanning techniques were effective for teaching reading comprehension. The research hypothesis in this research which says “There is an effect of using skimming and scanning techniques on the eighth grade students’ reading



comprehension achievement of recount texts at SMPN 1 Silo Jember” was accepted.

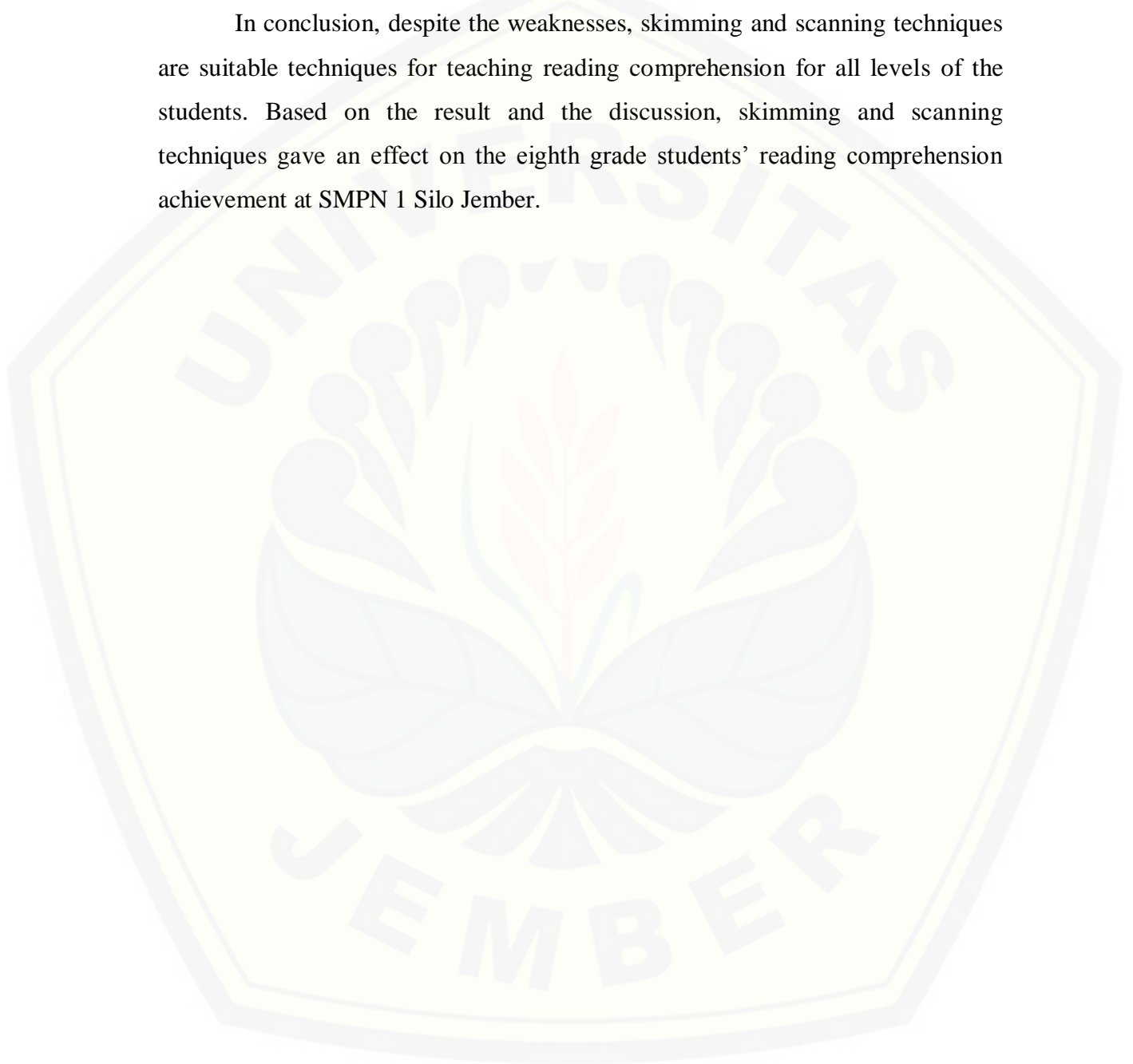
The result of this research was relevant to Grellet’s (1996:19) theory which said both skimming and scanning techniques are important for quick and efficient reading. This research outcome also supported some previous research results about the use of skimming and scanning techniques which proved that these techniques were appropriate to enhance the students’ reading comprehension achievement. For example an experimental research that was done by Li’ismawati (2014) entitled “The Effect of Using Skimming and Scanning Techniques on the Eleventh Grade Students’ Reading Comprehension Achievement at SMAN 1 Pesanggaran Banyuwangi”, found that the use of skimming and scanning techniques was effective for teaching reading comprehension class.

Another experimental research done by Sasmita (2013) entitled “The Effectiveness of Skimming and Scanning Training on Reading Comprehension Achievement in English”, found that the mean score of the students who got the treatment by using skimming and scanning techniques was higher than that of the students who did not get any treatment. The result showed that the use of these two techniques were appropriate to enhance the students’ reading comprehension achievement. Therefore, the use of skimming and scanning techniques was important to be used in the teaching of reading comprehension although the two researchers used different research samples; Li’ismawati (2014) chose the students of the eleventh grade of senior high school as the respondents, while Sasmita (2013) chose 42 EFL learners of the second semester of UNISMA.

Although the result of this research was successful, there were some weaknesses found in this research. First, it was very difficult for the students in comprehending the words in the text. They depended on the dictionaries. Second, there were some students who were confused about the similar and opposite meaning of the words. They thought that the similar and opposite meanings of the words had the same meanings, so they should find the synonyms of the words. Third, there were only some students both in the experimental and the control group who paid much attention to the lesson. Forth, the mean score of the students

both in the experimental class and the control class were lower than the passing grade of the English subject of the school that was 75. Therefore, although there was an effect of using skimming and scanning techniques on the students' reading comprehension achievement, it could not be said that the effect was significant.

In conclusion, despite the weaknesses, skimming and scanning techniques are suitable techniques for teaching reading comprehension for all levels of the students. Based on the result and the discussion, skimming and scanning techniques gave an effect on the eighth grade students' reading comprehension achievement at SMPN 1 Silo Jember.



## CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and the suggestions. Each point is represented in the following sections.

### 5.1 Conclusion

Based on the results of the data analysis, hypothesis verification and the discussion in the previous chapter, it could be concluded that there was an effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember. It means that the students in the experimental group who were taught reading by using skimming and scanning techniques got better scores in the reading test than those in the control group who were taught reading by using discussion technique. The mean score of the experimental group was 55.78 while the mean score of the control group was 48.92.

### 5.2 Suggestions

Based on the conclusion of the research above, some suggestions are given to the following people.

#### 5.2.1 The English Teacher

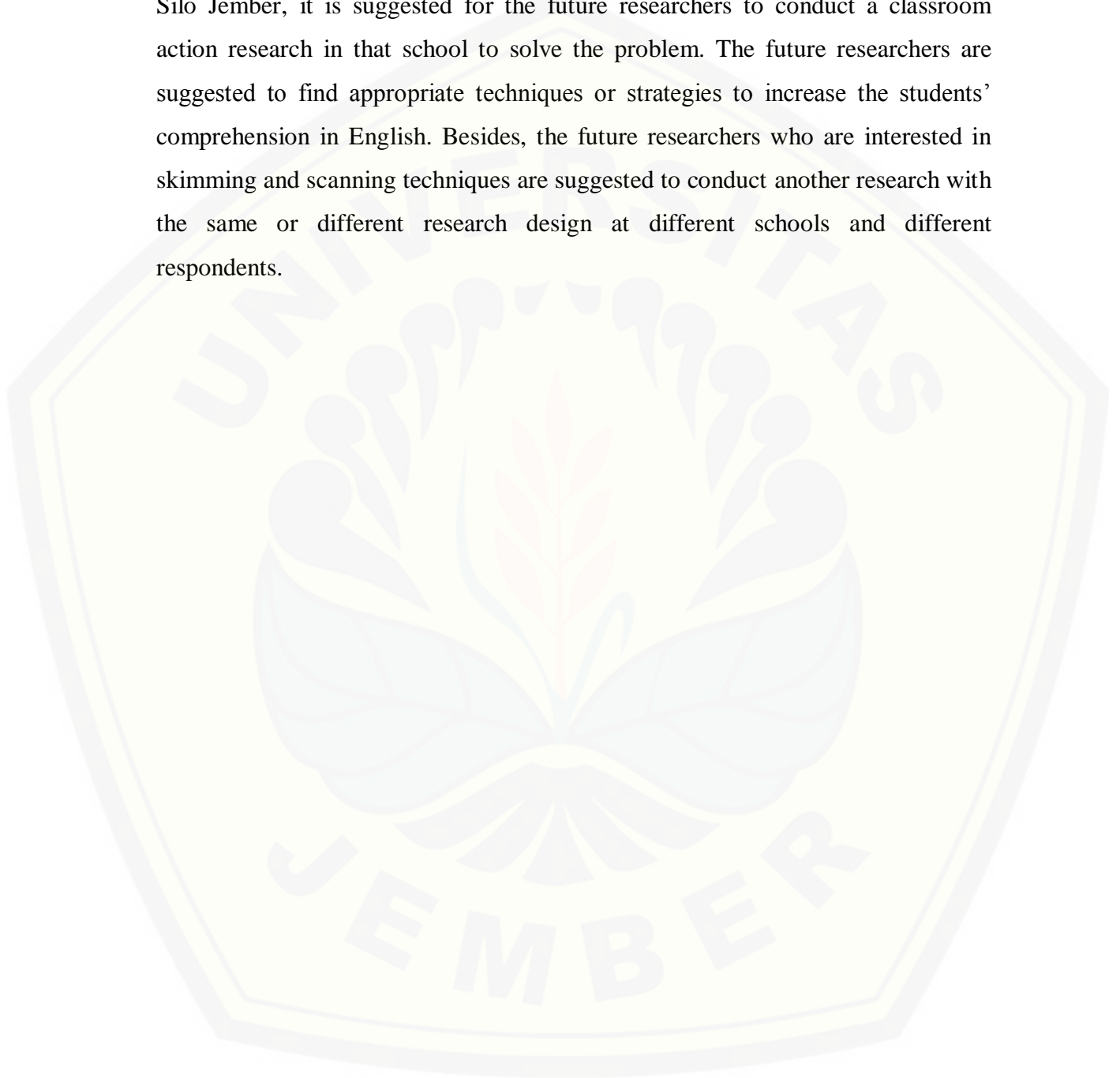
The English teacher is suggested to apply skimming and scanning techniques in teaching reading comprehension in order to practice the students' rapid reading for understanding the text because these techniques had a significant effect on the students' reading comprehension achievement.

#### 5.2.2 The Students

The students as the research respondents are suggested to be more active and involved actively in the teaching and learning process of reading. Besides, they are suggested to increase their motivation and interest in reading English texts by using skimming and scanning techniques to increase their rapid reading skill.

### 5.2.3 The Future Researchers

Based on the result of the discussion in chapter IV related to the students' scores that were lower than the passing grade of the English subject of SMPN 1 Silo Jember, it is suggested for the future researchers to conduct a classroom action research in that school to solve the problem. The future researchers are suggested to find appropriate techniques or strategies to increase the students' comprehension in English. Besides, the future researchers who are interested in skimming and scanning techniques are suggested to conduct another research with the same or different research design at different schools and different respondents.



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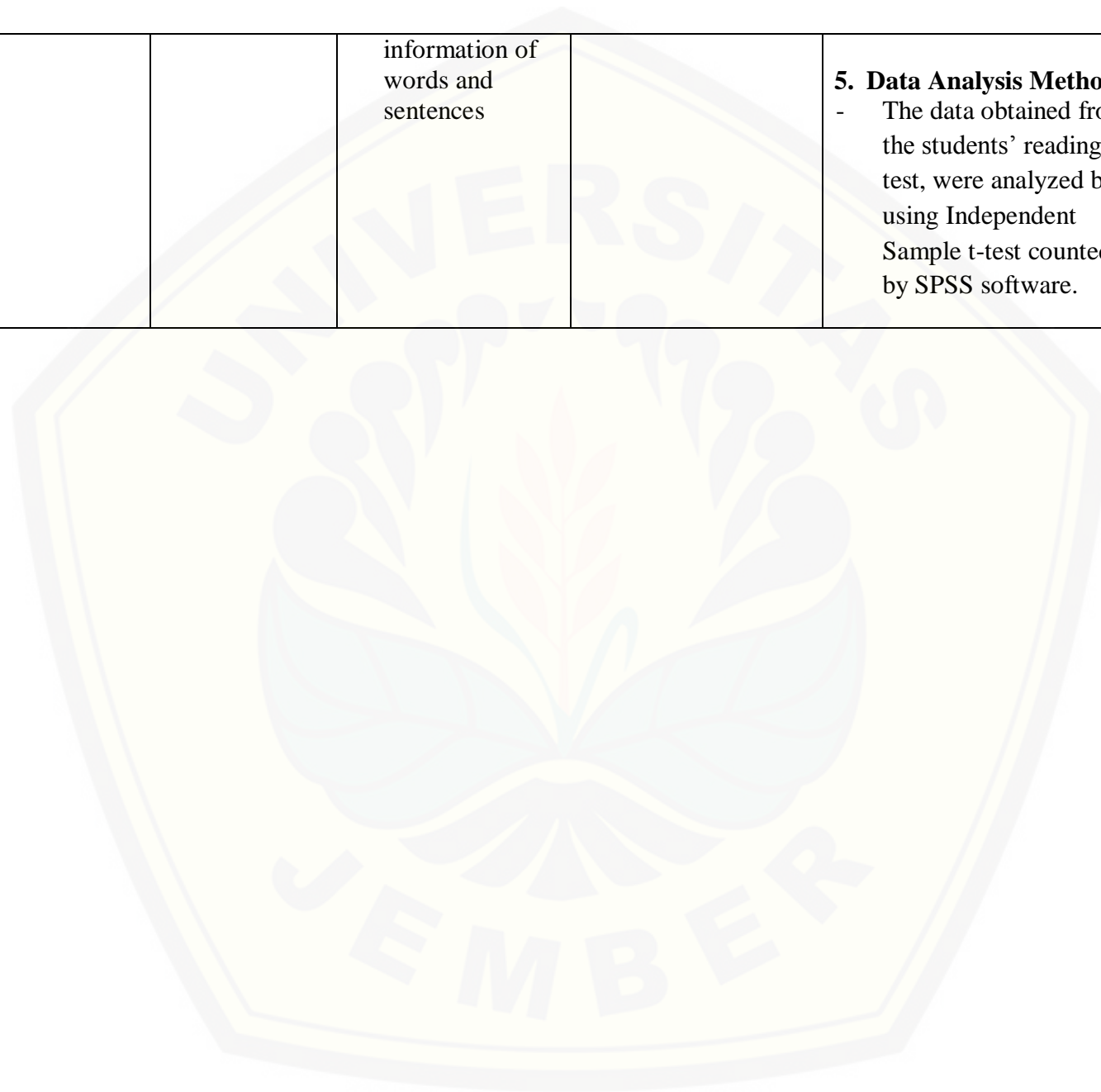
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Research Matrix

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recounts Text at SMPN 1 Silo Jember	<b>The research problem:</b> Is there any significant effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts?	<b>Dependent Variable:</b> The students' reading comprehension achievement.  <b>Independent Variable:</b> Teaching reading by using skimming and scanning techniques.	The scores of the students' reading comprehension test with the indicators: - Finding the main ideas of paragraphs and texts - Finding the specific information of words and sentences in the texts  Teaching reading by using skimming and scanning techniques: - Skimming for finding the main ideas of paragraphs and texts - Scanning for finding the specific	<b>1. Respondents:</b> The eighth grade students of SMPN 1 Silo, Jember in the 2014/2015 Academic year  <b>2. Informant:</b> The English teacher of SMPN 1 Silo, Jember.  <b>3. Documents:</b> - The names of the research respondents (the experimental group and the control group) - The previous English score of the eighth grade students from the English teacher	<b>1. Research Design:</b> Quasi Experimental with non equivalent- groups posttest-only design. (Mc Millan, 1996:175)  <b>2. Research Area Determination:</b> Purposive Method  <b>3. Respondent Determination Method:</b> Cluster random sampling. Two classes are taken randomly since the population was homogenous  <b>4. Data Collection Methods:</b> - Primary data: Reading test - Supporting data: Documents and interview	There is a significant effect of using skimming and scanning techniques on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember.

			information of words and sentences		<p><b>5. Data Analysis Method:</b></p> <ul style="list-style-type: none"> <li>- The data obtained from the students' reading test, were analyzed by using Independent Sample t-test counted by SPSS software.</li> </ul>	
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**a. Interview Guide**

The interview was done at December 13<sup>th</sup> 2014 at SMPN 1 Silo Jember.

No	Researcher's Questions	The English Teacher of Eighth Grade
1.	What is the curriculum used for the eighth grade in SMPN 1 Silo?	2006 Institutional Based Curriculum (KTSP)
2.	How long is the time allocation for every meeting?	2 x 40 minutes for every meeting, so there are 4 x 40 minutes in a week.
3.	What book do you use in teaching English?	I only use STAR Workbook, so there is no textbook
4.	How many times do you teach reading?	It depends on the material and teaching reading will be ended when I have taught 1 genre of the text
5.	What technique do you usually use when teaching reading?	Discussion technique, so the students work in small groups consist of 2 up to 4 students, read the texts together, find difficult words there and answer the questions
6.	Do you think that this technique works well to the students? Why?	Yes, because the students will discuss the reading text effectively with their friends, so the students are able to comprehend the text easily
7.	What kind of test that you usually give to the students in the reading comprehension test?	Objective test in the form of multiple choice items



8.	Have you ever applied skimming and scanning technique when teaching reading?	Never
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**b. Documentation Guide**

No	Supporting Data	Data Resources
1.	The names of the respondents (the experimental group and the control group)	School documents
2.	The recent midterm test scores of the eighth grade students (the population) from the English teacher	



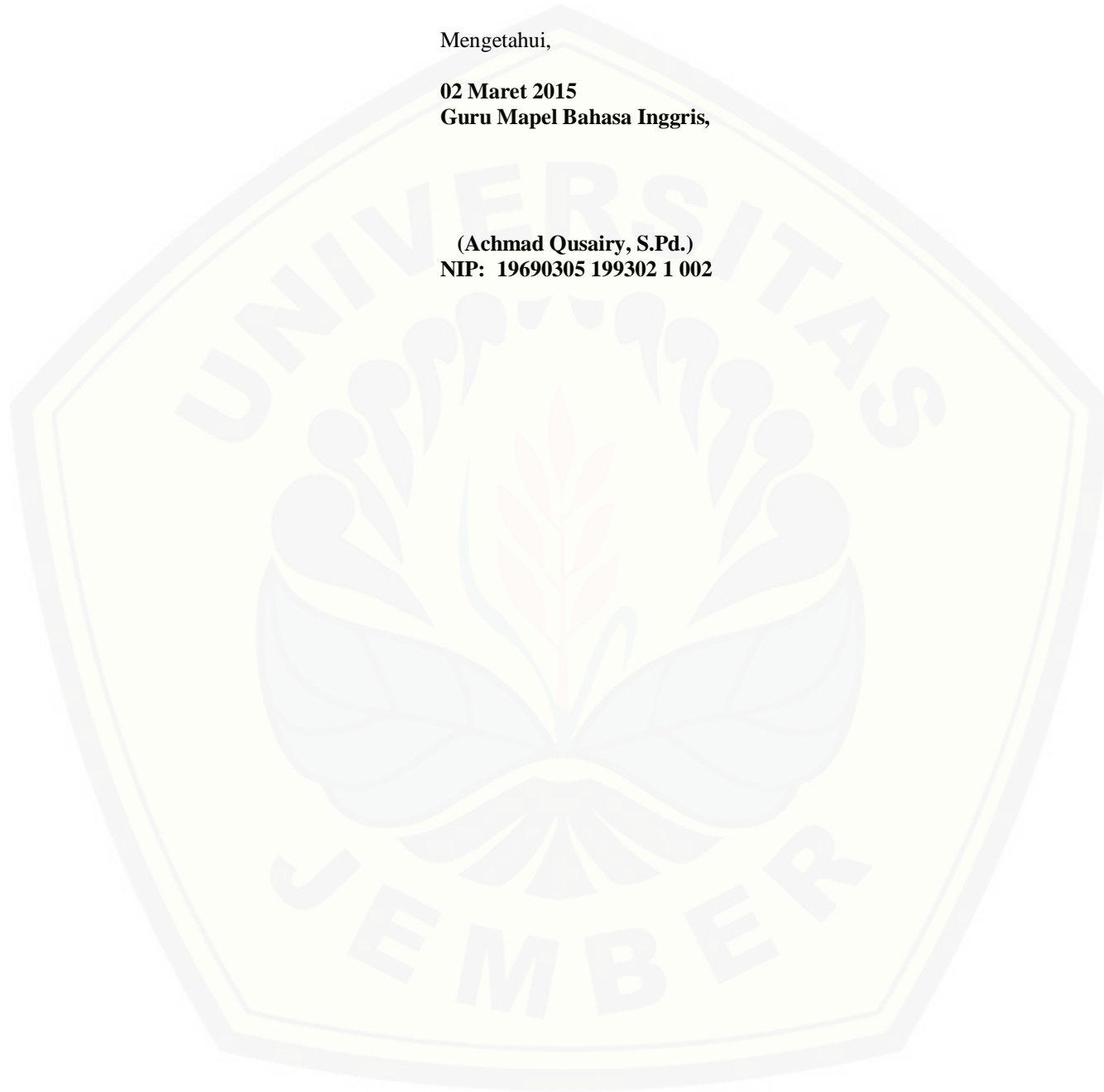
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar		intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca 9. Membaca teks <i>narrative / recount</i> lainnya	<i>recount</i>  • Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i>	Tes Tulis	Pertanyaan tertulis	<i>Answer the following questions based on the text.</i>		
11.3 Merespon makna dan langkah	1. Teks fungsional : - undangan	1. Mencermati teks fungsional pendek terkait materi	• Mengidentifikasi	Tes tulis	PG	<i>Choose the best option, a,b,c or d</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	- pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional	Tes tulis Tes tulis	Jawaban singkat Jawaban singkat	Answer the following questions Give short answers !		fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

Mengetahui,

**02 Maret 2015**  
**Guru Mapel Bahasa Inggris,**

**(Achmad Qusairy, S.Pd.)**  
**NIP: 19690305 199302 1 002**





**The Name of Research Respondents**

<b>Control Group (VIII A)</b>		<b>Experimental Group (VIII B)</b>	
<b>No</b>	<b>Name</b>	<b>No</b>	<b>Name</b>
1	AHMAD ZAMRONI	1	ABDUL QODIR JAILANI
2	AISAH	2	ADAM FIRMAN FADHILLAH
3	ALFIAN MIFTAHUL IMAMI	3	AHMAD ALVIAN EFENDI
4	ALFIATIN NURIYAH HASANAH	4	ALFIAN NAFI MAULIDI
5	ANGGI PRAYOGI	5	AYUNI NING TIAS WATI
6	ARI EKO WICAKSONO	6	BENI MAULANA PUTRA
7	ARIYUDA SASTRIAWAN	7	DEA ARISTIN
8	BELLA AYU SINTHA DEWI	8	DEKY BAHRUL ULUM
9	DANIEL CHRISTIAN	9	DINI NUR HOLIZA
10	DANU AKBAR ROMADHON	10	DONI PANGESTU
11	EKO YULIANTO	11	DYAH DEVIYA
12	ELA APRILIA MONICA	12	FARIDATUL MAGHFIROH
13	FEBRIANTI LAILATUL AYUNINGTIAS	13	FEBY FARADILA
14	FERI SETIAWAN	14	FERRI ARDIANTO
15	FITRI AYU WULANDARI	15	FIDIAWATI
16	HILDA ADERIA HUSAINI	16	FIRDATUL HASANAH
17	IPUNG DWIANSYAH	17	GILANG BAGUS ANDI PRATAMA
18	IRFATUS SOLEHA	18	MANIAR ISFARAINI
19	JAKA SYAFA'AT	19	INDAH WAHYUNI NINGSIH
20	LAYLI ALVINATUL KIROM	20	JADUK ARIEF SUSETYO
21	LEYLLA ERVIANTI	21	M. ZAIDAN NAUFAL KURNIAWAN
22	MERI MARINDA DWI ANGGRIANI	22	MOH ISKANDAR ZULKARNAIN
23	MOHAMMAD EGAR AREA BAGASKARA	23	MUHAMMAD FERI ARDIANSYAH
24	MOHAMMAD ROIS	24	MOHAMMAD RIKO PRASTIO
25	MUHAMMAD IKROM	25	MOHAMMAD SLAMET FAISOL
26	MUTIARA AZELINA	26	MUHAMMAD KURNIAWAN
27	NANIK NURAINI	27	NISWA NILAM CONITA FADEL
28	NUGROHO JAROT DWI ARDIANSAH	28	NUR ANISA DWI PUTRI
29	NURAINI SETYA USWATUN HASANAH	29	PUTRI AGUSTIN
30	NURIL LATIFATUL HASANAH	30	SHEILA FANESHA PRADITYA
31	SABNA	31	SITI AMINA
32	SEPTI EKA PUTRI NOVIYANTI	32	SITI MUARROFAH
33	SITI GEINIYAH	33	WAQIATUL MUNAWWAROH
34	SYAUKI BAGUS MAHENDRA	34	WASILATUR ROHMAH
35	WIDIA AYU SAFITRI	35	YAYUK SRI UTAMI
36	YEGTI FARADHILA SARI	36	YOGI SETIA NOVANDI



PEMERINTAH KABUPATEN JEMBER  
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Jln. Silo 49 Sempolan ☎ ( 0331 ) 521190 Kode pos 68184

**DAFTAR NILAI ULANGAN TENGAH SEMESTER**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII / 2  
Kelas : VIII A Tahun Ajaran : 2014/2015

No	Nama	NIS	SKM	Nilai
1	AHMAD ZAMRONI	7294	75	79
2	AISAH	7364	75	62
3	ALFIAN MIFTAHUL IMAMI	7257	75	51
4	ALFIATIN NURIYAH HASANAH	7296	75	85
5	ANGGI PRAYOGI	7329	75	45
6	ARI EKO WICAKSONO	7331	75	41
7	ARIYUDA SASTRIAWAN	7332	75	28
8	BELLA AYU SINTHA DEWI	7365	75	73
9	DANIEL CHRISTIAN	7367	75	59
10	DANU AKBAR ROMADHON	7259	75	60
11	EKO YULIANTO	7373	75	82
12	ELA APRILIA MONICA	7335	75	50
13	FEBRIANTI LAILATUL AYUNINGTIAS	7374	75	58
14	FERI SETIAWAN	7375	75	51
15	FITRI AYU WULANDARI	7306	75	77
16	HILDA ADERIA HUSAINI	7378	75	65
17	IPUNG DWIANSYAH	7310	75	76
18	IRFATUS SOLEHA	7238	75	82
19	JAKA SYAFA'AT	7340	75	60
20	LAYLI ALVINATUL KIROM	7312	75	72
21	LEYLLA ERVIANTI	7241	75	64
22	MERI MARINDA DWI ANGGRIANI	7383	75	70
23	MOHAMMAD EGAR AREA BAGASKARA	7346	75	60
24	MOHAMMAD ROIS	7242	75	51
25	MUHAMMAD IKROM	7274	75	61
26	MUTIARA AZELINA	7388	75	88
27	NANIK NURAINI	7350	75	47
28	NUGROHO JAROT DWI ARDIANSAH	7319	75	85
29	NURAINI SETYA USWATUN HASANAH	7351	75	100
30	NURIL LATIFATUL HASANAH	7352	75	92
31	SABNA	7322	75	46
32	SEPTI EKA PUTRI NOVIYANTI	7356	75	47
33	SITI GEINIYAH	7283	75	46
34	SYAUKI BAGUS MAHENDRA	7285	75	58
35	WIDIA AYU SAFITRI	7252	75	60
36	YEGTI FARADHILA SARI	7289	75	83
JUMLAH				2314
RATA - RATA				64,27778

Jember, 13 Februari 2015

Guru Mata Pelajaran

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DAFTAR NILAI ULANGAN TENGAH SEMESTER

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII / 2  
Kelas : VIII B Tahun Ajaran : 2014/2015

No	Nama	NIS	SKM	Nilai
1	ABDUL QODIR JAILANI	7255	75	75
2	ADAM FIRMAN FADHILLAH	7219	75	56
3	AHMAD ALVIAN EFENDI	7292	75	52
4	ALFIAN NAFI MAULIDI	7258	75	72
5	AYUNI NING TIAS WATI	7225	75	42
6	BENI MAULANA PUTRA	7228	75	45
7	DEA ARISTIN	7260	75	100
8	DEKY BAHRUL ULUM	7232	75	55
9	DINI NUR HOLIZA	7264	75	85
10	DONI PANGESTU	7371	75	56
11	DYAH DEVIYA	7265	75	69
12	FARIDATUL MAGHFIROH	7235	75	38
13	FEBY FARADILA	7267	75	80
14	FERRI ARDIANTO	7376	75	70
15	FIDIAWATI	7302	75	52
16	FIRDATUL HASANAH	7303	75	75
17	GILANG BAGUS ANDI PRATAMA	7336	75	67
18	MANIAR ISFARAINI	7237	75	45
19	INDAH WAHYUNI NINGSIH	7309	75	51
20	JADUK ARIEF SUSETYO	7240	75	76
21	M. ZAIDAN NAUFAL KURNIAWAN	7313	75	56
22	MOH ISKANDAR ZULKARNAIN	7343	75	76
23	MUHAMMAD FERI ARDIANSYAH	7347	75	70
24	MOHAMMAD RIKO PRASTIO	7272	75	80
25	MOHAMMAD SLAMET FAISOL	7273	75	76
26	MUHAMMAD KURNIAWAN	7275	75	80
27	NISWA NILAM CONITA FADEL	7277	75	62
28	NUR ANISA DWI PUTRI	7278	75	54
29	PUTRI AGUSTIN	7354	75	44
30	SHEILA FANESHA PRADITYA	7357	75	70
31	SITI AMINA	7358	75	67
32	SITI MUARROFAH	7249	75	70
33	WAQIATUL MUNAWWAROH	7361	75	36
34	WASILATUR ROHMAH	7398	75	80
35	YAYUK SRI UTAMI	7288	75	80
36	YOGI SETIA NOVANDI	7362	75	64
JUMLAH				2326
RATA - RATA				64,61111

Jember, 13 Februari 2015

Guru Mata Pelajaran

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## DAFTAR NILAI ULANGAN TENGAH SEMESTER

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII / 2  
 Kelas : VIII C Tahun Ajaran : 2014/2015

No	Nama	NIS	SKM	Nilai
1	ABDUL WAFI SOLIHIN	7363	75	84
2	AHMAD DAYROBI	7221	75	62
3	AHMAD DIKI DARUSSALAM	7293	75	50
4	ALDY MARETA MELSANDY	7256	75	81
5	ANTI ARINDA	7297	75	65
6	APRIANA DWI ARIFIN	7330	75	41
7	ARDA RISTA DIAH PRASASTI	7399	75	73
8	BESTHA YUDHA IKRAMA	7366	75	59
9	DANISA DARA NINDYA	7333	75	28
10	DELA DENADA	7261	75	60
11	DEVI SINTATUL JANNAH	7369	75	82
12	DEWI AYU SEPTININGTIAS	7370	75	50
13	DIAN AGUSTINA	7263	75	58
14	DWI SUSANTI	7234	75	51
15	FERNANDA GILANG ROMADAN	7301	75	77
16	GALIH LINGGA BUANA	7307	75	82
17	HAMDANI RIDWAN	7337	75	76
18	IMROATUS SHOLIHAH	7379	75	45
19	MAULIDYA TASYA TRI ATMOJO	7382	75	60
20	MUHAMMAD DANI	7270	75	72
21	MOHAMMAD ABIEL QASYIM	7345	75	64
22	MUHAMMAD AFAN SAYADI	7317	75	70
23	MUHAMMAD AQIL SYAFIKRI	7243	75	60
24	MUHAMMAD SENOL ARIFIN	7386	75	51
25	RACHMA FERYNA WAHYU IKA KURNIA	7390	75	61
26	REYNALDI FEBRIAN ROSID	7280	75	88
27	RINA YULIASTRIK AGUSTIN	7392	75	50
28	ROBY FIRMANSYAH	7393	75	85
29	SAFIRA MEILINA	7282	75	93
30	SITI NOVITA SARI	7250	75	92
31	TIKA SARI	7359	75	46
32	USWATUN HASANAH	7286	75	47
33	VEGA HIMAYATUS SHOROFIL MUSLIMAT	7325	75	50
34	WINDI PUTRI TASYANDA	7287	75	54
35	YUNI DESTI FERAWATI NINGSIH	7290	75	60
JUMLAH				2231
RATA - RATA				63.85294

Jember, 13 Februari 2015

Guru Mata Pelajaran

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PEMERINTAH KABUPATEN JEMBER

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## DAFTAR NILAI ULANGAN TENGAH SEMESTER

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII / 2  
 Kelas : VIII D Tahun Ajaran : 2014/2015

No	Nama	NIS	SKM	Nilai
1	AHMAD HUDAILI IMRON ARIFIN	7222	75	68
2	BAYU SURYA DINATA	7226	75	76
3	BELA KUSUMA WARDANI	7227	75	72
4	BUSTANUL ARIFIN	7298	75	50
5	CARLA SOFFANATA DEDI HERMANSYAH	7229	75	70
6	CYINTIA MAISA ALVIN ILMIA	7230	75	72
7	ERVINA AGUSTIN	7299	75	74
8	FIRLY AYU KUMALA DEWI	7304	75	64
9	FIRMANSYAH	7305	75	60
10	HASYIM AS'ARY	7338	75	68
11	HILDAYATUL LAILIYAH	7308	75	55
12	INGE FATMA HASANAH	7339	75	70
13	ITA HANDAYANI	7239	75	56
14	LAFERINA WITRI NURJANNAH	7341	75	64
15	LAYLI MUNIKA RAHARDJO	7381	75	64
16	LINDI AISATUL MAISAROH	7342	75	44
17	MOH. DIMAS GALANG ROMADHON	7344	75	54
18	MOHAMMAD FARID ROMDONI	7316	75	58
19	MUHAMMAD IQBAL ALALLAH	7385	75	64
20	MUHAMMAD SAIDI	7276	75	75
21	MUHAMMAD SOLEHUDIN	7318	75	65
22	MUHAMMAD SUKRON	7244	75	53
23	NABILA	7348	75	67
24	NAFILATUL LAILI	7349	75	65
25	OKTAVIA YANTI SINTYA	7246	75	64
26	PUTRI DEWI	7247	75	85
27	RHASWINCH M. GALMASIZ	7320	75	72
28	RENI SHELA WAGIANTO	7321	75	46
29	SAFARATUL HOFIFAH	7281	75	64
30	SAIFUL BAKRI	7248	75	70
31	SEFIYATUL HASANAH	7323	75	72
32	SHafa ALIFIA BAROKAH	7324	75	50
33	SITI AISYAH	7394	75	62
34	TRI INDAH SULISTYONINGSIH	7397	75	68
35	YULI ARISTA	7326	75	64
JUMLAH				2239
RATA - RATA				63.97143

Jember, 13 Februari 2015

Guru Mata Pelajaran

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PEMERINTAH KABUPATEN JEMBER

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Jln. Silo 49 Sempolan ☎ ( 0331 ) 521190 Kode pos 68184

## DAFTAR NILAI ULANGAN TENGAH SEMESTER

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII / 2  
 Kelas : VIII E Tahun Ajaran : 2014/2015

No	Nama	NIS	SKM	Nilai
1	AHMAD MAULID DHOYROBI	7291	75	67
2	ADNAN RAMADHANI	7327	75	70
3	AIS AURELIA SALSABILA	7223	75	74
4	AKHMAD GADAVI ALFARISI	7328	75	45
5	ANISA ARI SANTI	7224	75	66
6	DEDEK FITRIANA	7231	75	64
7	DENI PRIYANTO	7368	75	45
8	DESI FITRIYATUL INSIYAH	7262	75	70
9	ERIZA YULISTIANA SARI	7266	75	79
10	FENY OCTAVIA	7300	75	61
11	FIRHAN GHULAM ACHMAD	7377	75	34
12	GENUH BIMA SUGIARTO	7236	75	76
13	GHATFAN AUFA MAJID	7268	75	60
14	HALIMATUS SADIYAH	7269	75	78
15	IVAN FAUSI PRATAMA	7380	75	82
16	JAMILATUL INAROH	7311	75	70
17	MAWARDANI ADI PRATAMA DEWI	7314	75	89
18	MENTARI DELLA ROMADANI	7315	75	75
19	MOH. BASRI DIYANTO	7384	75	27
20	MOHAMMAD BINTANG ALAMSYAH	7271	75	54
21	MUH. SULTON BAGUS YUDISTIAWAN	7387	75	77
22	MUNAWAROH	7245	75	56
23	NURIL HAKIKI	7279	75	76
24	NURUL HIDAYAH	7389	75	30
25	PRIYO WIJAKSONO	7353	75	68
26	REDI ERWINSYAH	7391	75	65
27	RENITA SARI NUR AFROH	7355	75	64
28	SITTI KHOLIFAH	7284	75	75
29	SOFIATUN HASANAH	7395	75	75
30	SUBHAN MAKMUN	7396	75	64
31	SULTON RAHMAT	7251	75	65
32	TITANIA AGUSTIN	7360	75	66
33	YULIA ISTIQOMAH	7253	75	61
34	ZAHROTUN NURFADILAH	7254	75	67
JUMLAH				2195
RATA - RATA				64.55882

Jember, 13 Februari 2015

Guru Mata Pelajaran

Achmad Qusairy, S. Pd.  
 NIP. 19690305 199302 1 002

### **THE ANALYSIS OF THE STUDENTS' READING SCORES**

The students' reading scores which are got from the English teacher are analyzed by using SPSS to make sure that the two classes are homogenous.

The steps are explained as follows:

1. Open the Data File which has been inserted into SPSS data editor.
2. Choose Analyze menu.
3. From Analyze menu, choose sub-menu Compare Means and choose sub-menu One Way ANOVA.
4. Put Score as Dependent List and Class as Factor List.
5. From Contrast, choose Polynomial.
6. From Post Hoc, choose LSD and Tukey.
7. From Options, choose Descriptive and Homogeneity of Variance Test.
8. Click Continue
9. Click OK

The criteria of taking decision from the result of processing data:

$H_0$  = the two classes are homogeneous and the significance number is higher than 0.05.

$H_1$  = the two classes are not homogeneous and the significance number is less than 0.05.

The result of analysis:

**Table 1. Descriptive**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
8A	36	64.31	16.459	2.743	58.74	69.87	28	100
8B	36	64.61	14.956	2.493	59.55	69.67	36	100
8C	35	64.31	14.850	2.510	59.21	69.42	40	93
8D	35	64.34	8.394	1.419	61.46	67.23	45	82
8E	34	64.32	14.178	2.431	59.38	69.27	27	89
Total	176	64.38	13.906	1.048	62.31	66.45	27	100

**Table 2. ANOVA**

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	2.430	4	.608	.003	1.000
Unweighted	.189	1	.189	.001	.975
Weighted	.187	1	.187	.001	.976
Deviation	2.243	3	.748	.004	1.000
Within Groups	33837.064	171	197.878		
Total	33839.494	175			

From the result above, the significance number is 1.000. The significance number is higher than 0.05. It means that  $H_0$  is accepted and  $H_1$  is rejected. Thus, it can be concluded that the two classes are homogenous based on the result of the analysis.

**LESSON PLAN**  
**EXPERIMENTAL GROUP**  
**(MEETING 1)**

<b>Subject</b>	<b>: English</b>
<b>School</b>	<b>: SMP Negeri 1 Silo</b>
<b>Level / Semester</b>	<b>: VIII / 2</b>
<b>Language Skill</b>	<b>: Reading Comprehension</b>
<b>Genre</b>	<b>: Recount</b>
<b>Theme</b>	<b>: Past Experience</b>
<b>Time Allocation</b>	<b>: (2x40 minutes)</b>

**I. Standard of Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan narrative untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan narrative.

**III. Indicators**

3.1 Cognitive

Product

1. Finding general information (paragraph and text comprehension) based on the recount text by answering multiple choice questions.

Process

2. Reading the text by using skimming technique to find the general information of it.

#### IV. Learning objectives

##### 4.1 Cognitive

Product

1. The students are able to find general information (paragraph and text comprehension) based on the recount text by answering multiple choice questions correctly.

Process

2. The students are able to read the text by using skimming technique to find general information of it.

#### V. Learning Materials:

Enclosed

#### VI. Technique

Skimming Technique

#### VII. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction - Greeting the students - Giving some leading questions - Stating the learning objectives	- Greeting the teacher - Answering the questions - Listening to the teacher	10'
2.	Main Activity - Dividing the students into small groups consist of 2 students for each group (pair) - Explaining the definition,	- Making groups consist of 2 students of each group (pair) - Taking a note	65'



	<p>social function, generic structure and language features of a recount text.</p> <ul style="list-style-type: none"> <li>- Showing the example of a recount text.</li> <li>- Asking the students to read the recount text.</li> <li>- Asking the students to do TASK 1 to identify the generic structure of the recount text in pairs.</li> <li>- Explaining about the skimming technique.</li> <li>- Giving the explanation how to implement the skimming technique.</li> <li>- Asking the students to do the TASK 2 by implementing skimming technique in the task through reading the question first, then reading the text fast and going back to the questions with the four choices provided in pairs.</li> <li>- Asking the students' difficulties in doing the skimming technique.</li> <li>- Checking the students' answers together with class.</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at the example of recount text</li> <li>- Reading the text</li> <li>- Identifying the generic structure of the text in pairs.</li> <li>- Taking a note</li> <li>- Taking a note</li> <li>- Doing TASK 2 by using skimming technique in pairs.</li> <li>- Answering the teacher's questions</li> <li>- Checking the answers</li> </ul>	
3.	<p>Closure</p> <ul style="list-style-type: none"> <li>- Drawing a conclusion by question and answer (Q-A) about the material.</li> <li>- Parting</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing a conclusion by answering the teacher's questions</li> <li>- Parting</li> </ul>	5'

### VIII. Sources and Media

#### a. Sources

Practice Your English Competence for SMP/MTS Class VIII,  
Erlangga Publisher

#### b. Media

- ✓ Recount Text
- ✓ The students' worksheet
- ✓ Laptop

**IX. Evaluation**

The written task is enclosed

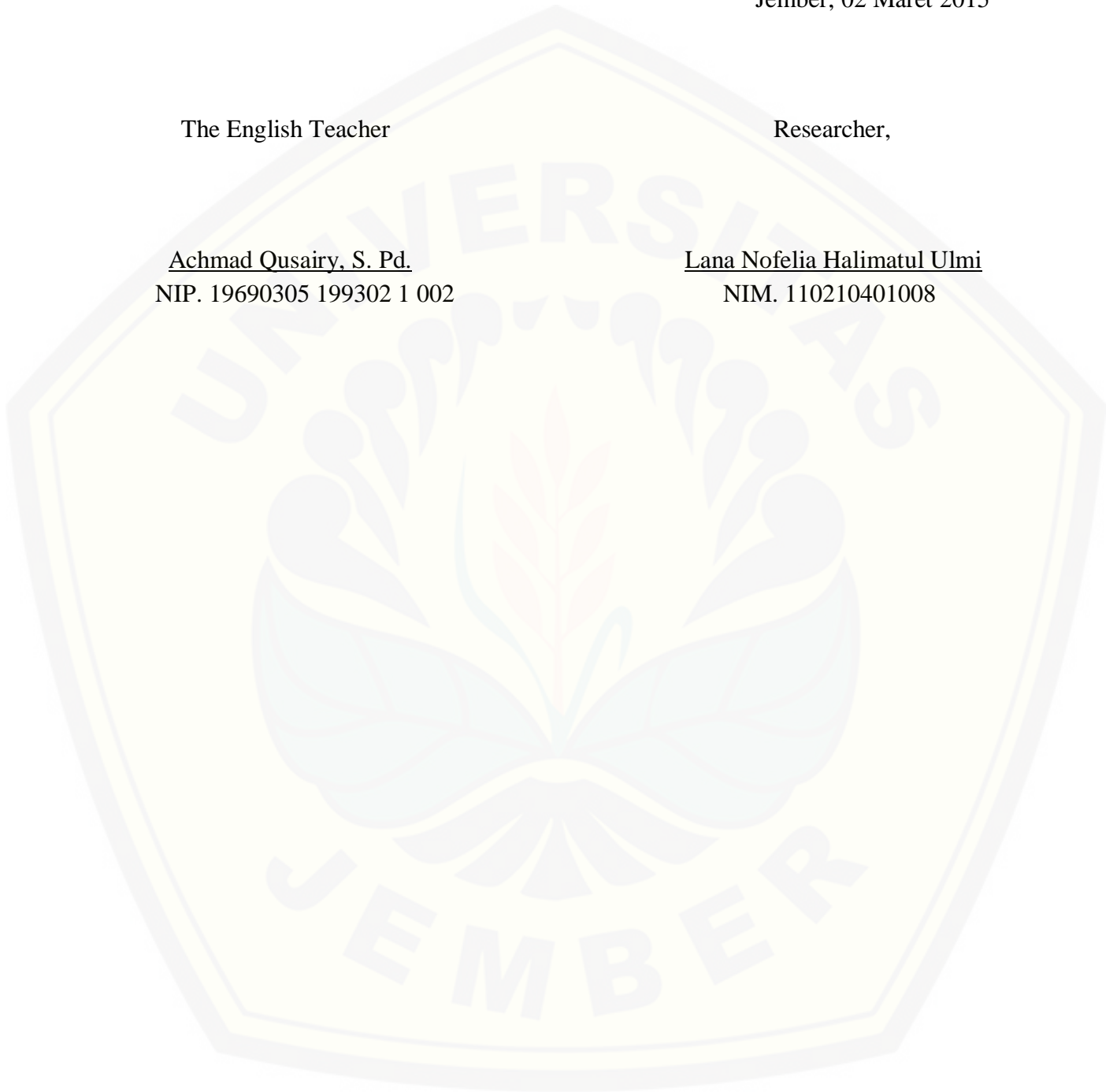
Jember, 02 Maret 2015

The English Teacher

Researcher,

Achmad Qusairy, S. Pd.  
NIP. 19690305 199302 1 002

Lana Nofelia Halimatul Ulmi  
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## INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Do you have any unforgettable experience in your life?
2. Is it sad or happy?
3. Have you ever written about your past experience?
4. What do we call a text which tells about past experience?

- **Materials**

**1. Definition of Recount Text**

A recount text is a text which retells past events or experiences in the order they happened.

**2. Social Function of Recount Text**

To retell something that happened in the past and to tell a series of past event

**3. Generic Structure of Recount Text**

a. Orientation

This part gives details of: who/what/where/when/why

b. Events

This part retells what happened in chronological order.

c. Re-orientation

This part tells the writer's comment about the events that happened. It can also be said to be the conclusion of the text.

**4. Language Features:**

- a. The use of simple past tense
- b. The use of time connectives, such as:
  - First,
  - Next,
  - Then,
  - Soon,
  - During,
  - After,
  - Later,
  - Eventually,
  - Finally,
- c. The use of adjectives

- **The example of a recount text**

Last month, Salma and her parents were on holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore several times for business.

The first place of interest they went to was the Singapore Zoo. They enjoyed watching the animals and had close encounters with them.

The next day, they visited Chinatown Point. They shopped for lots of clothing made of silk. Then, they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colours.

They really enjoyed their visit in Singapore.

- **Stating the generic structure of a recount text**

Last month, Salma and her parents were on holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore several times for business.

**Orientation**

The first place of interest they went to was the Singapore Zoo. They enjoyed watching the animals and had close encounters with them.

**Events**

The next day, they visited Chinatown Point. They shopped for lots of clothing made of silk. Then, they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colours.

They really enjoyed their visit in Singapore.

**Re-orientation**

**TASK 1**

Please identify the generic structure of the recount text below by using the skimming technique correctly!

Do it in 5 minutes!

Last week, Rehan's class had a field trip to Kampoeng Wisata Taman Lele. There were twenty five students and two teachers visiting the park. They went there by bus.

At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals. There were crocodiles, deer, monkeys and of course, catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the surface of the water.

Rehan and his friends also enjoyed riding in a water pedicab and on a flying fox. At the end of their visit, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata Taman Lele. They had to submit the composition on the next school day. The teacher also said that the best composition would get two free tickets to Taman Lele.

Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again.

*(Taken from: Practice Your English Competence for SMP/MTS Class VIII)*



**TASK 2**

Answer these following questions in 10 minutes by applying the skimming technique individually!

My family likes seas very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of our friends. Then, we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There was an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

*(Adapted from: Scaffolding English for Junior High School)*

1. What does paragraph 1 tell you about?
  - a. The writer's family went to the seaside and camped there.
  - b. The writer and his family had races against another boats.
  - c. The writer and his family spent the holiday in a place at the seaside.
  - d. The writer's family planned to borrow a boat for their holiday.
2. Paragraph 2 mostly talks that the writer and his family.....
  - a. went to the river near the sea
  - b. sailed to the nearest island

- c. went to the lake near the sea
- d. borrowed their friend's boat
3. What is mostly talk about in paragraph 3?
  - a. The writer and his family had lunch with the fish they got from the lake.
  - b. The writer and his family caught the fish by using a hook and small bread.
  - c. The writer's family sailed to the land in the morning to have lunch.
  - d. The writer and his family sailed to the lake near the sea.
4. What is paragraph 4 mostly discussed?
  - a. The writer and his family sailed to the nearest island by using a boat.
  - b. The writer's and his family's experience in the nearest island.
  - c. There was a beautiful beach with white sand in the island.
  - d. The distance to reach the nearest island was only a mile.
5. What is the suitable title for the text?
  - a. The Terrific Last Year Holiday
  - b. The Nice Holiday in the Lake
  - c. My Family's Holiday
  - d. The Unforgettable Holiday
6. The generic structure of paragraph 1 is.....
  - a. orientation
  - b. events
  - c. re-orientation
  - d. conclusion
7. What is the purpose of the text?
  - a. To tell the writer's experience in his last year holiday.
  - b. To describe the sea, lake and the nearest island.
  - c. To persuade the readers to visit the sea.
  - d. To amuse the reader about the sea, lake and the island.

- **Answer Key**

- |      |      |
|------|------|
| 1. C | 6. A |
| 2. C | 7. A |
| 3. B |      |
| 4. B |      |
| 5. D |      |

**LESSON PLAN**  
**EXPERIMENTAL GROUP**  
**(MEETING 2)**

<b>Subject</b>	<b>: English</b>
<b>School</b>	<b>: SMP Negeri 1 Silo</b>
<b>Level / Semester</b>	<b>: VIII / 2</b>
<b>Language Skill</b>	<b>: Reading Comprehension</b>
<b>Genre</b>	<b>: Recount</b>
<b>Theme</b>	<b>: Past Experience</b>
<b>Time Allocation</b>	<b>: (2x40 minutes)</b>

**I. Standard of Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan narrative untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan narrative.

**III. Indicators**

3.1 Cognitive

Product

1. Finding specific information (word and sentence comprehension) based on the recount text by answering multiple choice questions.

Process

2. Reading the recount text by using the scanning technique to find the specific information of it.

#### IV. Learning objectives

##### 4.1 Cognitive

Product

1. The students are able to find specific information (word and sentence comprehension) based on the recount text by answering multiple choice questions correctly.

Process

2. The students are able to read the text by using scanning technique to find specific information of it.

#### V. Learning Materials:

Enclosed

#### VI. Technique

Scanning Technique

#### VII. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction - Greeting the students - Giving some leading questions - Stating the learning objectives	- Greeting the teacher - Answering the questions - Listening to the teacher	10'
2.	Main Activity - Dividing the students into small groups that consist of 2 students of each group (pair) - Explaining about scanning	- Making groups consist of 2 students of each group (pair) - Taking a note	65'

	technique. - Giving explanation to implement the scanning technique. - Asking the students to do TASK 1 by implementing the scanning technique through reading the question first, then reading the text fast and going back to the question with the four choices provided in pairs. - Asking the students' difficulties - Checking the students' answers together with class.	- Taking a note  - Doing TASK 1 by using scanning technique in pairs  - Answering the teacher's question - Checking the answer	
3.	Closure - Drawing a conclusion by question and answer (Q-A) about the material. - Parting	- Drawing a conclusion by answering the teacher's questions - Parting	5'

### VIII. Sources and Media

#### a. Sources

Practice Your English Competence for SMP/MTS Class VIII,  
Erlangga Publisher

#### b. Media

- ✓ Recount Text
- ✓ The students' worksheet
- ✓ Laptop

### IX. Evaluation

The written task is enclosed



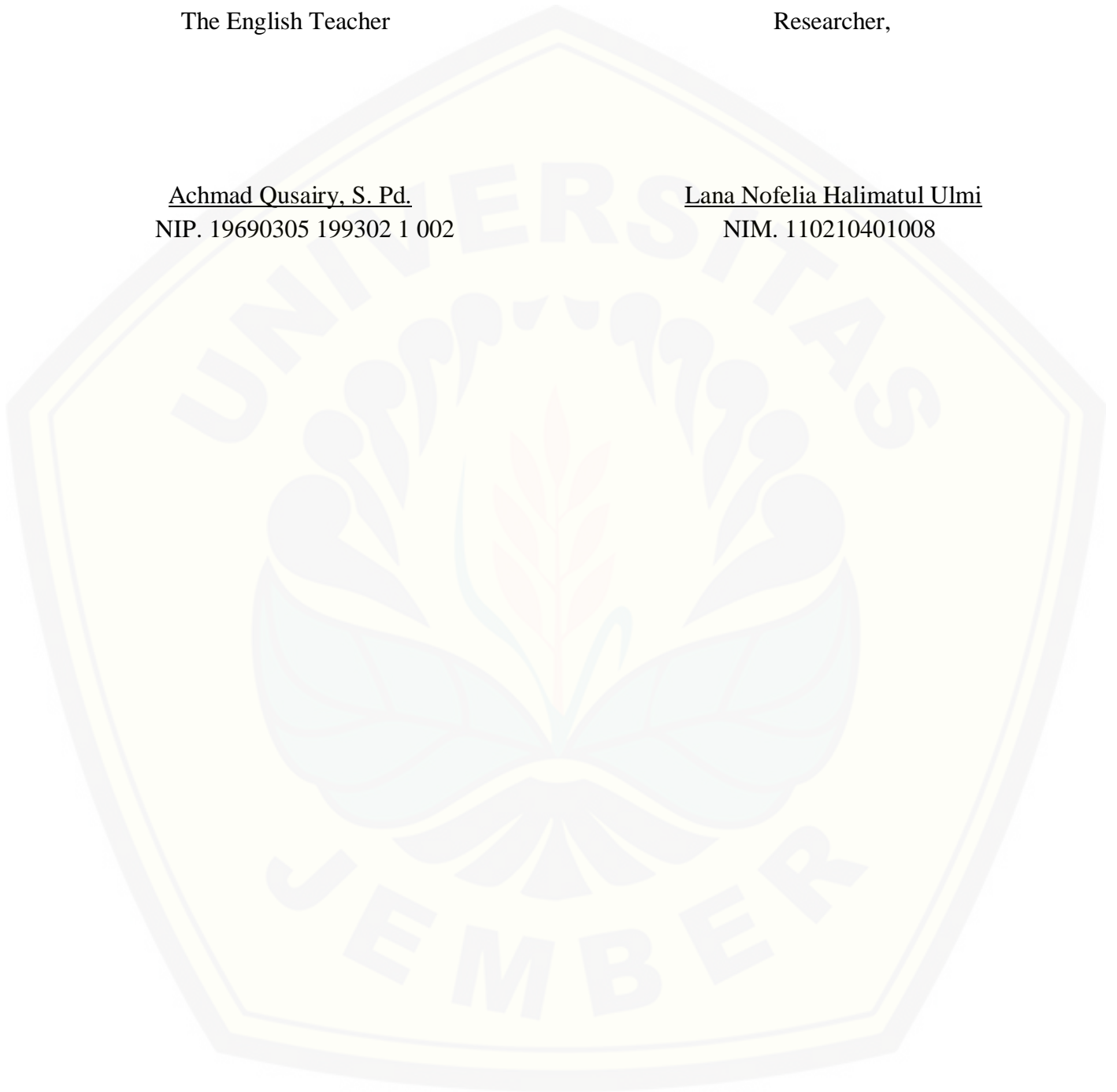
Jember, 02 Maret 2015

The English Teacher

Researcher,

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NIP. 19690305 199302 1 002

Lana Nofelia Halimatul Ulmi  
NIM. 110210401008



### INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Have you already known about a recount text?
2. Have you already known about scanning technique?
3. Do you have any difficulty in implementing scanning technique?

- **PRACTICE 1**

Answer these following questions in 20 minutes by applying scanning technique individually!

**Line 1** Last vacation, my father took me to Karimun Jawa Islands. From Jepara, we took a ferry and the journey lasted for about six hours.

While crossing the Jepara waters, we had to face big waves. The relatively big ferry pitched and rolled violently.

**Line 5** We spent the night at an inn which was located in the sea, not far from the quay. Below our room was water and in front of it was water too. The most exciting part of the inn was that it had breeding centres for turtles and sharks. The staff told me that the guests were allowed to swim with the sharks which were of small species.

**Line 10** The next day, a motorboat was ready to pick us up at 8.00 a.m. we planned to dive and snorkel in the small islands of Karimun Jawa. The first island we visited was Cemara Island. The boat couldn't get all the way to the island because the water was too shallow. We had to get off the boat about 500 metres from the shore and swim there. The water was clear and warm and the seabed was sandy with a lot of seaweed growing there.

**Line 15** The next islands we visited were Tanjung Gelam and Menjangan Kecil. We went snorkelling in the waters around the reef on both islands. Before going back to our inn, we dropped in at the *kerapu* fish breeding centre.

(Taken from: *Practice Your English Competence for SMP/MTS Class VIII*)

1. Who took the writer to Karimun Jawa Islands?
  - a. His friend
  - b. His brother
  - c. His father
  - d. His uncle
2. How many hours did the journey last?
  - a. 5 hours
  - b. 6 hours
  - c. 7 hours
  - d. 8 hours
3. What was the inn like?
  - a. It was located near the harbour in the open sea.
  - b. It was exciting, but very expensive too.
  - c. It had a collection of shark displays.
  - d. It was full of water during the tide.
4. Why could not the writer's boat get all the way to Cemara Island? Because....
  - a. There were many wild sharks in the sea.
  - b. The wave in the sea was very big.
  - c. It was very dangerous for the boat.
  - d. The water was too shallow.
5. "Below *our* room was water and in front of it was water, too" (line 6)  
What does the italic word refer to?
  - a. The writer and his father
  - b. The turtles and sharks
  - c. The writer and the sharks
  - d. The staffs and the turtle
6. What time did a motorboat pick up the writer and his family?
  - a. 5.00 a.m.
  - b. 6.00 a.m.
  - c. 7.00 a.m.

- d. 8.00 a.m.
7. “The water was clear and warm and ..... “ (line 14)  
What is the opposite meaning from the underlined word?  
a. Pure                      b. Muddy                      c. Clean                      d. Transparent
8. What were the writer’s and his father’s plan in the small islands of Karimun Jawa?  
a. Swimming and sun bathing  
b. Shopping and swimming  
c. Diving and snorkelling  
d. Diving and shopping
9. “The staff told me that the guests were *allowed* to swim .....” (line 8)  
The italic word can be replaced with the word.....  
a. Forbidden              b. disallowed              c. prohibited              d. permitted
10. How was the water in Cemara Island?  
a. Clear and warm  
b. Cold and clear  
c. Clean and hot  
d. Warm and dirty

- **Answer Key**

1. C
2. B
3. A
4. D
5. A
6. D
7. B
8. C
9. D
10. A

**LESSON PLAN**  
**CONTROL GROUP**  
**(MEETING 1)**

<b>Subject</b>	<b>: English</b>
<b>School</b>	<b>: SMP Negeri 1 Silo</b>
<b>Level / Semester</b>	<b>: VIII / 2</b>
<b>Language Skill</b>	<b>: Reading Comprehension</b>
<b>Genre</b>	<b>: Recount</b>
<b>Theme</b>	<b>: Past Experience</b>
<b>Time Allocation</b>	<b>: (2x40 minutes)</b>

**I. Standard of Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan narrative untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan narrative.

**III. Indicators**

3.1 Cognitive

Product

1. Finding general information (paragraph and text comprehension) based on the recount text by answering multiple choice questions.



Process

2. Identifying difficult words in the text and finding their meanings.

#### IV. Learning objectives

##### 4.1 Cognitive

Product

1. The students are able to find general information (paragraph and text comprehension) based on the recount text by answering multiple choice questions correctly.

Process

2. The students are able to identify difficult words in the text and find their meanings.

#### V. Learning Materials:

Enclosed

#### VI. Technique

Discussion Technique

#### VII. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction - Greeting the students. - Giving some leading questions. - Stating the learning objectives.	- Greeting the teacher. - Answering the questions - Listening to the teacher	10'
2.	Main Activity - Dividing the students into small groups consist of 2 students for each group (pair) - Explaining the definition, social function, generic	- Making groups consist of 2 students of each group (pair) - Taking a note	65'

	<p>structure and language features of a recount text.</p> <ul style="list-style-type: none"> <li>- Showing the example of a recount text.</li> <li>- Asking the students to read the recount text.</li> <li>- Asking the students to do TASK 1 to identify the generic structure of the recount text in pairs</li> <li>- Asking the students to do TASK 2 in pairs.</li> <li>- Asking the students to find the meanings of the difficult words in the text by using a dictionary.</li> <li>- Asking the students whether they have difficulties or not.</li> <li>- Checking the students' answers together with class.</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at the example of recount text</li> <li>- Reading the text.</li> <li>- Identifying the generic structure of the text in pairs.</li> <li>- Doing TASK 2 in pairs.</li> <li>- Finding the meanings of the difficult words in the text by using a dictionary</li> <li>- Answering the teacher's question</li> <li>- Checking the answers</li> </ul>	
3.	<p>Closure</p> <ul style="list-style-type: none"> <li>- Drawing a conclusion by question and answer (Q-A) about the material.</li> <li>- Parting</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing a conclusion by answering the teacher's questions</li> <li>- Parting</li> </ul>	5'

### VIII. Sources and Media

#### a. Sources

Practice Your English Competence for SMP/MTS Class VIII,  
Erlangga Publisher

#### b. Media

- ✓ Recount Text
- ✓ The students' worksheet
- ✓ Laptop

### IX. Evaluation

The written task is enclosed

Jember, 02 Maret 2015

The English Teacher

Researcher,

Achmad Qusairy, S. Pd.  
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Lana Nofelia Halimatul Ulmi  
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## INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Do you have any unforgettable experience in your life?
2. Is it sad or happy?
3. Have you ever written about your past experience?
4. What do we call a text which tells about past experience?

- **Materials**

**1. Definition of Recount Text**

A recount text is a text which retells past events or experiences in the order they happened.

**2. Social Function of Recount Text**

To retell something that happened in the past and to tell a series of past event

**3. Generic Structure of Recount Text**

a. Orientation

This part gives details of: who/what/where/when/why

b. Events

This part retells what happened in chronological order.

c. Re-orientation

This part tells the writer's comment about the events that happened. It can also be said to be the conclusion of the text.

**4. Language Features:**

a. The use of simple past tense

b. The use of time connectives, such as:

- First,
- Next,
- Then,
- Soon,
- During,
- After,
- Later,
- Eventually,
- Finally,

c. The use of adjectives

- **The example of a recount text**

Last month, Salma and her parents were on holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore several times for business.

The first place of interest they went to was the Singapore Zoo. They enjoyed watching the animals and had close encounters with them.

The next day, they visited Chinatown Point. They shopped for lots of clothing made of silk. Then, they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colours.

They really enjoyed their visit in Singapore.

- **Stating the generic structure of a recount text**

Last month, Salma and her parents were on holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore several times for business.

**Orientation**

The first place of interest they went to was the Singapore Zoo. They enjoyed watching the animals and had close encounters with them.

**Events**

The next day, they visited Chinatown Point. They shopped for lots of clothing made of silk. Then, they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colours.

They really enjoyed their visit in Singapore.

**Re-orientation**



**TASK 1**

Please identify the generic structure of the recount text below correctly!

Do it in 10 minutes!

Last week, Rehan's class had a field trip to Kampoeng Wisata Taman Lele. There were twenty five students and two teachers visiting the park. They went there by bus.

At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals. There were crocodiles, deer, monkeys and of course, catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the surface of the water.

Rehan and his friends also enjoyed riding in a water pedicab and on a flying fox. At the end of their visit, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata Taman Lele. They had to submit the composition on the next school day. The teacher also said that the best composition would get two free tickets to Taman Lele.

Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again.

*(Taken from: Practice Your English Competence for SMP/MTS Class VIII)*

**TASK 2**

Answer these following questions by crossing a, b, c or d for the best answer!

Do it in 30 minutes!

My family likes seas very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of our friends. Then, we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There was an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

*(Adapted from: Scaffolding English for Junior High School)*

1. What does paragraph 1 tell you about?
  - a. The writer's family went to the seaside and camped there.
  - b. The writer and his family had races against another boats.
  - c. The writer and his family spent the holiday in a place at the seaside.
  - d. The writer's family planned to borrow a boat for their holiday.
2. Paragraph 2 mostly talks that the writer and his family.....
  - a. went to the river near the sea
  - b. sailed to the nearest island

- c. went to the lake near the sea
  - d. borrowed their friend's boat
3. What is mostly talk about in paragraph 3?
- a. The writer and his family had lunch with the fish they got from the lake.
  - b. The writer and his family caught the fish by using a hook and small bread.
  - c. The writer's family sailed to the land in the morning to have lunch.
  - d. The writer and his family sailed to the lake near the sea.
4. What is paragraph 4 mostly discussed?
- a. The writer and his family sailed to the nearest island by using a boat.
  - b. The writer's and his family's experience in the nearest island.
  - c. There was a beautiful beach with white sand in the island.
  - d. The distance to reach the nearest island was only a mile.
5. What is the suitable title for the text?
- a. The Terrific Last Year Holiday
  - b. The Nice Holiday in the Lake
  - c. My Family's Holiday
  - d. The Unforgettable Holiday
6. The generic structure of paragraph 1 is.....
- a. orientation      b. events      c. re-orientation      d. conclusion
7. What is the purpose of the text?
- a. To tell the writer's experience in his last year holiday.
  - b. To describe the sea, lake and the nearest island.
  - c. To persuade the readers to visit the sea.
  - d. To amuse the reader about the sea, lake and the island.

- **Answer Key**

- 1. C                      6. A
- 2. C                      7. A
- 3. B
- 4. B
- 5. D

**LESSON PLAN**  
**CONTROL GROUP**  
**(MEETING 2)**

<b>Subject</b>	<b>: English</b>
<b>School</b>	<b>: SMP Negeri 1 Silo</b>
<b>Level / Semester</b>	<b>: VIII / 2</b>
<b>Language Skill</b>	<b>: Reading Comprehension</b>
<b>Genre</b>	<b>: Recount</b>
<b>Theme</b>	<b>: Past Experience</b>
<b>Time Allocation</b>	<b>: (2x40 minutes)</b>

**I. Standard of Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan narrative untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan narrative.

**III. Indicators**

3.1 Cognitive

Product

1. Finding specific information (word and sentence comprehension) based on the recount text by answering multiple choice questions.

Process

2. Identifying difficult words in the text and finding their meanings.

#### IV. Learning objectives

##### 4.1 Cognitive

Product

1. The students are able to find specific information (word and sentence comprehension) based on the recount text by answering multiple choice questions correctly.

Process

2. The students are able to identify difficult words in the text and find their meanings.

#### V. Learning Materials:

Enclosed

#### VI. Technique

Discussion technique

#### VII. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction - Greeting the students - Giving some leading questions - Stating the learning objectives	- Greeting the teacher - Answering the questions - Listening to the teacher	10'
2.	Main Activity - Dividing the students into small groups consist of 2 students of each group (pair) - Asking the students to read the text - Asking the students to do	- Making groups consist of 2 students of each group (pair) - Reading the text - Doing TASK 1 in pairs.	65'



	TASK 1 in pairs. - Asking the students' difficulties. - Checking the students' answers together with class.	- Answering the teacher's question - Checking the answers	
3.	Closure - Drawing a conclusion by question and answer (Q-A) about the material. - Parting	- Drawing a conclusion by answering the teacher's questions - Parting	5'

### VIII. Sources and Media

#### a. Sources

Practice Your English Competence for SMP/MTS Class VIII,  
Erlangga Publisher

#### b. Media

- ✓ Recount Text
- ✓ The students' worksheet
- ✓ Laptop

### IX. Evaluation

The written task is enclosed

Jember, 02 Maret 2015

The English Teacher

Researcher,

Achmad Qusairy, S. Pd.  
NIP. 19690305 199302 1 002

Lana Nofelia Halimatul Ulmi  
NIM. 110210401008

### INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Have you already known about a recount text?
2. Do you still remember about the generic structure of the recount text?
3. Can you explain them?

- **TASK 1**

Answer these following questions by crossing a, b, c or d for the best answer.  
Do it in 30 minutes!

**Line 1** Last vacation, my father took me to Karimun Jawa Islands. From Jepara, we took a ferry and the journey lasted for about six hours.

While crossing the Jepara waters, we had to face big waves. The relatively big ferry pitched and rolled violently.

**Line 5** We spent the night at an inn which was located in the sea, not far from the quay. Below our room was water and in front of it was water too. The most exciting part of the inn was that it had breeding centres for turtles and sharks. The staff told me that the guests were allowed to swim with the sharks which were of small species.

**Line 10** The next day, a motorboat was ready to pick us up at 8.00 a.m. we planned to dive and snorkel in the small islands of Karimun Jawa. The first island we visited was Cemara Island. The boat couldn't get all the way to the island because the water was too shallow. We had to get off the boat about 500 metres from the shore and swim there. The water was clear and warm and the seabed was sandy with a lot of seaweed growing there.

**Line 15** The next islands we visited were Tanjung Gelam and Menjangan Kecil. We went snorkelling in the waters around the reef on both islands. Before going back to our inn, we dropped in at the *kerapu* fish breeding centre.

(Taken from: *Practice Your English Competence for SMP/MTS Class VIII*)

1. Who took the writer to Karimun Jawa Islands?
  - a. His friend
  - b. His brother
  - c. His father
  - d. His uncle
2. How many hours did the journey last?
  - a. 5 hours
  - b. 6 hours
  - c. 7 hours
  - d. 8 hours
3. What was the inn like?
  - a. It was located near the harbour in the open sea.
  - b. It was exciting, but very expensive too.
  - c. It had a collection of shark displays.
  - d. It was full of water during the tide.
4. Why could not the writer's boat get all the way to Cemara Island? Because....
  - a. There were many wild sharks in the sea.
  - b. The wave in the sea was very big.
  - c. It was very dangerous for the boat.
  - d. The water was too shallow.
5. "Below *our* room was water and in front of it was water, too" (line 6)  
What does the italic word refer to?
  - a. The writer and his father
  - b. The turtles and sharks
  - c. The writer and the sharks
  - d. The staffs and the turtle
6. What time did a motorboat pick up the writer and his family?
  - a. 5.00 a.m.
  - b. 6.00 a.m.
  - c. 7.00 a.m.

- d. 8.00 a.m.
7. “The water was clear and warm and ..... “ (line 14)  
What is the opposite meaning from the underlined word?  
a. Pure                      b. Muddy                      c. Clean                      d. Transparent
8. What were the writer’s and his father’s plan in the small islands of Karimun Jawa?  
a. Swimming and sun bathing  
b. Shopping and swimming  
c. Diving and snorkelling  
d. Diving and shopping
9. “The staff told me that the guests were *allowed* to swim .....” (line 8)  
The italic word can be replaced with the word.....  
a. Forbidden      b. disallowed                      c. prohibited                      d. permitted
10. How was the water in Cemara Island?  
a. Clear and warm  
b. Cold and clear  
c. Clean and hot  
d. Warm and dirty

- **Answer Key**

1. C
2. B
3. A
4. D
5. A
6. D
7. B
8. C
9. D
10. A

**TRY OUT**

**READING TEST**

**Name** :  
**Class** :  
**Grade/semester** : VIII / II  
**Language skill** : Reading  
**Time** : 60 minutes

**Answer the following questions by crossing a, b, c or d for the best answer correctly!**

**I. Text 1**

**Questions 1-8**

**HELP!**

*Line 1* It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to the bedroom and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

*Line 5* I was half asleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bedroom and rushed to the voice. In the living room, I found Aldo crying. His right hand was on his right ear. He said, "Help, help, help. It hurts!" Then, he told me that an insect had entered his ear. I was half sorry for the insect. I figured out it was an ant. I imagine how poor the ant was.

*Line 10*



Line 15

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant, it was a young cockroach! Gosh! It was as big as a baby's little finger.

From then on, Aldo never slept in front of television anymore.

*(Taken from: Practice Your English Competence for SMP/MTS Class VIII)*

1. What does the first paragraph mainly talk about?
  - a. Aldo's bad habit, sleeping in front of the television.
  - b. The writer's brother activities in the morning.
  - c. The accident happened to Aldo in the midnight.
  - d. The writer's habit, brushing his teeth before sleeping.
2. What is mostly talked about in paragraph 2?
  - a. The writer's brother caught an insect in his ear.
  - b. The writer's brother asked for the writer's help.
  - c. The writer heard his brother screamed from the living room.
  - d. The insect was as big as a cockroach.
3. What does paragraph 3 tell you about?
  - a. The writer was very sad because of the accident.
  - b. Aldo was taken to the hospital.
  - c. The insect was beyond the writer's imagination.
  - d. A doctor used a pair of pincers to take the insect out.
4. What information does the last paragraph tell you about?
  - a. The beginning of the story that Aldo had a bad habit.
  - b. The ending of the story that the writer brought Aldo to the hospital.
  - c. The parts of the story about the insect that was in Aldo's ear.
  - d. The conclusion of the story that Aldo would not do it again.
5. What is the purpose of the text?
  - a. To describe Aldo's bad habit.



What does the underlined word mean?

- a. Move quickly off the ground by pushing our feet.
  - b. Do something in our spare time.
  - c. Walk rapidly to the front.
  - d. Go to the nearest place to sit down.
14. How was the writer's expression when he knew that the insect was a cockroach?
- a. Shy
  - b. Happy
  - c. Angry
  - d. Surprised
15. "*He* always did that every night." (line 3)  
The italic word refers to the writer.....
- a. father
  - b. uncle
  - c. nephew
  - d. brother

## II. Text 2

### Questions 9-17

*Line 1* Last year, I spent my vacation in my aunt's house. She lived behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt waited for us there. She, then, took us to her house in Selo. This place was famous for its beautiful scenery.

*Line 5*

The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see a few meters in front of me. Luckily, my aunt was a good driver. She managed it very well.

*Line 10* We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she prepared hot water for us.

At night, we went to one of the hills there. There was a sacrificial ceremony. The villagers sacrificed a buffalo head for the Mount Merapi.

*Line 15* People danced and sang during the ceremony. They wore Javanese costumes.

Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

*(Adapted from: Practice Your English Competence for SMP/MTS Class VIII)*

16. What does paragraph 1 tell you about?
  - a. The writer spent his holiday in his brother's house.
  - b. Boyolali was the beautiful place in Semarang.
  - c. The writer went to his aunt's house to spend his vacation.
  - d. The writer and his brother took a bus to their vacation.
17. What is the main idea of paragraph 2?
  - a. The way to Selo was thrilling.
  - b. The writer went to his aunt's house with Yoga.
  - c. The scenery in Selo was very beautiful.
  - d. The writer arrived at Selo in the evening.
18. What does paragraph 3 mainly discuss?
  - a. The writer refused to take a bath.
  - b. The writer's brother wore a thick jacket.
  - c. The writer's aunt was a good driver.
  - d. The writer arrived at his aunt's house in the evening.
19. What is the last paragraph mostly talked about?
  - a. The writer's journey to his aunt's house.
  - b. The weather in the village was very cold.
  - c. The villagers wore Javanese costumes.
  - d. The writer enjoyed the sacrificial ceremony.
20. What is the suitable title of the text above?
  - a. My Nice Holiday in My Aunt's House
  - b. My Trip with My Brother
  - c. The Sacrificial Ceremony in Mount Merapi
  - d. The Weather in Selo Boyolali

21. What is the purpose of the text?
- To describe about Selo in general.
  - To persuade the readers to come to Selo, Boyolali.
  - To amuse the reader about the writer's story.
  - To tell the writer's experience in his aunt's house.
22. Which is FALSE based on paragraph one?
- Last year, the writer spent his vacation in his aunt's house.
  - The writer went there with his brother, Yoga.
  - The writer and Yoga took a bus from Semarang.
  - Selo is famous for its beautiful lake and mountain.
23. How did the writer go there?
- a. By car      b. On foot      c. By bus      d. By boat
24. Which statement is TRUE based on paragraph two?
- The journey to the writer's aunt was very easy.
  - The writer's aunt could not manage her drive.
  - The writer could not see very clear because of the fog.
  - The street was straight so that it was very easy to be passed over.
25. "**They** wore Javanese costumes." (line 15)  
What does the underlined word refer to?
- The viewers
  - The villagers
  - The writer and his aunt
  - The writer and his brother
26. What did the villagers do that night?
- Enjoying the foggy night.
  - Taking the hot water bath.
  - Making an offering ceremony.
  - Enjoying the tour around the city.
27. How did the writer keep his body warm?
- By wearing a jacket
  - By putting on his socks
  - By taking a bath in hot water
  - By sleeping under a thick blanket
28. "The villagers *sacrificed* a buffalo head for the Mount Merapi." (line 14)  
What does the italic word mean?
- The act of offering something valuable to a god.
  - The activity done by the villagers, like dancing and singing.



- c. The belief of some people about something.  
 d. The performance done by some people in one night.
29. "*Luckily*, my aunt was a good driver." (line 8)  
 The italic word can be best replaced with the word.....  
 a. angrily      b. fortunately      c. quickly      d. happily
30. "The place was completely dark." (line 11)  
 What is the opposite meaning of the underlined word?  
 a. Big      b. Far      c. Bright      d. Tall

### Answer Key

- |      |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|
| 1. a | 6. c  | 11. c | 16. c | 21. d | 26. c |
| 2. c | 7. c  | 12. d | 17. a | 22. d | 27. a |
| 3. b | 8. a  | 13. a | 18. d | 23. c | 28. a |
| 4. a | 9. d  | 14. d | 19. d | 24. c | 29. b |
| 5. d | 10. c | 15. d | 20. a | 25. b | 30. c |

### The Distribution of the Test Items

No	Purpose of Reading	Number of Item
1	Finding general information	1,2,3,4,5,16,17,18,19,20,21
2	Finding specific information	6,7,8,9,10,11,12,13,14,15,22,23,24,25,26,27,28,29,30

## READING TEST

**Name** :  
**Class / Number** :  
**Grade/semester** : VIII / II  
**Language skill** : Reading  
**Time** : 50 minutes

Answer the following questions by crossing a, b, c or d for the best answer correctly!

### I. Text 1

#### Questions 1-8

#### HELP!

*Line 1* It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to the bedroom and chose to sleep in front of the television. I decided not to say  
*Line 5* anything and directly went to bed.

I was half asleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bedroom and rushed to the voice. In the living room, I found Aldo crying. His right hand was on his right ear. He said, "Help, help, help. It hurts!" Then, he told me that an insect had  
*Line 10* entered his ear. I was half sorry for the insect. I figured out it was an ant. I imagine how poor the ant was.

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It

*Line 15* wasn't an ant, it was a young cockroach! Gosh! It was as big as a baby's little finger.

From then on, Aldo never slept in front of television anymore.

*(Taken from: Practice Your English Competence for SMP/MTS Class VIII)*

1. What does the first paragraph mainly talk about?
  - a. Aldo's bad habit, sleeping in front of the television.
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  - d. The writer's habit, brushing his teeth before sleeping.
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  - b. Aldo was taken to the hospital.
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  - a. The beginning of the story that Aldo had a bad habit.
  - b. The ending of the story that the writer brought Aldo to the hospital.
  - c. The parts of the story about the insect that was in Aldo's ear.
  - d. The conclusion of the story that Aldo would not do it again.
5. What is the purpose of the text?
  - a. To describe Aldo's bad habit.
  - b. To persuade the readers about the writer's brother.
  - c. To entertain the readers about the cockroach.
  - d. To retell the writer's experience about his brother.

6. Where did the scream heard by the writer come from?
- Garden
  - Kitchen
  - Living room
  - Bathroom
7. What happened to Aldo?
- An insect bit him.
  - He felt pity to the insect.
  - An insect entered his ear.
  - He was imagining the insect.
8. "Soon after our *arrival*, a doctor in charge examined Aldo's ear." (line 13)  
The word *arrival* can be best replaced with the word.....
- hearing
  - going
  - coming
  - charging
9. Which statement is TRUE based on paragraph 1?
- The writer saw his mother when he passed the living room.
  - The writer was angry to his brother because of his habit.
  - The writer's brother chose to sleep in the sofa.
  - The writer's brother was lying on the floor watching the television.
10. "I jumped out of the bedroom and rushed to the voice." (line 7)  
What does the underlined word mean?
- Move quickly off the ground by pushing our feet.
  - Do something in our spare time.
  - Walk rapidly to the front.
  - Go to the nearest place to sit down.
11. How was the writer's expression when he knew that the insect was a cockroach?
- Shy
  - Happy
  - Angry
  - Surprised
12. "*He* always did that every night." (line 3)  
The italic word refers to the writer.....
- father
  - uncle
  - nephew
  - brother

**II. Text 2****Questions 9-17**

*Line 1* Last year, I spent my vacation in my aunt's house. She lived behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt waited for us there. She, then, took us to her house in Selo. This place was famous for its beautiful scenery.

*Line 5*

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*Line 10*

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she prepared hot water for us.

*Line 15*

At night, we went to one of the hills there. There was a sacrificial ceremony. The villagers sacrificed a buffalo head for the Mount Merapi. People danced and sang during the ceremony. They wore Javanese costumes. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

*(Adapted from: Practice Your English Competence for SMP/MTS Class VIII)*

13. What does paragraph 1 tell you about?
- The writer spent his holiday in his brother's house.
  - Boyolali was the beautiful place in Semarang.
  - The writer went to his aunt's house to spend his vacation.
  - The writer and his brother took a bus to their vacation.
14. What does paragraph 3 mainly discuss?
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  - The writer's brother wore a thick jacket.



- c. The writer's aunt was a good driver.
- d. The writer arrived at his aunt's house in the evening.
15. What is the last paragraph mostly talked about?
- a. The writer's journey to his aunt's house.
- b. The weather in the village was very cold.
- c. The villagers wore Javanese costumes.
- d. The writer enjoyed the sacrificial ceremony.
16. What is the suitable title of the text above?
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- b. My Trip with My Brother
- c. The Sacrificial Ceremony in Mount Merapi
- d. The Weather in Selo Boyolali
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- d. Selo is famous for its beautiful lake and mountain.
19. Which statement is TRUE based on paragraph two?
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- d. The street was straight so that it was very easy to be passed over.
20. "**They** wore Javanese costumes." (line 15)  
What does the underlined word refer to?
- a. The viewers
- b. The villagers
- c. The writer and his aunt
- d. The writer and his brother

21. What did the villagers do that night?
- a. Enjoying the foggy night.
  - b. Taking the hot water bath.
  - c. Making an offering ceremony.
  - d. Enjoying the tour around the city.
22. How did the writer keep his body warm?
- a. By wearing a jacket
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  - c. By taking a bath in hot water
  - d. By sleeping under a thick blanket
23. "The villagers *sacrificed* a buffalo head for the Mount Merapi." (line 14)  
What does the italic word mean?
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  - b. The activity done by the villagers, like dancing and singing.
  - c. The belief of some people about something.
  - d. The performance done by some people in one night.
24. "*Luckily*, my aunt was a good driver." (line 8)  
The italic word can be best replaced with the word.....
- a. angrily
  - b. fortunately
  - c. quickly
  - d. happily
25. "The place was completely dark." (line 11)  
What is the opposite meaning of the underlined word?
- a. Big
  - b. Far
  - c. Bright
  - d. Tall

**Answer Key**

1. a	6. c	11. d	16. a	21. c
2. c	7. c	12. d	17. d	22. a
3. b	8. c	13. c	18. d	23. a
4. d	9. d	14. d	19. c	24. b
5. d	10. a	15. d	20. b	25. c

**The Distribution of the Test Items**

No	Purpose of Reading	Number of Item
1	Finding general information	1,2,3,4,5,13,14,15,16,17
2	Finding specific information	6,7,8,9,10,11,12,18,19,20,21,22,23,24,25

## The Split Half analysis of the tryout of the reading test

## “Odd numbers as variable X”

Nama	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	Total
AWS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
AD	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	7
ADD	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	5
AMM	1	1	0	0	1	0	1	0	1	0	1	0	0	0	1	7
AA	1	1	0	1	0	0	1	1	1	0	1	1	0	0	0	8
ADA	0	0	0	1	0	1	1	1	1	1	0	1	0	1	0	8
ARDP	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	9
BYI	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	11
DDN	0	0	0	1	0	1	1	1	1	1	0	1	0	1	0	8
DD	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	9
DSJ	1	1	0	1	0	1	1	0	1	1	1	1	0	0	0	9
DAS	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	9
DA	1	0	1	0	0	0	0	1	1	1	1	0	0	1	1	8
DS	1	0	0	0	0	0	1	1	1	0	0	1	0	1	1	7
FGR	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	8
GLB	1	0	0	0	0	1	0	1	1	1	1	1	0	0	1	8
HR	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	11
IS	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	5
MTTA	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	9
MD	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	6
MAQ	1	1	0	1	0	0	0	0	1	1	0	0	0	0	1	6
MAS	1	0	1	1	0	0	0	0	1	1	0	0	0	0	1	6
MAS	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	9
MSA	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	10
RYA	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	8
RF	0	1	1	0	1	0	0	1	1	0	1	1	0	1	0	8
SM	0	0	1	1	1	1	0	0	0	0	0	1	0	1	1	7
SNS	1	0	0	0	0	0	1	1	1	0	0	1	0	1	1	7
UH	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	5
VHSM	1	0	0	1	0	1	1	0	1	1	1	1	0	0	0	8
YDFN	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	5
RDN	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	13

## The Split Half analysis of the tryout of the reading test

## “Even numbers as variable X”

Nama	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	Total
AWS	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	11
AD	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3
ADD	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	6
AMM	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	6
AA	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	11
ADA	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	8
ARDP	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	10
BYI	1	0	1	0	1	1	1	1	1	1	0	1	0	0	0	9
DDN	1	1	1	0	0	1	1	1	1	0	1	0	1	0	0	9
DD	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	10
DSJ	0	0	1	0	0	1	1	1	1	1	0	1	0	0	1	8
DAS	1	0	0	0	0	1	0	1	0	1	0	0	1	0	0	5
DA	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	6
DS	0	1	1	0	1	1	0	1	1	1	1	0	0	0	0	8
FGR	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	5
GLB	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	5
HR	0	1	1	0	0	0	1	1	0	1	0	0	1	1	1	8
IS	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	5
MTTA	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	5
MD	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	4
MAQ	1	0	1	0	1	0	0	0	0	0	0	1	0	1	0	5
MAS	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3
MAS	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	9
MSA	0	0	1	0	1	1	1	1	0	1	0	0	1	1	1	9
RYA	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	7
RF	1	0	1	0	0	1	1	1	1	1	0	1	1	0	1	10
SM	0	0	1	1	0	1	0	0	1	1	0	1	1	0	1	8
SNS	0	1	1	0	1	1	0	1	1	1	1	0	0	0	0	8
UH	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	10
VHSM	0	0	1	0	0	0	1	1	1	1	0	0	0	0	1	6
YDFN	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	6
RDN	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	12



**The Analysis of the Reading Test Try-out Results**

No	Nama	X	Y	$X - \bar{X}$	$Y - \bar{Y}$	$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
1	AWS	14	11	5.9375	3.65625	35.2539	13.3682	21.70898438
2	AD	7	3	-1.0625	-4.3438	1.12891	18.8682	4.615234375
3	ADD	5	6	-3.0625	-1.3438	9.37891	1.80566	4.115234375
4	AMM	7	6	-1.0625	-1.3438	1.12891	1.80566	1.427734375
5	AA	8	11	-0.0625	3.65625	0.00391	13.3682	-0.228515625
6	ADA	8	8	-0.0625	0.65625	0.00391	0.43066	-0.041015625
7	ARDP	9	10	0.9375	2.65625	0.87891	7.05566	2.490234375
8	BYI	11	9	2.9375	1.65625	8.62891	2.74316	4.865234375
9	DDN	8	9	-0.0625	1.65625	0.00391	2.74316	-0.103515625
10	DD	9	10	0.9375	2.65625	0.87891	7.05566	2.490234375
11	DSJ	9	8	0.9375	0.65625	0.87891	0.43066	0.615234375
12	DAS	9	5	0.9375	-2.3438	0.87891	5.49316	-2.197265625
13	DA	8	6	-0.0625	-1.3438	0.00391	1.80566	0.083984375
14	DS	7	8	-1.0625	0.65625	1.12891	0.43066	-0.697265625
15	FGR	8	5	-0.0625	-2.3438	0.00391	5.49316	0.146484375
16	GLB	8	5	-0.0625	-2.3438	0.00391	5.49316	0.146484375
17	HR	11	8	2.9375	0.65625	8.62891	0.43066	1.927734375
18	IS	5	5	-3.0625	-2.3438	9.37891	5.49316	7.177734375
19	MTTA	9	5	0.9375	-2.3438	0.87891	5.49316	-2.197265625
20	MD	6	4	-2.0625	-3.3438	4.25391	11.1807	6.896484375
21	MAQ	6	5	-2.0625	-2.3438	4.25391	5.49316	4.833984375
22	MAS	6	3	-2.0625	-4.3438	4.25391	18.8682	8.958984375
23	MAS	9	9	0.9375	1.65625	0.87891	2.74316	1.552734375
24	MSA	10	9	1.9375	1.65625	3.75391	2.74316	3.208984375
25	RYA	8	7	-0.0625	-0.3438	0.00391	0.11816	0.021484375
26	RF	8	10	-0.0625	2.65625	0.00391	7.05566	-0.166015625
27	SM	7	8	-1.0625	0.65625	1.12891	0.43066	-0.697265625
28	SNS	7	8	-1.0625	0.65625	1.12891	0.43066	-0.697265625
29	UH	5	10	-3.0625	2.65625	9.37891	7.05566	-8.134765625
30	VHSM	8	6	-0.0625	-1.3438	0.00391	1.80566	0.083984375
31	YDFN	5	6	-3.0625	-1.3438	9.37891	1.80566	4.115234375
32	RDN	13	12	4.9375	4.65625	24.3789	21.6807	22.99023438
	<b>Total</b>	<b>258</b>	<b>235</b>	<b>0</b>	<b>0</b>	<b>141.875</b>	<b>181.219</b>	<b>89.3125</b>
	<b>Average</b>	<b>8.06</b>	<b>7.344</b>					

The Difficulty Index of Test Items of Reading Test

<b>Number of the items</b>	<b>R</b>	<b>N</b>	<b>FV</b>	<b>Criteria</b>
1	20	34	0.59	Moderate
2	20	34	0.59	Moderate
3	20	34	0.59	Moderate
4	13	34	0.38	Moderate
5	13	34	0.38	Moderate
6	27	34	0.79	Moderate
7	22	34	0.65	Moderate
8	2	34	0.06	Difficult
9	9	34	0.26	Difficult
10	9	34	0.26	Difficult
11	14	34	0.41	Moderate
12	22	34	0.65	Moderate
13	14	34	0.41	Moderate
14	18	34	0.53	Moderate
15	23	34	0.68	Moderate
16	23	34	0.68	Moderate
17	27	34	0.79	Easy
18	18	34	0.53	Moderate
19	15	34	0.44	Moderate
20	19	34	0.56	Moderate
21	18	34	0.53	Moderate
22	11	34	0.32	Moderate
23	28	34	0.82	Easy
24	12	34	0.35	Moderate
25	14	34	0.41	Moderate
26	15	34	0.44	Moderate
27	21	34	0.62	Moderate
28	13	34	0.38	Moderate
29	15	34	0.44	Moderate
30	14	34	0.41	Moderate

## THE STUDENTS' TRY OUT SCORE OF VIII C

No	Name	Score
1	AWS	83
2	AD	33
3	ADD	37
4	AMM	43
5	AA	63
6	ADA	47
7	ARDP	53
8	BYI	63
9	DDN	57
10	DD	63
11	DSJA	57
12	DAS	50
13	DA	47
14	DS	50
15	FGR	43
16	GLB	43
17	HR	63
18	IS	33
19	MTTA	47
20	MD	33
21	MAQ	37
22	MAS	33
23	MAS	60
24	MSA	63
25	RYA	50
26	RF	60
27	SM	50
28	SNS	50
29	UH	50
30	VHSM	47
31	YDFN	37
32	RDFN	83

**THE READING TEST SCORES OF THE EXPERIMENTAL GROUP (VIII B)**

NO	NIM	NAME	CLASS	SCORE
1	7255	AQJ	8 B	60
2	7219	AFF	8 B	52
3	7292	AAE	8 B	52
4	7258	ANM	8 B	32
5	7225	ANTW	8 B	52
6	7228	BMP	8 B	64
7	7260	DA	8 B	68
8	7232	DBU	8 B	68
9	7264	DNH	8 B	44
10	7371	DP	8 B	68
11	7265	DD	8 B	48
12	7235	FM	8 B	52
13	7267	FF	8 B	64
14	7376	FA	8 B	68
15	7302	F	8 B	52
16	7303	FH	8 B	36
17	7336	GBAP	8 B	64
18	7237	II	8 B	60
19	7309	IWN	8 B	40
20	7240	JAS	8 B	76
21	7313	MZNK	8 B	72
22	7343	MIZ	8 B	52
23	7347	MFA	8 B	40
24	7272	MRP	8 B	68
25	7273	MSF	8 B	64
26	7275	MK	8 B	60
27	7277	NNCF	8 B	68
28	7278	NADP	8 B	44
29	7354	PA	8 B	44
30	7357	SFP	8 B	56
31	7358	SA	8 B	36
32	7249	SM	8 B	40
33	7361	WM	8 B	56
34	7398	WR	8 B	56
35	7288	YSU	8 B	66
36	7362	YSN	8 B	66

**THE READING TEST SCORES OF THE CONTROL GROUP (VIII A)**

NO	NIS	NAME	CLASS	SCORE
1	7294	AZ	8 A	40
2	7364	A	8 A	54
3	7257	AMI	8 A	24
4	7296	ANH	8 A	36
5	7329	AP	8 A	46
6	7331	AEW	8 A	52
7	7332	AS	8 A	32
8	7365	BASDEWI	8 A	56
9	7367	DC	8 A	40
10	7259	DAR	8 A	65
11	7373	EY	8 A	68
12	7335	EAM	8 A	40
13	7374	FLA	8 A	60
14	7375	FS	8 A	32
15	7306	FAW	8 A	56
16	7378	HAH	8 A	52
17	7310	IDW	8 A	52
18	7238	IS	8 A	48
19	7340	JS	8 A	64
20	7312	LAK	8 A	32
21	7241	LE	8 A	52
22	7383	MMDA	8 A	52
23	7346	MEAB	8 A	32
24	7242	MR	8 A	36
25	7274	MI	8 A	24
26	7388	MA	8 A	44
27	7350	NN	8 A	44
28	7319	NJDA	8 A	64
29	7351	NSUH	8 A	56
30	7352	NLH	8 A	44
31	7322	S	8 A	56
32	7356	SEPN	8 A	44
33	7283	SG	8 A	56
34	7285	SBM	8 A	80
35	7252	WAS	8 A	64
36	7289	YFS	8A	64





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
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Lampiran : -  
Perihal : Permohonan Izin Penelitian

24 FEB 2015

Yth. Kepala SMP Negeri 1 Silo  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Lana Nofelia Halimatul Ulmi  
NIM : 110210401008  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember"**.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



Dr. S. Dekan  
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DINAS PENDIDIKAN  
**SMP NEGERI I SILO**  
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Nomor : 070/089.A/35.09.413.12.20523875/2015

Lampiran : -

Hal : Ijin Melaksanakan Penelitian

Kepada Yth. Dekan Universitas Negeri Jember

Jalan Kalimantan No. 37

Di

JEMBER

Menindak lanjuti permohonan Saudara nomor: 1182/UN25.1.5/LT/2015 tanggal 24 Februari 2015 perihal sebagaimana pada pokok surat, pada dasarnya kami tidak keberatan mahasiswa yang beridentitas dibawah ini:

**Nama** : Lana Nofelia Halimatul Ulmi

**NIM** : 110210401008

**Jurusan** : Pendidikan Bahasa dan Seni

**Program Studi** : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di SMP Negeri 1 Silo Kabupaten Jember dengan judul : "The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember".

Demikian surat keterangan ini diterbitkan. Agar dapat digunakan sebagaimana mestinya.



SETIYATI GAS IRIANANG, S.Pd. M.Pd  
NIP. 19620722 198602 1 005



PEMERINTAH KABUPATEN JEMBER  
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**SURAT KETERANGAN**

Nomor: 070/102/35.09.413.12.20523875/2015

Yang bertanda tangan di bawah ini:

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Alamat :Jalan Semeru 8/15 RT/RW 003/010 Sumbersari

Dengan ini menerangkan sebenarnya bahwa:

Nama : Lana Nofelia Halimatul Ulmi  
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Mahasiswa : FKIP Universitas Jember  
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telah mengadakan penelitian di SMP Negeri 1 Silo-Jember pada tanggal 6 April 2015 s/d 20 April 2015 dengan judul penelitian "THE EFFECT OF USING SKIMMING AND SCANNING TECHNIQUES ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF RECOUNT TEXTS AT SMPN 1 SILO JEMBER"

Demikian surat keterangan ini dibuat agar digunakan sebaik-baiknya.



23 April 2015  
Kepala Sekolah

**SETYO TUGAS IRIANANG, S.Pd. M.Pd**  
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