IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING SKIMMING AND SCANNING TECHNIQUES AT MTs N 1 JEMBER

THESIS

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2015

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DEDICATION

I proudly dedicate this thesis to:

1. My beloved father Joko Winadi, S.Pd and my beloved mother Wahyu Hidayati.
2. My beloved sister, Savira Widiana and my beloved families.
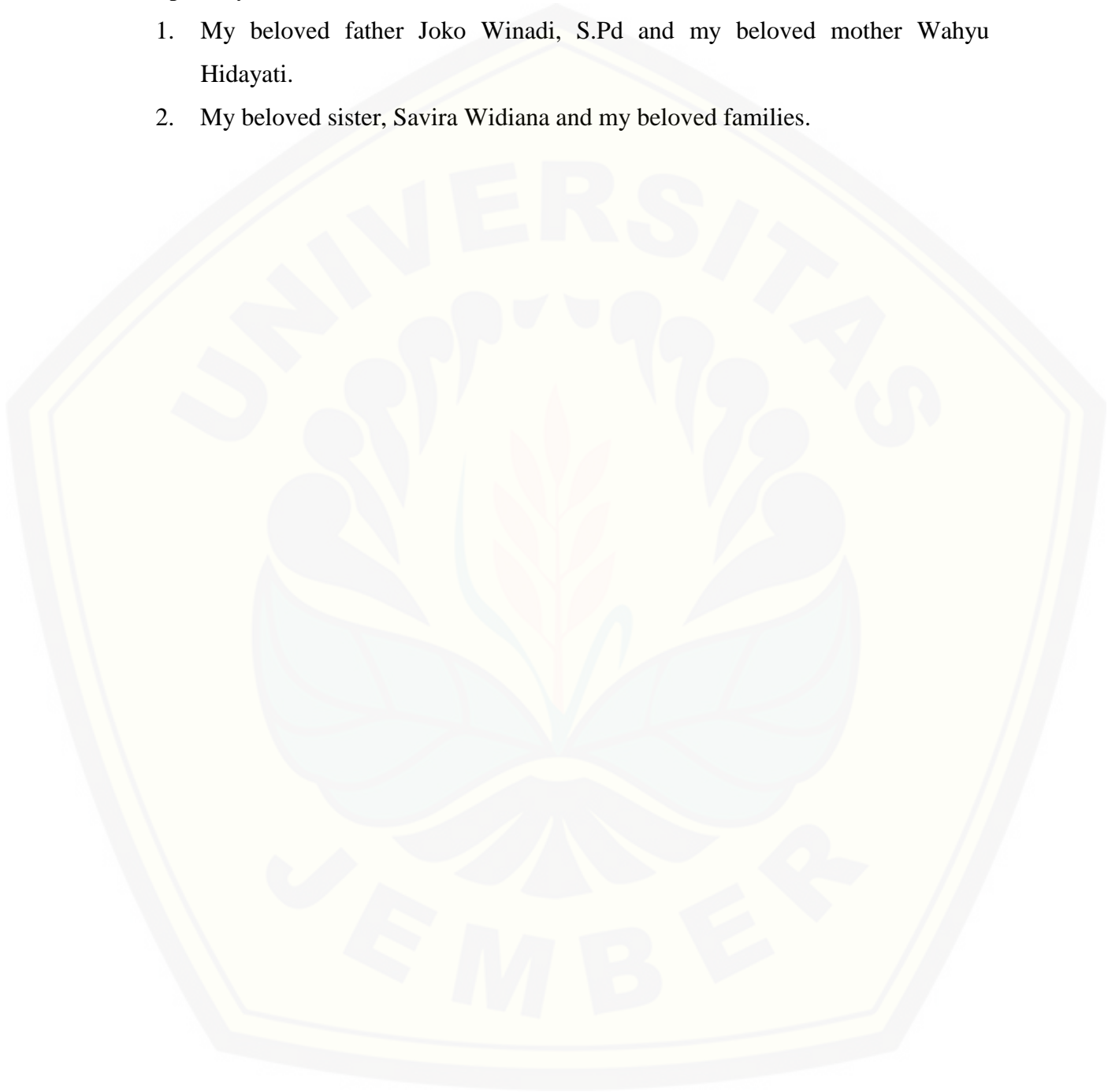
MOTTO

"Reading is a basic tool in the living of a good life." [1]

(Mortimer J Adler)

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[1] http://www.goodreads.com/quotes/tag/readers

STATEMENT OF THESIS AUTHENTICITY

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CONSULTANT'S APPROVAL

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SUMMARY

Improving the Eighth Grade Students' Reading Comprehension Achievement by Using Skimming and Scanning Technique at MTs N 1 Jember; Kurniasari Windayani, 100210401008; 2015; 58 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember Univeristy.

This research was a classroom action research focusing on the use of Skimming and Scanning techniques to improve the eighth grade students reading comprehension achievement. The subjects of this research were the students of class VIII-C at MTs N 1 Jember in the 2014/2015 academic year. This class was chosen because the students experienced difficulties in comprehending the English texts. It was shown from the students' average score of English mid term test was 65. It was below the standard score level in the school, that was 75.

In this research, the researcher used skimming and scanning techniques because it was believed that those techniques could improve the students' reading comprehension achievement. Skimming and scanning techniques that were used in this research was quick reading techniques. According to Greelet (1996:4), skimming and scanning are one of the ways of reading comprehension. The skimming technique was used for finding the general information of the text, while the scanning technique was used for finding the specific information of the text. Both techniques were used during the teaching learning process of reading.

This research was conducted on January, 27th — February, 14th 2015 in 2 cycles. This research was done sequencely by four stages, namely the planning of the action, the implementation of the action, observation and evaluation, data analysis, and reflection of the action. In each cycle of the actions, there were two meetings of teaching and learning process of reading and the third meeting was the reading test. This research was conducted in two cycles.

The results of the observations in cycle 1 showed the students' active participation did not achieve the research target. It was showed by the average percentage of the students who was categorized as active students in cycle 1 were 65.16%. The criteria of success of the research was at least 75% of the students

categorized as active students was not achieved in the teaching learning process of reading. Besides, the average score of the students' reading comprehension test in cycle 1 was 71.67. There was only 61.29% of students who achieved the standard minimum of the English score. Therefore, the result of reading comprehension test in cycle 1 could not achieve the criteria of success of the research that was 75% of the students got score ≥75 in the reading comprehension test.

The action was continued to cycle 2 because the result of the research in cycle 1 could not achieve the research target. The classroom observation and reading comprehension test in cycle 2 showed an improvement. The results of the observations showed there was 74.19% of the students who were categorized as active students in meeting 1, while there was 77.42% of the students who were categorized as active students in meeting 2. This indicates that the students actively participated in the teaching learning process of reading. Besides, the result of reading comprehension test in cycle 2 achieved the criteria of the research objective. There were 24 students or 77.42% out of 31 students could achieve the standard reading score that was ≥75. It indicated that the results of the reading test in the second cycle achieved the criteria of the success of the research.

Based on the result of the research above, it could be concluded that the use of skimming and scanning techniques could improve the eighth grade students' reading comprehension achievement in the teaching learning process at MTs N 1 Jember. It is suggested that the English teacher can use skimming and scanning techniques in the teaching learning process of reading. The skimming and scanning techniques could be as the alternative techniques to reduce the students' problem in reading. The future researchers are suggested to conduct a further research dealing with a similar problem by using different research design at different schools.

CHAPTER 1. INTRODUCTION

This chapter presents the background of the research, the problems of the research, the objectives of the research, and the significance of the research.

1.1 Background of the Research

English has become a compulsory subject in junior and high schools in Indonesia. English is also included achievement test such as National Examination. According to *Undang-Undang Sistem Pendidikan Nasional* 20/2003, the government administers at least an education unit and all educators at all levels to be developed in standard international level. It indicates that English is an important subject to be mastered.

English is a language that is used by many people in the world. It indicates English is an International language. In line with that, Crystal (2003:2) says English is a global language. Many people use English for communication. In other words, people in different countries use English as a medium to communicate with others. The real instance is when people go to travel, they find the advertisements and the signs written in English. It indicates that English is common to be used as a medium for communication in daily life.

English has four language skills that must be mastered. They are listening, speaking, reading, and writing. Based on the 2006 Instructional-Based Curriculum, students have to learn four language skills of English, such as listening, speaking, reading, and writing (*Kementrian Pendidikan Nasional*, 2006:3). Four language skills are classified into productive and receptive skills. Speaking and writing belong to productive skills, while listening and reading belong to receptive skills. According to Al-Jawi (2010:3), receptive skills are the ways in which people extract meaning from the discourse they see or hear. In receptive skills, students recognize and understand the words that they receive as an input, then arrange them and produce them as output.

Those skills above are delivered by the teacher in the teaching learning process. Among those language skills, reading has an important role in   High

1

School Level as well as in a University. In line with that, Gillet and Temple (1990:2) say that reading is still the most important task of the schools. Reading is very important for students because it is one way to get information and knowledge beside listening. Through reading, students get a new experience as well as fun.

There are two main reasons for reading. They are reading for pleasure and information, (Grellet, 1996:4). Reading for information means that students find out something or in order to do something with the information students get. Students have to comprehend the text that they read. Reading without comprehending the text means nothing. Meanwhile, Mikulecky and Jeffries (1996:6) state that reading for pleasure is read the book that we choose. Reading for pleasure will not be tested about what we have read. In other words, reading for pleasure is for enjoying the book.

According to Alyousef (2005:144), reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). It means that the reader interacts with the text to elicit the meaning. Mikulecky (2008) also says reading is comparing information in the text to his background knowledge and prior experience. In other words, it can be said that reading is the process of understanding a message from the text.

Reading and comprehension cannot be separated. According to Pang *et al*. (2003:14) comprehension is the process of deriving meaning from the connected text. Comprehension is not a passive process, but an active process. The reader actively engage with text to get the information or message from the text. Montgomery *et. al*. (2001:20) state that in reading a text, the reader must decode what the text literally says but at the same time the reader must bring his knowledge to the text to determine what the text actually means. In other words, students are not passive but they are active to get information or message from the text that they read. Westwood (2008:31) also says reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information

presented in a text. The students have to understand the text in order to get the message.

In junior high school level of Indonesia, reading plays an important role. Reading becomes a determinant of graduation in examination or National examination. The test maker of examination or National examination put some texts in the test (DepDikNas 2004). Students must master reading to pass the test. However, the mastery of reading is still poor in High School level today.

Based on the preliminary study which was conducted in MTs N 1 Jember on August 18th 2014 by interviewing the English teacher, it was known that the students of VIII-C still have difficulties in comprehending the English texts. It was shown from the students' scores that were under the standard score level in the school, which that 75. In fact, the English students' average score was 65. This mean score was under the standard level used. The teacher said the students took long time to comprehend the text because they tended to read the text word by word. Besides, the students tended to be stuck when they met difficult words in the text. Moreover, they wasted their time to read the text only. In this situation, they lost their time to read the text, but they did not comprehend it. The English teacher also said that she liked reading aloud as a technique in teaching reading. Besides, she also asked students to find out the difficult words in dictionary. It might be helpful, but it was time consuming and the students still depended on the teacher. Moreover, the students have difficulty on finding the general information (paragraph and text comprehension) and specific information (word and sentence comrehension) from the text. These problems made the students difficult to understand the text and they could not fulfill the reading tasks well.

Based on the condition above, there should be an alternative to solve those problems. Speed reading is one of the techniques to overcome the students' problem in reading comprehension. Speed reading is used to increase the reading speed ability. Two kinds of speed reading are skimming and scanning techniques. According to Greelet (1996:4), skimming and scanning are one of the ways of reading comprehension. Besides, both skimming and scanning should make students quick and efficient reading.

Based on the result of previous researcher conducted by Putri (2012), the results proved that the use of skimming and scanning techniques could improve the students' reading comprehension achievement. Then, the research conducted by Christina (2011) found that the use of skimming and scanning techniques could improve the students' reading comprehension at SMP N 1 Ambulu. The students' mean score increased from 57,57 to 78,78. The research conducted by Sari (2009) found the students mean score of the reading test increased from 70 in the first cycle to 76,43 in the second cycle.

Based on the reasons above, the researcher was interested in conducting a classroom action research entitled "Improving the Eighth Grade Students' Reading Comprehension Achievement by Using Skimming and Scanning Techniques at MTs N 1 Jember".

1.2 The Problems of the Research

Based on the background of the research above, the problems of this research were formulated as follows:

1. How can the use of Skimming and Scanning techniques improve the VIII grade students' active participation in the teaching learning process of reading at MTs N 1 Jember?

2. How can the use of Skimming and Scanning techniques improve the VIII grade students' reading comprehension achievement at MTs N 1 Jember?

1.3 Objectives of the Research

Based on the research problems, the objectives of this research were:

1. to improve the eighth grade students' active participation in the teaching learning process of reading comprehension through Skimming and Scanning techniques at MTs N 1 Jember.

2. to improve the eighth grade students' reading comprehension achievement through Skimming and Scanning techniques at MTs N 1 Jember.

1.4 Significance of the Research

This research results are expected to give beneficial information to the English teacher, the students, and the future researchers.

1.4.1 The English teacher

The results of this research are hopefully useful for the English teacher as information to use Skimming and Scanning techniques in teaching reading to improve the students' reading achievement and their active participation.

1.4.2 The students

The actions given to the students are useful to provide practice of fast reading by Skimming and Scanning techniques to comprehend the text and to increase their reading comprehension achievement and their active participation.

1.4.3 Future Researchers

The results of this research are expected to be useful for other researchers who have similar problems in teaching reading to conduct a further research to improve the students' reading comprehension achievement and participation at other schools with the same or different levels of the students.

CHAPTHER 2. LITERATURE REVIEW

This chapter presents some theoretical review related to the research topics that are Skimming and Scanning techniques in reading comprehension. The theories discussed in this chapter includes the definitions of reading comprehension, reading comprehension achievement, the techniques in teaching reading, The use of Skimming and Scanning techniques to improve reading comprehension, teaching reading using Skimming and Scanning techniques, the strengths and weaknesses of skimming and scanning techniques, recount text, research hypothesis. Each point will be explained in the following sections respectively.

2.1   Definitions of Reading Comprehension

According to Patel and Jain (2008:113), reading means understand the meaning of printed words. We construct meaning from the text given and decode it. Moreover, we get information from it. Stay in line with that, Grellet (1996:7) says reading is a process of guessing meaning from the text. It means someone who reads the text actually does not only read the words, but they predict and decode them to get the information from the text.

According to Houston and Torgesen (2004:3), reading is an important life skill. Reading cannot be separated in all aspects of life, including school, work, and the community. Reading is a major key to access knowledge to look for information. In line with this idea, Patel and Jain (2008:113) confirm that reading is most useful and an important skill for people. By reading, people can get pleasure and profit from it.

Reading plays an important role in education. Most of the activities in the teaching learning process cannot be separated with reading activity. Reading is the first of the most important which can support the process of mastering the other skills and improving knowledge (Hanafi,2005). Moreover, reading fluently is needed as an indicator of intellectual activity. Patel and Jain (2008:114) emphasize that reading is the most important activity in any language class.

Reading is a useful activity for the students where they can get information from it beside listening.

Reading and comprehension cannot be separated. According to Crawley and Merrit (2000:40), comprehension is the goal of reading. Comprehension is very important in reading because the main purpose of reading is to understand or comprehend the meaning of the printed words. Johnson (2002:5) states comprehension is the strategies a reader uses to construct meaning and retrieve information from the text. In other words, the reader should be able to decode, extract the information, and comprehend the writer's message when he is reading.

2.2   Reading Comprehension Achievement

Achievement deals with a result of doing something. Huges (2003:12) says that achievement is related to test that is done to establish how successful individual students, groups of students, or the courses themselves have been in achieving the objective of a course of a study.

Reading comprehension achievement can be said to be successful, if the reader acquires the information from the text given. Stay in line with that, Houston and Torgesen (2004:7) state the best measure of the students' success in learning to read is the ability to comprehend, or understand what he has read. Moreover, giving a task in the end of the lesson is a compulsory to do by the teacher to assess the students' reading comprehension.

In reading comprehension, the reader has to understand the symbol provided in order to get information from the text. The symbol here can be a word, a sentence, a paragraph, and a text. Therefore, the reader should get the author's message. Hennings (1997:269) states reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension.

In this research, reading comprehension achievement means the result of reading comprehension test that deal with finding general idea and specific information. The researcher taught word comprehension and sentence comprehension by using scanning technique because it has the function to find the

specific information. Meanwhile, paragraph comprehension and text comprehension were taught by skimming technique because it has the function to find the general information. The elements of reading comprehension was taught by using skimming and scanning techniques. Each idea will be explained respectively in the following parts.

2.2.1 Word Comprehension

According to Tennant (2000) the most basic level reading is the recognition of words. Word is the basic element in the text. The groups of the words construct sentences, paragraphs, and texts. Students should comprehend the meaning of the words in the text. Moreover, they should understand the idea of the text. Fairbairn and Winch (1996:9) emphasize that if we know what the words mean, we know what the sentence means. In other words, understanding the word meaning is important to extract the author's message.

In this research, the researcher taught word comprehension to the students by using scanning technique. Here is an example of question of word comprehension:

> Text extract 1:   The Terrible Sunday
>
> Last week was a terrible day for me. My cousins and I played football in front of the house. We played the football because I had a new ball.
>
> Firstly, it was really fun. We played the football happily. I kicked the ball too strong. So, the ball hit a window. The window broke. My cousins and I wanted to
>
> Line 5 leave it.
>
> (adapted from: http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html)

Question: "Last week was a terrible day for me." (line 1).

The underlined word has similar meaning with ...

a. Nice

b. Bad

c. Happy

d. Beautiful

Answer: b. Bad

2.2.2 Sentence Comprehension

In reading activity, the readers are not only comprehend the basic elements of text, that is word, but also they have to comprehend more complex thing. The complex thing in here means a sentence. A sentence is a group of words that express one key idea. A group of words can be called a sentence if it has a simple subject and a simple predicate (McWhorter, 1989:86). Comprehending the sentences is important for the students as a reader in order to analyze the idea stated in the text.

In this research, the researcher taught sentence comprehension to the students by using scanning technique. Here is an example of question of sentence comprehension:

Text extract 2:   The Terrible Sunday

Firstly, it was really fun. We played the football happily. I kicked the ball too strong. So, the ball hit a window. The window broke. My cousins and I wanted to leave it.

Line 5

Suddenly, we heard a loud voice from the house. The owner of the house came out from the house. She yelled at us. We were afraid of her, but we did not know what to do. Then, one of my cousins asked us to run away. We ran away. Suddenly we heard a dog's bark. Then, we knew that the owner of the house allowed his dog to chase us.

(adapted from: http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html)

Question: "She yelled at us." (line 8)

The underlined word refers to ....

a. Mom.

b. Cousin.

c. The house owner.

d. The dog.

Answer: c. The house owner.

2.2.3 Paragraph Comprehension

A paragraph is a group of sentences that are related to one main topic. Comprehending the paragraph is an action done by the student as a reader in order to find the gist of the main idea in the written text. Comprehending a paragraph

needs to know what the paragraph is about, understand each sentence, how the sentences related to one another, and understand the main point of the paragraph, take it together and mean it (McWhorther, 1989:101).

According to Wingersky *et. al.* (1999:31), a paragraph has three parts, it is named as topic sentence, support sentences, and a the concluding sentence. Identifying the topic sentence, support sentences, and concluding sentence are essential for the student as a reader in order to comprehend the paragraph. Identifying the topic sentence, supporting sentences, and the concluding sentence are explained in the following section.

a.   Identifying the topic sentence

McWhorter (1989:104) says the topic is the one thing a paragraph is about. Every sentence in the paragraph discusses or explains the topic. Stay in line with this idea, Wingersky (1999:24) a good paragraph contains several sentences that support one main idea. The term used to identify the main idea is the topic sentence. McWhorter (1989:107) stated that the topic sentence can be located anywhere in the paragraph. The location of the topic sentence can be found in the beginning of the paragraph, in the middle, at the end, and at the beginning and the last paragraph. However, most of the topic sentence is placed in the first sentence of the paragraph (McWhorther, 1989:107).

b.   Identifying supporting details

Supporting details are those facts and ideas that prove or explain the main idea (McWhorter,1989:113). Wingersky (1999:34) confirms the supporting details are the "proof" given to the reader for the topic sentence. It gives a clear and convincing the picture of the main idea suggested by the topic sentence. In other words, supporting details make the main idea clear and the text is easy to understand.

c.   Identifying the concluding sentence

According to Wingersky (1999:251), a concluding sentence brings all of the points together in a reflective way. The concluding sentence gives support of the text. The concluding sentence is usually in the last part of the paragraph.

In this research, the researcher taught paragraph comprehension to the students by using skimming technique. Here is an example of question of paragraph comprehension:

Text extract 3:   The Terrible Sunday

Last week was a terrible day for me. My cousins and I played football in front of the house. We played the football because I had a new ball.

Firstly, it was really fun. We played the football happily. I kicked the ball too strong. So, that the ball hit a window. The window broke. My cousins and I wanted to leave it.

Line 5

Suddenly, we heard a loud voice from the house. The owner of the house came out from the house. She yelled at us. We were afraid of her, but we did not know what to do. Then, one of my cousins asked us to run away. We ran away. Suddenly we heard a dog's bark. Then, we knew that the owner of the house allowed his dog to chase us.

Line 10

(adapted from: http://fujianto21- chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html)

Question: What is the main idea of paragraph 3?

    a. Playing football in front of the house.

    b. Breaking someone's window.

    c. Hearing a loud voice from a house.

    d. Playing football with my cousins.

Answer: c. Hearing a loud voice from a house.

2.2.4 Text Comprehension

According to Grellet (1996:4), one of the reasons for reading is reading for information. The goal of reading comprehension is understanding the information from the words printed. Moreover, the information can be understood by comprehending the whole text. In a text, there are three elements. They are words, sentences, and paragraphs. As explained above, the student as a reader has to comprehend the words, the sentences, and the paragraphs. So, the students are easy to understand the text.

In this research, the researcher taught text comprehension to the students by using skimming technique. Here is an example of question of text comprehension:

Text Extract 4:   The Terrible Sunday

Last week was a terrible day for me. My cousins and I played football in front of the house. We played the football because I had a new ball.

Firstly, it was really fun. We played the football happily. I kicked the ball too strong. So, the ball hit a window. The window broke. My cousins and I wanted to leave it.

Line 5

Suddenly, we heard a loud voice from the house. The owner of the house came out from the house. She yelled at us. We were afraid of her, but we did not know what to do. Then, one of my cousins asked us to run away. We ran away. Suddenly we heard a dog's bark. Then, we knew that the owner of the house allowed his dog to chase us.

Line 10

We tried to run as fast as we could. However, I fell down. So, the dog caught me. He bite my leg. It was really painful. Then, the dog ran back into the house.

My cousins took me to the doctor. They told my parents about what happened. The doctor said that I was exposed to rabies. Then, I was hospitalized for eight days.

Line 15

That was a terrible day for me. I hope it will not happen anymore.

(adapted from: http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html)

Question: What can we conclude from the text?

    a.   The writer had a terrible day.

    b.   The writer played football.

    c.   The writer and his cousins were mad.

    d.   The writer loved dog.

Answer: a. The writer had a terrible day.

2.3   Techniques in Teaching Reading

There are some techniques of teaching reading comprehension. The techniques are provided as a bridge to link the students' problem in comprehension and to overcome it. The techniques will be explained in the following parts.

1.3.1   Skimming and Scanning Techniques

Skimming is reading rapidly and selectively, but purposefully, rather than carefully, to get an overview of what the material is about Crawley and Merritt (2000:101). The reader reads the text quickly to get an idea on the general content

(Gibbons, 2002:87). It means skimming is used to get the gist of the text. Moreover, if the readers do not have much time to read a text but he wants to know the general information from the text, this technique can be applied in reading.

Scanning is reading very quickly to find a specific piece of information, such as the answer to a specific question (Crawley and Merritt, 2000:101). A readers do not need to read every word on the text to locate an answer. Stay in line with this idea, Bates (2000:20) says a scanning technique is a technique in reading to look quickly and hard reading at all. It means the reader only reads the specific information that he needs. Therefore, the reader can use scanning technique to find out the specific information from the text.

1.3.2 SQ3R

SQ3R is a technique designed to help process and increase students engagement with the text. According to Wright (2003) SQ3R stand for Survey – Question – Read – Recite – Review. This technique is used to be able to understand what we read and recall it when we need it (The Learning Centre, 2011).

1.3.3 Critical reading

Critical reading is understanding how ideas have been arrived at, and evaluating their strengths and weaknesses (The Learning Centre, 2011). According to Pavel (2008) critical reading is reader is not only read the text but the reader have to interact with the text by questioning, responding to the text, and expanding it, usually in writing. Further, by using critical reading, the reader be an active reader since the reader is not only recognize the writer's purpose but also recognize values in the passage.

1.3.4 Intensive reading

Intensive reading is a reading technique for a high degree of comprehension and retention over a long period of time. Ueta (2005) points out intensive reading

is intended to grasp the whole message of the text, including both arguments and supporting details, encourage careful, literal processing of the text. In this reading the reader reads the text to get knowledge or analysis (Pattel, 2008:118). The principles of intensive reading are overview, planning purpose, questions, reading, summarizing, testing, and understanding.

This research used skimming and scanning techniques to comprehend the reading text. The students used those techniques to comprehend the text. The students used skimming technique to find the general information from the text. The general information consists of paragraph comprehension and text comprehension. Meanwhile, the scanning technique was used to find the specific information from the text. The specific information consists of word comprehension and sentence comprehension.

2.4 The Use of Skimming and Scanning Techniques to Improve Reading Comprehension

In this research, skimming and scanning techniques were techniques in teaching reading to improve the students' reading comprehension achievement. These techniques were used to overcome the students' problem to comprehend the text. According to Grellet (1996:19), skimming and scanning techniques should make the students become efficient readers. In other words, the students can comprehend the text with a limited time by using skimming and scanning techniques.

2.4.1 Skimming Technique

Skimming is the process of rapid coverage of reading matter to determine its gist or the main idea (Brown, 2003:213). It means skimming is used to get the gist of the text. Bates (2000:20) points out skimming is used for paying attention to the words on the page. Stay in line with this idea, Ueta (2005:9) points out skimming as the way of reading in which readers quickly run their eyes across a the whole text for its gist. Therefore, the students can read the material quickly and find out the idea needed or the writer's intention.

According to Crawley and Merritt (2000:101), skimming can be applied in education field by asking the students to find out the general idea of the text. In skimming activities, the teacher asks to the students to answer the questions about the general idea of the text. Besides, the students are asked to answer the question about the writer's intention.

The procedures of how to do a good skimming technique suggested by Anne Arundel Community College (2008) are as follows:

1. Read the title.
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, enumerations, qualifying adjectives, and typographical cues.
7. Read the final paragraph completely.

Meanwhile, Wood (1991:354) suggested some steps to skim a text as follows:

1. Note any bold print and graphics.
2. Start reading at the beginning of the text and pass your eyes quickly.
3. Do not read all words in every paragraph.

In this research, the researcher combined Anne Arundel Community College's idea with the idea suggested by Wood. Therefore, these following steps were used in reading comprehension by using skimming technique in this research:

1. Asking the students to read the title before they start to read the text.

2. Asking the students to read the first paragraph completely.

3. Asking the students to read the first sentence of each remaining paragraph.

4. Asking the students to read the final paragraph completely.

5. Asking the students to pass their eyes quickly over remaining sentences and skip unimportant words.

2.4.2   Scanning Technique

Scanning is a technique that is used to locate specific piece of information from the text. It helps the students when they have to answer some questions in a limited time. In scanning technique, the students do not need to read every word on the text to locate an answer.

The scanning technique involves running eyes on the page to look for the specific information from the text. Stay in line with this idea, Grellete (1996:4) says scanning is a quick reading through the text to find a particular piece of information. It means, the reader looks for the particular information from the text without reading the whole text. Brown (2003:209) points out that scanning is a strategy used by all readers to find relevant information or locate the specific information. Therefore, the reader do not need to read the whole of the text.

The procedures of how to do a good scanning technique suggested by Anne Arundel Community College (2008) are as follows:

1. Read the questions before starting to scan. It will help to find the keywords from the question itself.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword, read the surrounding text carefully to see if it is relevant.
4. Re-read the question to determine if the answer you found answers this question.

Meanwhile, Wood (1991:355) explains some steps to scan a text as follows:

1. Identify the specific information that we need by reading the question first.
2. Start scanning by passing your eyes quickly in order to locate the specific information it self.
3. After your eyes find the information that you need, please stop reading.
4. When you locate information requiring attention, slow down to read.

According to those steps above, the researcher adapted some steps that were applied in teaching reading comprehension by using scanning technique. The steps were as follows:

1. Asking the students to read the questions first and find the keyword from the question itself. So, the students know what information they have to find.

2. Asking the students to look for the answer to only one question at a time.

3. Asking the students to locate specific information by using key words. Read the surrounding text carefully to make sure that is relevant to the question.

4. Asking the students to re-read the question to determine if the answer this question.

2.5 Teaching Reading Using Skimming and Scanning Techniques

Leane (2002) points out that there are three stages of teaching reading skill by using skimming and scanning techniques. They includes pre-reading, while-reading, and post-reading. Each point will be explained as follows:

a. Pre-reading activities include previewing and predicting. In this activity, the teacher prepares the students for reading the text. It will help the students gain an idea of what the text will be about and it increases their motivation to read.

b. While-reading activities improve the students' ability to interact and understand the text.

c. Post-reading activities increase the students' understanding of the text. In this activity, the students are given a text as exercises to increase the students' understanding of the value of learning reading skill.

In this research, the steps of reading that were applied in teaching reading were as follows:

a. Pre-reading

Pre-reading is important before the teacher teaches reading in the classroom. In this activity, the researcher gives some leading questions to the students. This activity is aimed to make the students ready. After that, the researcher will introduce Skimming and Scanning techniques to the students, including the

definition, the function, and how to apply skimming and scanning techniques in a text.

b.   While-reading

In while-reading activity, the students are asked to focus on the text. In this activity, the students use skimming and scanning techniques as the techniques in reading a text. First, the students are given a task which by using the skimming technique. Then, the researcher asks to the students to apply the skimming technique to find out the main idea of a text. After that, the researcher and the students discuss the correct answers together. The next activity is the researcher asks the students to do the task by applying the scanning technique. After that, the researcher discusses the correct answers together with the students. During this stage, the researcher also observes the students' participation during the teaching learning process.

c.   Post-reading

Post-reading is intended to give follow up activity. In this activity, the researcher gives further questions as the exercises. It purposes to measure the students' understanding of the text. Besides, the researcher gives further questions how to use skimming and scanning techniques in reading a text, draw a conclusion, and evaluate the students' progress by giving the reading test.

2.5.1 The Strengths and Weaknesses of Skimming and Scanning Techniques

According to Wallace (2004:10), skimming and scanning techniques have strengths and weaknesses as follows:

a. It helps students to save time. When the students have many paragraphs to read but they have limited time, they do not have to read the whole text.

b. The students should not read every word. They become efficient readers because they use their time as efficient as they can.

c. The students can get the overall impression of the text by skimming a text. It means the students get the main idea of the text quickly.

d. The students know what they need by scanning the text.

2.5.2 The Weaknesses of Skimming and Scanning Techniques based on Wallace's Idea (2004:10) are as follows:

a. Skimming is not suitable to use for students in beginning level because they are still have lack of knowledge.

b. The students do not know the whole text completely since the students only read the text based on their need.

c. The students only read the text if they are doing the reading exercise. They do not read the text as their hobby.

In other words, if the reader uses skimming and scanning techniques to read a text, their point of view of the text might be different from the writer's. However, there are some ways to anticipate it. Leane (2002) points out there are some ways to anticipate the difficulty of skimming and scanning techniques in reading the text. First, give the texts that are appropriate with the level of the students, if the text is appropriate with their level, they can understand the text easily. Second, give the clear instruction to the students, so that they can understand what they have to do.

2.6 Recount Text

A recount text is a piece of text that retells past events. Wadirman (2008:4) explains that a recount text is a text which retells events or experiences in the past. Its purpose is entertain or to retell the events to the reader.

A recount text has generic structures. The generic structures of recount text are as follows: (1) orientation, introducing the participants, place, and time; (2) events, describing a series of event that happened in the past; (3) reorientation, stating personal comment of the writer to the story, it is optional. The example of a recount text is as follows:

Last night, I read an article about adolescence in a magazine. I learned that is was a time of change between childhood and adulthood.

Orientation

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of person I wanted to be.

Event 1

To divert my emotions, I took many extra curricular activities. I took many extra curricular activities. I took piano lesson on Monday. On Tuesday, I enjoyed an English course. Then, on Wednesday and Thursday, I had extra science and math lessons. Friday, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

> Event 2

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

> reorientation

(Adopted from: English in Focus, 2008:60)

The first paragraph is orientation. The first paragraph tells who was involved, where the events took place, and when it happened. The second paragraph and third paragraph are evens which tell what happened and in what sequence. The fourth paragraph is reorientation. The last paragraph consists of optional-closure of events or ending.

A recount text has language features. According to Priyana *et al* (2008) the language features of recount text are: (1) using simple past tense to locate events in relation to writer's time, for example I <u>remembered</u>, I <u>was</u> fourteen, etc.; (2) using conjunction and time connectives to sequence the events, for example: and, but, then, etc.; (3) using adverbs and adverbial phrases to indicate place and time, for example: last night, at my home, etc.; (4) using action verb to refer to events, for example: read, learned, finished, etc.

2.7 Research Hypothesis

Based on the research problem and relevant theories above, the action hypothesis of this research could be formulated as follows:

1. The use of skimming and scanning techniques could improve the eighth grade students' active participation in the reading class at MTs N 1 Jember.
2. The use of skimming and scanning techniques could improve the eighth grade students' reading comprehension achievement at MTs N 1 Jember.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the methods applied in this research that cover the discussion of the Research Design, Area Determination Method, Subject Determination Method, Operational Definitions of the Key Terms, Data Collection Methods, Research Procedures, and Data Analysis Method. The following sections highlight each point in detail.

3.1 Research Design

This research was intended to improve the VIII-C students' reading comprehension achievement by using Skimming and Scanning techniques. Therefore, the Classroom Action Research design was used as the research design in this research. According to Elliot (1991:69), an action research is a study of a social situation with a view to improve the quality of action within it. Stay in line with that, Bogdan and Biklen (1992:223) state the action research is the systematic collection of information that is designed to bring about social change. Further, Gay *at.al*., (2000:18) state that an action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways in which their particular schools operate, the teachers teach, and the students learn.

This research was conducted collaboratively with the English teacher of the VIII-C students at MTs N 1 Jember. The collaboration was focused on finding the research problems, especially in teaching reading, implementing the action observing the classroom and doing evaluation, analyzing the data and doing the reflection. By conducting the research collaboratively, the researcher hoped the data were accurate and the research process could run well.

The design of Classroom Action Research is illustrated in the following diagram.

The Design of The Classroom Action Research

Preliminary Study	Revising some necessary aspects that make the action fail to achieve in cycle 1	The results have not achieved the target score

Preliminary Study

- Interviewing the English teacher
- Finding the initial problem
- Choosing the problem to investigate

Planning

- Determining the action
- Preparing the teaching materials
- Designing the lesson plans
- Preparing the observation checklist, and the reading test material
- Setting the criteria of success of the action

Implementing

- Teaching reading by using Skimming and Scanning techniques
- Doing observation
- Giving the reading test to the subjects

Reflecting

Data analysis and Evaluation

The results have achieved the target

- The cycle is stopped
- Reporting the result

(Adapted from Lewin, quoted in Elliot, 1991:70)

The procedures of the research are as follows:

1. Doing the preliminary study by interviewing the English teacher of the eighth grade to find out the information and the students' problems in reading comprehension.

2. Finding some documents to know the mean score of the students' previous reading test scores as the supporting data taken from the English teacher.

3. Choosing the class of the eight grade which has the specific problem of reading comprehension as the research subjects.

4. Determining the action to solve the students' problems in reading comprehension.

5. Planning the action by preparing and constructing the lesson plans for the first cycle and observation checklist.

6. Implementing the actions in the first cycle by the researcher while the observation was done by the English teacher.

7. Administering the reading test after the actions of the first cycle done in the third meeting.

8. Analyzing the results of reading comprehension test quantitatively in the percentage.

9. Reflecting the results of the observation and reading test in the first cycle descriptively.

10. Since the results of reading test in the first cycle had not achieved the research target, the lesson plans of the first cycle therefore revised.

11. Planning the action by preparing and constructing the lesson plans by revising the weak aspects for the second cycle and observation checklist.

12. Implementing the actions in the second cycle by the researcher, while the observation was done by the English teacher.

13. Administering the reading test after the actions in the second cycle done in the third meeting.

14. Analyzing the reading test results of the second cycle quantitatively in the percentage.

15. Reflecting the result of observation and reading test in the second cycle descriptively.

16. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

The research area was determined by using the purposive method. According to Arikunto (2006:139) a purposive method is a method to choose a research area based on a certain purpose. This research was conducted at MTs N 1 Jember. This area of the research was chosen purposively based on some reasons. First, the students still had difficulties in reading comprehension. Second, the teacher never uses Skimming and Scanning techniques in teaching reading

comprehension. Third, the headmaster and teacher gave permission to the researcher to conduct the classroom action research to overcome the students' difficulties in reading comprehension.

3.3   Subjects Determination Method

According to McMillan (1992:68), a subject is an individual who participates in a research or someone from whom data are collected. In this research, the population of the research was all the eighth grade students of MTs N 1 Jember in the 2014-2015 academic year. There are seven classes of the eighth grade. The researcher took one class purposively based on the students' problem in reading. Based on the information from the English teacher given, class VIII-C still had problems in reading comprehension. This class was chosen as the research subjects because this class had the lowest mean score of reading test among the other classes. Therefore, this class was chosen as the subjects of this research.

3.4   Operational Definitions of the Key Terms

It was necessary to define the terms used in the title operationally. It enabled both the writer and the readers to get mutual understanding of the concepts used in this research. The terms that were necessary to be defined operationally are reading comprehension achievement and Skimming and Scanning techniques.

3.4.1   Reading Comprehension Achievement

Reading comprehension achievement in this research means the VIII-C students' reading achievement obtained from the reading test in each cycle by using the skimming technique to find general information of the recount text and the scanning technique to find specific information in the text. The general information here deals with paragraph comprehension and text comprehension, while the specific information deals with word comprehension and sentence comprehension.

3.4.2   Skimming and Scanning Techniques

Skimming is one of the techniques used when the reader wants to get the gist of the text quickly. The purpose of Skimming is getting the main ideas and general overview of the content. Further, in the Skimming technique, the students find the general information of the recount text.

Scanning is one of the techniques used when the reader wants to get a specific information quickly. In the Scanning technique, the students find the specific information of the recount text quickly.

3.5   Data Collection Methods

The data of this research consisted of primary data and supporting data. The primary data were collected by the reading test and observation, while the supporting data were collected from documentation and interview. The following parts will discuss the methods that were used in this research.

3.5.1   Reading Test

A test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task (McMillan, 1992:114). Stay in line with this idea, Brown (2003:3) states a test is a method of measuring a person's knowledge, ability, or performance in a given domain.

Hughes (2003:11) points out there are four types of test, namely: proficiency tests, achievement tests, diagnostic tests, and placement tests. In this research, the reading achievement test were used to measure the students' reading comprehension achievement.

A good test should have high validity. Hughes (2003:26) explains that a test is said to be valid if it measures accurately what it is intended to measure. In order to ensure the test and establishing the content validity of the reading test, the content of the materials was constructed based on the 2006 Instructional Based Curriculum for junior high school used in the school and the indicators of reading test dealing with word comprehension, sentence comprehension, paragraph

comprehension, and text comprehension, and it was consulted to the English teacher and the consultants.

In this research, the reading test was given to the subjects in each cycle after the actions given. The reading test was in the form of multiple choice. According to Brown (2003:194), the most popular method of testing reading knowledge is the multiple choice format. Further, he points out that multiple choice is practical, easy to administer, and can be scored quickly. The test consisted of 25 items in the form of multiple choices with 4 options in each item, and the test was administered in 50 minutes. The correct answer was scored 4 points. So, the total score was 100. Further, the researcher used the material taken from other sources which were not used by the English teacher and the students.

3.5.2   Observation

Observation in this research was conducted to get the main data about the students' active participation in the teaching learning process of reading. According to Arikunto (2010:272), the most effective way for doing observation is by using observation instrument. The indicators of the students' participation were as follows:

1.   The students read the text individually
2.   The students do reading exercises by using Skimming technique
3.   The students do reading exercises by using Scanning technique
4.   The students answer the teacher's oral questions
5.   The students ask the questions to the teacher about the material they do not understand

Notes:

The students are considered active if the students fulfilled at least 4 indicators.

The students are considered passive if the students fulfilled less than 4 indicators.

The following table is the form of the observation checklist to record the students' participation.

Table 3.1 Observation Checklist

Students' Name	Indicators					Result	
	1	2	3	4	5	Active	Passive

3.5.3 Interview

McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this research, interview was conducted to obtain the supporting data. The interview was conducted with the eighth grade English teacher of MTs N 1 Jember. The interview was intended to find the information dealing with the English curriculum used, the English text book used, some techniques used in teaching reading, the students' problems in reading, and how to overcome the problems. The interview was conducted in the preliminary study of the research. The interview guide is enclosed on Appendix B.

3.5.4 Documentation

Documentation was used to get the supporting data. In this research, the data collected from documents were the names of the subjects and the previous English scores of VIII-C students' at MTs N 1 Jember taken from the English teacher. The documentation is enclosed on Appendix C.

3.6   Research Procedures

This research was done in two cycles in which each cycle covered four stages of activities. They were the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action.

3.6.1 The Planning of the Action

Cycle 1:

The planning of the action means any activities that should be prepared before implementing the action to gain the research objectives. Here, the researcher worked collaboratively with the English teacher of VIII-C at MTs N 1 Jember to plan the action. The activities were as follows:

1. Constructing the lesson plans for the first and the second meetings in the first cycle

2. Choosing the appropriate reading material based on the Instructional Based Curriculum for the eighth grade students' of junior high school

3. Preparing the students' worksheets and the observation guide in the form of checklist containing the indicators to be observed

4. Constructing the reading test to measure the students' reading comprehension achievement in the first cycle after the action given.

5. Setting the criteria of the success of the action

Cycle 2:

The planning of the action in cycle two was similar to the planning of the action in cycle two. The researcher worked collaboratively with the English teacher of VIII-C at MTs N 1 Jember. The activities were as follows:

1. Constructing the lesson plans for the first and second meetings in the second cycle by revising some weaknesses in cycle 1.

2. Choosing the appropriate reading material based on the Instructional Based Curriculum for the eighth grade students' of junior high school.

3. Preparing the students' worksheets and the observation guide in the form of checklist containing the indicators to be observed.

4. Constructing the reading test to measure the students' reading comprehension achievement in the second cycle.

5. Setting the criteria of the success of the action.

3.6.2   The Implementation of the Action

Cycle 1:

The action in the first cycle was done by the researcher based on the lesson plans that had been consulted to the English teacher and the consultants. The action was conducted during the school hours based on the schedule of the English subject of VIII-C of MTs N 1 Jember. The action in the first cycle was done in two meetings. The time allocation for the action was 2x40 minutes in each meeting. Then, the reading test to measure the students' reading comprehension achievement was administered in the third meeting after the action in the first cycle.

Cycle 2:

The action in the second cycle was done the same as the action in the first cycle. The action in the second cycle was done by the researcher based on the lesson plans that had been consulted to the English teacher and the consultants, while the English teacher became the observer of the students' participation during the teaching learning process. The action was conducted during the school hours based on the schedule of the English subject of VIII-C of MTs N 1 Jember. The actions in second cycle was done in two meetings. The first and the second meeting was done for teaching learning process of reading, while the third meeting was done for reading comprehension achievement after the actions given.

3.6.3   Observation and Evaluation

Cycle 1:

Observation was used to observe the students' participation during the teaching learning process of the reading by using Skimming and Scanning techniques. The teacher used the checklist containing the indicators to observe the students' participation during the teaching learning process. The indicators of the observation were as follows:

1.   The students do read the text individually
2.   The students do reading exercises by using the Skimming technique
3.   The students do reading exercises by using the Scanning technique

4. The students answer the teacher's oral questions

5. The students ask the questions to the teacher about the material they do not understand

The students were categorized as active students if they at least did four indicators in the observation check list. The students were categorized as passive students if they did less than four indicators.

The evaluation was carried out to know whether the use of Skimming and Scanning techniques could improve the students' reading comprehension achievement or not. It was done at the third meeting of the each cycle by administering the reading test. Then, the reading test results were used to evaluate the actions. The criteria of the success of the action were as follows

1. The use of Skimming and Scanning techniques could improve the students' active participation if at least 75% of the students actively participate in the teaching learning process of reading.

2. The use of Skimming and Scanning techniques could improve the students' reading comprehension achievement if at least 75% of the students get the reading score test at least ≥ 75.

3.6.4 Reflection of the Action

The reflection was conducted to reflect the results of reading test and observation in each cycle. This reflection was intended to know whether the actions given were successful or not, and to know whether the actions given had weaknesses or not, and to find the solutions of the weaknesses of the actions. The researcher and the English teacher reflected the results of reading test and observation in each cycle. If the researcher found weaknesses in the first cycle, the researcher used those weaknesses as the guide to revise the implementation of the action for the second cycle.

3.7 Data Analysis Method

Analyzing the data is another important step in the research. The data analysis was intended to analyze and interpret the data into the meaningful

information. In this research, the collected data from observation and the students' reading test in each cycle were the primary data, while the supporting data were collected from interview and documentation.

The primary data collected from the reading test in each cycle were analyzed statistically to find the percentage of the students' who got score ≥ 75 in the reading test by using the following formula:

$$E = \frac{n}{N} \ x \ 100\%$$

E = the percentage of the students who got score ≥ 75 as the standard score in the reading test
n = the number of the students who got score of ≥ 75 as the standard score in the reading test
N = the total number of the students doing the test (the research subjects)
(Ali, 1993:186)

The data from observation were analyzed by using the following formula:

$$E = \frac{n}{N} \ x \ 100\%$$

E = the percentage of students who actively participated in teaching learning process of reading by using skimming and scanning techniques
n = the number of the students who were active during the teaching learning process of reading
N = the number of the students (the research subjects)
(Ali, 1993:186)

3.7.1   The Procedures of Analyzing the Data

In this research, the data analyzed were primary data. The primary data in this research were collected from reading test and observation. The steps in analyzing the data were as follows:

1. Administering the reading test to the students.
2. Scoring the results of the reading test.
3. Drafting the students' reading scores with the English teacher.
4. Discussing the results of reading test with the English teacher.

5. Counting the number of the students who got score ≥ 75 in the reading test by using the formula.

Then, the steps in doing observation were as follows:

1. Doing observation during the teaching learning process together with the English teacher.
2. Collecting the observation results.
3. Discussing the results of observation with the English teacher.
4. Counting the percentage of the students who were active and passive during the teaching learning process by using the formula.
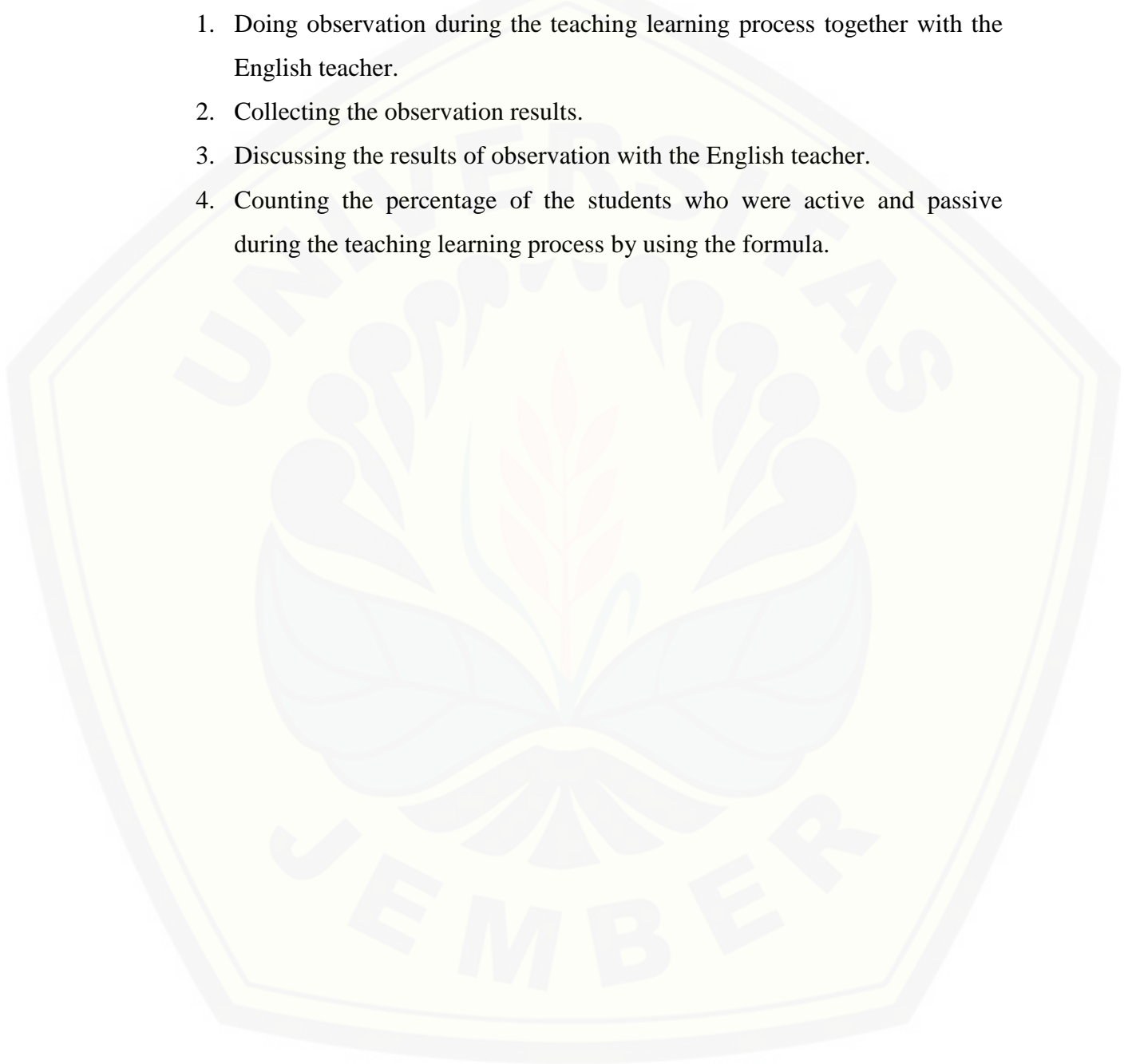
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of both actions in cycle 1 and cycle 2. Each consists of the results of observation, the results of reading comprehension test in cycle 1 and cycle 2, and the results of reflection. Each of them is presented in the following sections.

4.1 The Description of the Actions

This sub chapter presents the results of the action in cycle 1. They include the implementation of the actions in cycle 1, the result of observations in cycle 1, the result of the students' reading comprehension test in cycle 1, and the result of reflection. The detail will be reported in the following parts.

4.1.1 The Actions in Cycle 1

The actions in cycle 1 were conducted on January 27th – February 2nd, 2015. The actions in cycle 1 were done in two meetings. The actions were done based on the lesson plans for meeting 1 and meeting 2 which had been consulted to the research consultants and the English teacher.

Table 4.1 the Schedule of The Implementation of the Actions in Cycle 1

No.	Date	Activities
1.	January 27th 2015	Meeting 1
2.	January 31st, 2015	Meeting 2
3.	February 2nd, 2015	Reading comprehension test

The action in the first meeting of cycle 1 was carried out on Monday, January 27th, 2015. In this meeting, the actions were done by the researcher, while the observation for the students' participation was done by the English teacher. In this cycles, the researcher taught reading by using skimming and scanning techniques. The reading activities covered finding out the general information and specific information of texts. The genre of the text was taken from the 2006 Instructional Based Curriculum (KTSP), that was recount texts.

The teaching learning process of reading in the first cycle could be seen in the following table.

Table 4.2 the Teaching Learning Process of Reading

No	The Teacher's Activity	The Students' Activity	Time
1.	**Set Induction:**		
	- Greeting	Responding the teacher's greeting	
	- Checking the students' attendance	Responding by answering about who is absent	
	- Showing a picture	Looking at the picture and guessing what they understand about the picture	5'
	- Asking some leading questions related to the topic that will be studied	Answering the leading questions	
	- Stating the learning objectives	Listening to the teacher and making notes	
2.	**Main Activity:**		
	- Explaining the definition, social function, generic structure, and the language features of a recount text.	Making notes and asking questions if they do not understand	5'
	- Asking the students to read the recount text given	Reading the text	
	- Explaining about the skimming technique	Making notes for teacher's explanation	
	- Giving the example how to do the skimming technique	Paying attention and imitating how to do the skimming technique	
	- Distributing task 1	Receiving task	
	- Asking the students to do task 1 by applying skimming technique	Doing the task	
	- Discussing the students' work with the class	Paying attention and answering the teacher's questions	65'
	- Explaining about the scanning technique	Making notes for teacher's explanation	
	- Giving the example how to do the scanning technique	Paying attention and imitating how to do the skimming technique	
	- Distributing task 2	Receiving the task	
	- Asking the students to do task 2 by applying the scanning technique	Doing the task	
	- Discussing the students' work with the class	Paying attention and answering the teacher's questions	
3.	**Closure:**		
	- Guiding the students to draw a conclusion by question and answer	Drawing a conclusion	
	- Asking the students' problem while doing the tasks	Sharing	5'
	- Parting	Parting	

The researcher started the teaching learning process by greeting the students and checked the students' attendance list. It was found there were 9 students who were absent at that time. The action was continued by showing a picture and asked some leading questions related to the material discussed. Then,

the researcher proceeded by stating the learning objectives of the lesson to make the students know about what were expected from the learning activities.

The researcher continued the teaching process by explaining the recount text. Then, the researcher explained the generic structure and language features of the recount text. After that, the researcher introduced the skimming technique. The researcher explained how to apply the skimming technique in reading a text to the students. Next, the researcher distributed a text to each student. The next activity was the researcher asked the students to do task 1 about finding out the general information which included paragraph comprehension and text comprehension of the recount text. The researcher asked the students to read the text by using the skimming technique. Then, the researcher asked the students to answer the questions of task 1 individually. After that, the researcher suggested the students to exchange their worksheets and discussed the answers of task 1 together with the whole class.

After that, the researcher continued the teaching process by explaining the scanning technique and how to apply the scanning technique in reading a text to the students. Then, the researcher distributed a text to each student and asked the students to read the text by using the scanning technique. After that, the researcher asked the students to do task 2 about finding out the specific information which included word comprehension and sentence comprehension of the recount text. The researcher asked the students to answer the questions of task 2 individually. After that, the researcher suggested the students to exchange their worksheets and discussed the answer of task 2 together with the class.

The next activity, the researcher guided the students to draw a conclusion of material and the techniques used. The post activities helped the students to remember the material of the lesson.

The second meeting of cycle 1 was carried out on January 31st, 2015. In this cycle, the researcher delivered reading skill. The implementation of the lesson plan in the second meeting was similar to the implementation of the action in the first meeting. In this meeting, the researcher taught reading by using skimming

and scanning techniques to the students while the English teacher became the observer for the students' participation.

The teaching learning process was opened by greeting the students. In this meeting, the researcher found 4 students who were absent in this meeting. Then, the researcher continued the action by asking some leading questions related to the topic and stating the learning objectives of the lesson.

The researcher continued the teaching learning process by reviewing the last activity they had. It was intended to make the students understand well about the material and to check whether or not they remembered the material. Then, the researcher invited the students to answer some questions related to the skimming and scanning techniques. The researcher continued the activity by distributing a text to the students. Then, the researcher asked the students to read the text by using the skimming technique and asked the students to answer the questions of task 1 individually. Next, the researcher discussed the answers of task 1 with the whole class. Then, the researcher distributed the text to the students and asked them to read it by using the scanning technique. After that, the researcher asked the students to do task 2 individually. Finally, the researcher discussed the answers with the whole class and closed the class by drawing a conclusion about the material which they had learned.

4.1.2   The Result of Observation in Cycle 1

The classroom observation was conducted during the reading teaching learning process by using skimming and scanning techniques. It was intended to know the students' participation during the teaching learning process of reading by using skimming and scanning techniques. The observation was done by the English teacher. The observation in the first meeting was carried out on January 27th, 2015.

The observation checklist consisted of five indicators of the students' activities namely (1) Reading the text individually, (2) Doing reading exercises by using the Skimming technique, (3) Doing reading exercises by using the Scanning technique, (4) Answering the teacher's oral questions, (5) Asking the questions to

the teacher about material they do not understand. The students were considered active if they fulfilled at least four indicators in the observation check list. The research was considered successful if 75% or more of the students were categorized as active students.

In the first meeting, the teaching learning process covered three main activities namely pre-reading, while reading, and post reading. Pre-reading was intended to introduce the topic and activate their background knowledge. The lesson was opened by giving some leading questions related to the topic of "Last Holiday". Those questions were addressed to the students in order to lead them to the topic to be discussed. After that, the researcher explained about Skimming and Scanning techniques to the students that included the definition, the functions, and the steps of using Skimming and Scanning techniques.

In the next activities, the researcher moved to the while-reading activities. In this stage, the students were asked to do the reading exercises. There were two sessions in doing the exercises. In the first session, the students were asked to do exercise 1 by using the Skimming technique to find the general information from the text, while in the second session, the students were asked to do exercise 2 by using the Scanning technique to find the specific information from the text. Then, the researcher discussed the answers with the whole class.

In the post-reading, the researcher reviewed the materials that had been taught and the researcher guided the students to draw a conclusion of the material.

The first meeting of cycle 1 was done on January 27th 2015. The result of observation showed that there were 14 students out of 22 students (63.64%) who were categorized as active students and 8 out of 22 students (36.36%) who were categorized as passive students. Actually, the total number of the VIII C's students was 31 but there were 9 students who did not attend the class at that time. They were absent because they had a study tour to Lamongan.

The second meeting of cycle 1 was done on January 31st, 2015 with the same procedures. The result of the observation indicated that there were 18 out of 26 students (69.23%) who were categorized as active students, while 9 out of 26 students (34.62%) were categorized as passive. In the second meeting of cycle 1,

there were 4 students who were absent at that time. The results of observation could be seen in the following table and chart.

Table 4.3 The Result of Observation Cheek list in Cycle 1

No	The students' initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1	ANK	V	V	V	-	V	V	-	V	V	V	V	-	V	-
2	ACA	V	V	V	V	-	V	-	V	V	V	-	V	V	-
3	AB	-	V	V	-	-	-	V	V	V	V	-	V	V	-
4	AB	V	-	V	-	V	-	V	-	V	V	V	-	-	V
5	AU	V	V	V	V		V	-	V	V	V		V	V	-
6	AY	V	V	V	-	V	V	-	V	V	V	V	-	V	-
7	ANH	-	-	-	-	-	-	-	V	V	V	-	-	-	V
8	BIC	-	-	-	-	-	-	-	-	V	V	-	-	-	V
9	EF	V	V	-	V	-	-	V	-	-	-	-	-	-	-
10	EM	V	-	V	V	V	V	-	V	V		V	V	V	-
11	FE	-	-	-	-	-	-	-	V	-	V	V	V	V	-
12	FMAA	V	V	V	V	-	V	-	-	V	V	V	-	-	V
13	FKN	-	-	-	-	-	-	-	V	V	-	-	V	-	V
14	FFD	V	-	V	V	V	V	-	V	V	-	V	V	V	-
15	IFW	-	V	V	-	-	-	V	V	-	V	-	V	-	V
16	KIF	V	V	V	-	V	V	-	V	V	V	-	V	V	-
17	MNF	V	V	-	V	-	-	V	V	V	V	V	-	V	-
18	MRH	-	V	V	V	-	-	V	-	V	V	V	-	-	V
19	MF	V	-	V	V	V	V	-	-	V	V	V	V	V	-
20	MR	-	V	V	-	-	-	V	V	V	V	-	-	-	V
21	NI	V	V	V	-	V	V	-	V	V	V	-	V	V	-
22	NH	V	V	-	V	V	V	-	V	V	V	V	-	V	-
23	NVKK	-	V	V	V	-	-	-	V	V	V	-	V	V	-
24	OA	-	-	-	-	-	-	-	-	V	V	-	V	-	V
25	RFAP	V	V	V	V	-	V	-	V	V	V	V	-	V	-
26	SAP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	SF	V	V	V	-	V	V	-	V	V	V	-	V	V	-
28	VAA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29	VAVN	V	V	V	-	V	V	-	V	V	V	V	-	V	-
30	WA	-	-	-	-	-	-	-	V	V	V	-	V	V	-
31	YAM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Σ total students						14	8	Σ total students					18	9

Meeting 1

Active students = $\frac{14}{22}$ x 100 = 63.64%

Passive students = $\frac{8}{22}$ x 100 = 36.36%

Meeting 2

Active students = $\frac{18}{27}$ x 100 = 66.67%

Passive students = $\frac{5}{27}$ x 100 = 33.33%

In calculating the percentage of the students' participation during the teaching learning process by using Skimming and Scanning techniques, the researcher used the formula that was explained in chapter III (see page 31).

The percentage calculation of the students' participation above revealed the fact that in the first meeting, there were 14 students out of 22 students (63,64%) who were categorized as active students. However, 8 students out of 22 students (36.36%) were categorized as passive students in the teaching learning process of reading by using skimming and scanning techniques. In the second

meeting, the result of the students' participation increased. There were 18 students out of 27 students (69,23%) who were categorized as active students and 9 students out of 27 students (34,62%) who were categorized as passive ones in the teaching learning process of reading by using skimming and scanning techniques.

After finding out the percentage of the students' participation in each meeting of cycle 1, the calculation was continued to find out the average result of the students' participation. It was intended to know whether the required percentage that was 75% of the students were active could be achieved or not. The calculation of the average result of the students' participation could be seen in the following table.

Table 4.4 The Average Result of the Students' Participation in cycle 1

No.	Meeting	Percentage	
		Active students	Passive students
1.	Meeting 1	63.64%	36.36%
2.	Meeting 2	66.67%	33.33%
Average		65.16%	34.84%

The average result of the students' active participation in cycle 1 above indicated that only 65.16% of students who were categorized as active students while the rest of 34.84% were categorized as passive students. It could be concluded that the percentage of the students' active participation in cycle 1 had not achieved the target percentage of the students' active participation that was at least 75%.

4.1.1 The Result of the Students' Reading Comprehension Achievement Test in Cycle 1

The reading comprehension test was conducted on February 3rd, 2015. It was administered to measure the students' comprehension in reading recount texts by using skimming and scanning techniques after the actions of the first cycle were given to the research subjects. The reading comprehension test consisted of 25 items in the form of multiple choices with three texts. The time allocation for the reading comprehension test was 50 minutes.

The material used to construct this test was reading comprehension that covered word comprehension and sentence comprehension for finding specific information of the recount text and paragraph comprehension and text comprehension for finding general information of the recount text. There were 31 students joining the test. The following are the results of reading comprehension test after they had been taught reading by using skimming and scanning techniques.

Table 4.4 The Result of the Students' Reading Comprehension Test in cycle 1

No	The students' initials	Reading Score	Achieved ≥ 75	Not Achieved < 75
1	ANK	80	V	-
2	ACA	60	-	V
3	AB	76	V	-
4	AB	80	V	-
5	AU	76	V	-
6	AY	70	-	V
7	ANH	80	V	-
8	BIC	76	V	-
9	EF	76	V	-
10	EM	80	V	-
11	FE	76	V	-
12	FMAA	72	-	V
13	FKN	64	-	V
14	FFD	76	V	-
15	IFW	72	-	V
16	KIF	76	V	-
17	MNF	76	V	-
18	MRH	56	-	V
19	MF	60	-	V
20	MR	76	V	-
21	NI	76	V	-
22	NH	64	-	V
23	NVKK	56	-	V
24	OA	76	V	-
25	RFAP	76	V	-
26	SAP	64	-	V
27	SF	76	V	-
28	VAA	60	-	V
29	VAVN	80	V	-
30	WA	76	V	-
31	YAM	60	-	V
		Mean Score = 71.67	19	12
		E	61.29%	38.71%

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

E = the percentage of the students who got score ≥ 75 in the reading test

n = the number of the students who got score of ≥ 75 in the reading test

N = the number of the students (the research subject)

Based on Table 4.4 above, it was found there were 19 students (61.29%) of 31 students who could achieve the standard minimum score that was ≥ 75 and 12 students out of 31 students (38.71%) who could not achieve the standard minimum score that was 75. In conclusion, the action in cycle 1 had not been successful because the percentage of the students who got score ≥75 in the reading test was 61.29%. Therefore, the researcher continued the actions to the second cycle by revising some weaknesses of the action in cycle 1.

4.1.4   The Result of Reflection in Cycle 1

The reflection was done after the results of the observation and the result of reading comprehension test were known. The results of the observation in the first meeting in cycle 1 showed that there were 14 students out of 22 students (63.64%) who were active during the teaching learning process of reading comprehension by using skimming and scanning techniques. In the second meeting, there were 18 students out of 27 students (69.23%) who were active in teaching learning process. On the average, there were only 65.16% of the students who were categorized as active students during the teaching learning process. It means that the criteria of the research could not achieve the target percentage of the students that was 75%. Then, based on the results of reading comprehension achievement test as the product evaluation in the first cycle, the results could not achieved the target score that was 75% of the students got the standard minimum score ≥75 in the reading text. In fact, there was only 61.29% or 19 students who got the standard score ≥75. It means that the successful criteria of the research could not be achieved. Therefore, the actions of cycle 2 were needed to be conducted.

There were some factors that influenced the results of the observation and the students' reading comprehension test in cycle 1. The factors and the revisions in cycle 2 were stated in the following table.

Table 4.6 The Weaknesses in Cycle 1 and Their Revision in Cycle 2

No	Factors in cycle 1	Revisions in cycle 2
1.	Most of the students were shy to answer the teacher's oral question during teaching learning process.	The researcher encouraged the students to be more active. The researcher guided the students to answer the teacher's oral questions.
2.	The students still had difficulty in answering the question about specific information.	The researcher gave re-explanation to the students how to answer the question about specific information with the similar text to make students easier understand.

The revisions of the implementation of the action were needed to solve the problems found in cycle 1. The revision was intended to improve the students' active participation and their reading comprehension achievement in the teaching learning process of reading.

4.2 The Result of the Action in Cycle 2

This sub chapter discusses the result of the action in cycle 2. They included the implementation of the action, the results of observations, the results of reading comprehension achievement test, and the result of the reflection.

4.2.1 The Implementation of the Action in Cycle 2

The action in cycle 2 was conducted on February 7th – 14th, 2015. It was also done in two meetings, and the third meeting was for the reading test. The following is the schedule of the implementation of the action in cycle 2.

Table 4.7 The Schedule of the Implementation of the Action in Cycle 2

No.	Date	Activities
1.	February 7th, 2015	Meeting 1
2.	February, 10th, 2015	Meeting 2
3.	February, 14th, 2015	Reading Comprehension Test

The researcher conducted the first meeting of cycle 2 on February 7th, 2015. The action in this meeting was done by the researcher, while the English teacher still became the observer for the students' participation. The implementation of the actions was based on the revised lesson plans of cycle 1. It was expected that

by revising the way of doing the activities, the students were able to do the activities in cycle 2 better than those in the first cycle.

In the first meeting of cycle 2, the researcher still used the recount text as the genre of the text. The teaching learning process in meeting 1 began by greeting the students and checking the students' attendance. It was found that there was no student who was absent in this meeting. The action was continued by giving some leading questions related to the topic of the lesson, and then the researcher to deliver the learning objectives of the lesson.

Next, the researcher continued the teaching learning process. As the researcher had explained the skimming and scanning techniques in the first meeting of cycle 1, in this meeting, the researcher reviewed the material about how to apply the skimming and scanning techniques in reading a text to the students more clearly. Then, the researcher distributed the text to the students. The researcher asked the students to read the text by using the skimming technique and asked the students to answer the questions in task 1 individually. After the students had finished doing the task 1, the researcher asked the students to exchange their answer sheets and the researcher guided the students to discuss the answers together with the whole class. Then, the researcher continued the teaching learning process by distributing the second text to the students. The researcher asked the students to read the text by using the scanning technique. After that, the researcher asked the students to answer the questions of task 2 individually. After the students had finished doing task 2, the researcher guided the students to discuss the answers of task 2 together with the whole class. Then, the researcher guided the students to draw a conclusion of the material.

The second meeting of cycle 2 was conducted on February 10th, 2015. The material used in the second meeting was also the recount text. The implementation of the action in meeting 2 was the same as the previous meeting. The researcher taught reading by using skimming and scanning techniques, while the English teacher became the observer for the students' participation.

The teaching learning process was opened by greeting the students and checking the students' attendance. In the second meeting of cycle 2, there was no

student who was absent. Next, the researcher gave some leading questions related to the material to the students and the researcher stated the learning objective of the lesson.

Then, the researcher led students to review the material that they had studied in the last meeting. Next, the researcher asked the students to read the text given by the researcher and answer the questions of task 1 individually. After they had finished doing task 1, the researcher proposed the students to discuss the answers of task 1 together by exchanging their answer sheets. After that, the researcher distributed another text and asked to the students to read it and answer the questions of task 2 individually. The next activity was checking the answers of task 2 together with the whole class. Then, the researcher closed the teaching learning process by guiding the students to make a conclusion of the material that they had learnt by giving oral questions.

4.2.2 The Results of Observations in Cycle 2

The classroom observation of the students' participation in cycle 2 was the same as the observations done in cycle 1. The observation of the students' participation in cycle 2 was conducted during the teaching learning process of reading by using skimming and scanning techniques. The indicators of the observation checklist were similar to cycle 1. It was intended to know the students' participation progress from cycle 1 to cycle 2. The observations were done by the English teacher.

The observation in the first meeting of cycle 2 was carried out on February 7th, 2015, while the observation in the second meeting of cycle 2 was on February 10th, 2015.

As explained before, the indicators of observation check list in cycle 2 was also same as the observation check list in cycle 1. The indicators of the students' participation in cycle 2 covered (1) Reading the text individually, (2) Doing reading exercises by using the Skimming technique, (3) Doing reading exercises by using the Scanning technique, (4) Answering the teacher's oral questions, (5) Asking the questions to the teacher about the material they do not understand. The

students were considered as active students if the students could fulfill at least four of five indicators stated in the checklist. This research was considered successful if at least 75% or more of the students were categorized as active students. The results of observation checklist in cycle 2 are presented in the following table.

Table 4.8 The Result of Observation Cheek list in Cycle 2

No	The students' initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1	ANK	V	V	V	-	V	V	-	V	V	V	V	-	V	-
2	ACA	V	V	V	V	-	V	-	V	V	V	V	V	V	-
3	AB	V	V	V	V	-	V	-	V	V	V	V	-	V	-
4	AB	V	V	V	-	-	-	V	V	V	V	-	-	-	V
5	AU	V	V	V	-	V	V	-	V	V	V	-	V	V	-
6	AY	-	V	V	V	V	V	-	V	V	V	V	V	V	-
7	ANH	V	V	V	V	-	V	-	V	V	V	-	V	V	-
8	BIC	-	V	V	V	V	V	-	V	V	V	V	-	V	-
9	EF	V	V	V	-	-	-	V	V	V	V	-	-	-	V
10	EM	V	V	V	V	V	V	-	V	V	V	V	V	V	-
11	FE	V	V	V	-	V	V		V	V	V	V	V	V	-
12	FMAA	V	V	V	V	-	V	-	V	V	V	V	-	V	-
13	FKN	-	V	V	V	V	V	-	-	V	V	V	V	V	-
14	FFD	V	V	V	-	V	V	-	V	V	V	-	V	V	-
15	IFW	V	V	V	-	V	V	-	V	V	V	V	V	V	-
16	KIF	V	V	V	V	-	V	-	V	V	V	V	-	V	-
17	MNF	V	V	V	V	-	V	-	V	V	V	-	V	V	-
18	MRH	-	V	V	V	-	-	V	-	V	V	V	-	-	V
19	MF	V	V	V	V	-	V	-	V	V	V	V	-	V	-
20	MR	V	V	V	-	V	V	-	-	V	V	V	V	V	-
21	NI	V	V	V	V	-	V	-	V	V	V	V	-	V	-
22	NH	V	V	V	-	V	V	-	V	V	V	-	V	V	-
23	NVKK	-	V	V	-	V	-	V	V	V	V	-	V	V	-
24	OA	-	V	V	-	-	-	V	-	V	V	V	-	-	V
25	RFAP	V	V	V	V	-	V	-	V	V	V	V	-	V	-
26	SAP	V	V	V	-	-	-	V	V	V	V	-	-	-	V
27	SF	V	V	V	V	V	V	-	V	V	V	-	V	V	-
28	VAA	-	V	V	-	-	-	V	-	V	V	-	-	-	V
29	VAVN	V	V	V	-	V	V	-	V	V	V	V	V	V	-
30	WA	V	V	V	V	-	V	-	V	V	V	V	-	V	-
31	YAM	V	V	V	-	-	-	V	-	V	V	V	-	-	V
	Σ total students						23	8	Σ total students					24	7

Meeting 1   *Meeting 2*

Active students = $\frac{23}{31}$ x 100 = 74.19%   Active students = $\frac{24}{31}$ x 100 = 77.42%

Passive students = $\frac{8}{31}$ x 100 = 25.81%   Passive student = $\frac{7}{31}$ x 100 = 22.58%

Based on the data analysis using the formula above, it was found that there were 23 students out of 31 students (74.19%) who were categorized as active students and only 8 students out of 31 students (25.81%) who were categorized as passive students in the teaching learning process of reading by using skimming and scanning techniques in the first meeting of cycle 2. In the second meeting of

cycle 2, the result of the students' participation increased. It was found that there were 24 students out of 31 students (77.42%) who were categorized as active students and only 7 students out of 31 students (22.58%) who were categorized as passive ones in the teaching learning process of reading by using skimming and scanning techniques.

The calculation was continued to find out the average result of the students' participation after finding out the percentage of the students' participation in each meeting in cycle 2. It was intended to know whether the required percentage that was 75% of the active students had been achieved or not. The following table presents the calculation of the average result of the students' participation.

Table 4.9 The Average Result of the Students' Participation in cycle 2

No	Meeting	Percentage	
		Active	Passive
1.	Meeting 1	74.19%	25.81%
2.	Meeting 2	77.42%	22.58%
	Average	75.81%	24.19%

Based on the data of the students' participation above, it was found that there was 75.81% of the students who were categorized as active students while 24.19% of the students who were categorized as passive students. It could be concluded that the percentage of the students' active participation in cycle 2 had achieved the required target percentage that was at least 75%.

4.2.1 The Result of the Students' Reading Comprehension Achievement Test in Cycle 2

The reading comprehension test was conducted in the third meeting of the action in cycle 2. It was carried out on February 14th, 2015. The reading comprehension test was administered to measure the students' reading achievement after they had been taught reading by using skimming and scanning techniques in cycle 2.

The material used in this test was about finding general information and specific information. The test consisted of three texts and 25 test items in the form

of multiple choices. The time allocation for the reading comprehension test was 50 minutes. The following are the results of reading comprehension test.

Table 4.10 The Result of the Students' Reading Comprehension Test in Cycle 2

No	The students' initials	Reading Score	Achieved ≥75	Not Achieved < 75
1	ANK	88	V	-
2	ACA	68	-	V
3	AB	80	V	-
4	AB	84	V	-
5	AU	76	V	-
6	AY	88	V	-
7	ANH	80	V	-
8	BIC	72	-	V
9	EF	80	V	-
10	EM	92	V	-
11	FE	80	V	-
12	FMAA	76	V	-
13	FKN	76	V	-
14	FFD	80	V	-
15	IFW	80	V	-
16	KIF	76	V	-
17	MNF	84	V	-
18	MRH	68	-	V
19	MF	72	-	V
20	MR	76	V	-
21	NI	64	-	V
22	NH	80	V	-
23	NVKK	76	V	-
24	OA	80	V	-
25	RFAP	80	V	-
26	SAP	76	V	-
27	SF	76	V	-
28	VAA	56	-	V
29	VAVN	92	V	-
30	WA	76	V	-
31	YAM	60	-	V
		Mean Score = 77.16	24	7
		E	77.42%	22.58%

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

E = the percentage of the students who got score ≥ 75 in the reading test

n = the number of the students who got score of ≥ 75 in the reading test

N = the number of the students (the research subjects)

Based on Table 4.9 above, the results indicated that there were 24 students (77.42%) who got score 75 or higher and 7 students (22.58%) who could not achieve the standard minimum score that was ≥75. The percentage of the students' reading comprehension achievement in cycle 2 was higher than the students' reading comprehension achievement in cycle 1 that were 19 students (61.29%) who could achieve the standard minimum score that was ≥75 while 12 students (38.71%) who could not achieve the standard minimum score that was 75. In conclusion, the percentage of the students who got score ≥75 in the reading test in cycle 2 had achieved the required target of this research. Therefore, the action in this classroom action research was stopped.

4.2.4 The Result of Reflection in Cycle 2

The reflection of the result in cycle 2 was conducted after knowing the results of the observation and reading test. From the results of the observation, it was found that there were 23 students out of 31 students (74.19%) who were categorized as active students in the teaching and learning process of reading by using skimming and scanning techniques in the first meeting of cycle 2. In meeting 2, the result of the students' active participation increased. It was found that there were 24 students out of 31 students (77.42%) who were categorized as active students in the teaching and learning process of reading by using skimming and scanning techniques. On the average, there were 75.81% of the students who were categorized as active students during the teaching and learning process of reading by using skimming and scanning techniques. From the results, it could be concluded that the results of observation in cycle 2 had achieved the criteria of success of the research that was at least 75% the students were active during the teaching learning process.

Related to the results of the classroom observation of the students' participation, the improvement of the students' active participarion from cycle 1 to cycle 2 can be seen in graphs 4.1 below
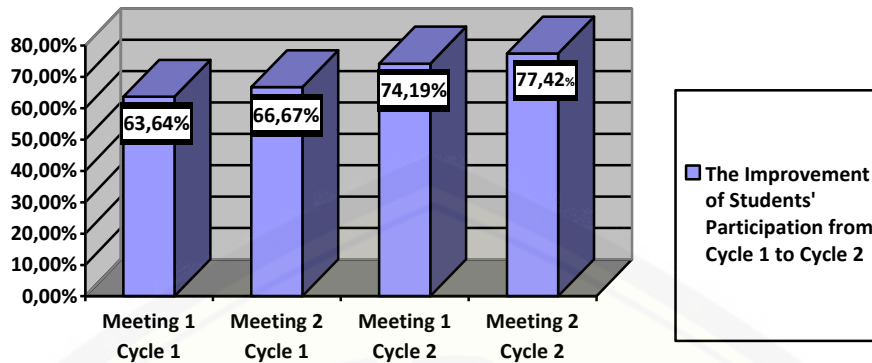
Meanwhile, the result of reading comprehension test in cycle 2 showed the improvement from the reading comprehension test in cycle 1 that were 19 students out of 31 students (61,29%) who could achieve the standard minimum score that was ≥75. The reading comprehension test in cycle 2 there were 24 students out of 31 students (77.42%) could achieve the standard minimum score that was ≥75. It indicated that the result of the reading test in the second cycle had achieved the target percentage of the students who got score ≥75 that was 75%. The improvement of reading comprehension test in cycle 1 to cycle 2 can be seen in graphs 4.2 below.
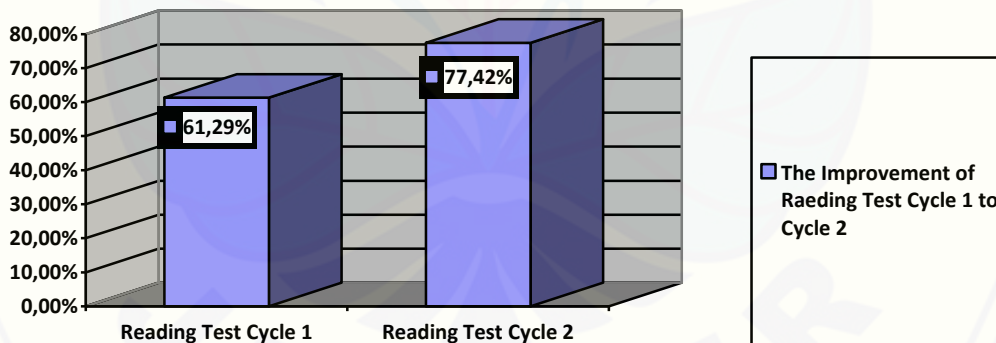
There were some factors that influenced the results of the students' active participation and the reading test in the second cycle. They were as follows:

1. The students understood better how to answer the question using scanning technique in reading since the researcher re-explained the scanning technique with the similar text to make students easier understand.

2.   The researcher tried to encourage the students to be more active in answer the teacher's oral questions during the teaching learning process by guiding the student.

In conclusion, the results of the implementation of the action in cycle 1 and cycle 2 revealed that there was an improvement in cycle 2 as many as 10.65% of 31 students in the percentage of the students' active participation and as many as 16.13% of 31 students in the percentage of the students' who got score ≥75 in the reading test.

4.3   Discussion

After implementing the actions in the cycle 1 and the cycle 2, it could be said that the use of skimming and scanning techniques could improve the students' reading comprehension achievement and their participation.

Before the actions were implemented in cycle 1, the students' English score of VIII C was below of the standard minimum. It was proven by the average score of the English test that was 65. Meanwhile, the English standard minimum score of MTs N 1 Jember was 75. Then, after the actions given in the cycle 1, the result of reading test showed only 19 students out of 31 students (61.29%) who got the score ≥75 in the reading test. The actions in this research were considered successful if 75% of the students got score ≥75 in the reading test. Therefore, these results indicated that the action in the first cycle could not achieve the research target that was 75% of students got score ≥75.

Dealing with the students' participation, the result of students' active participation in the first cycle also could not achieve the research target that was 75%. It was known that the average percentage of the students who were categorized as active students was 65.16%.

The result of reading test in cycle 1 could not achieve the research target that was 75% of students could achieve the standard score that was ≥75 because of some reasons. First, the students still had problems in answering the questio about specific information. Second, most of the students were shy to answer the teacher's oral question during teaching learning process.

As the result of cycle 1 could not achieve the research target that was 75% of students got score ≥75, the researcher continued the action to cycle 2. In cycle 2, the researcher encouraged the students to be more active in the teaching learning process of reading by guiding the students to answer the teacher's oral questions. The researcher also re-explained how to answer the questions about specific information with the similar text to make students easier understand.

The result of reading test in cycle 2 got better results than those in cycle 1 because the researcher gave some revisions of the cycle 1. It was proven by the average score of students' reading test that was 24 students out of 31 students (77.42%) who got ≥75 in the reading test. The actions in this research were considered successful if 75% of the students got score ≥75 in the reading test. It means that the students' reading test in the second cycle had achieved the research target or the research objective.

The results of the observation showed that the students' active participation in joining the teaching learning process also improved. It was known from the average percentage of the students who categorized as active students that was 75.81%. It means the students active participation during the teaching learning process of reading was successful.

The result of this research was in line with the results of some previous researches. One of them was conducted by Putri (2012) who reported that teaching reading by using skimming and scanning techniques could improve the reading achievement of the seventh grade students' at SMP Negeri 2 Balung, Jember. Besides, Christina (2011) also proved that skimming and scanning techniques could improve the reading comprehension achievement of eighth grade students' of SMP Negeri 1 Ambulu, Jember. Another research was conducted by Sari (2009) who found that the use of skimming and scanning techniques in teaching reading could improve the reading achievement of the tenth grade students of SMA Muhammadiyah Rambipuji, Jember. The findings of the previous researches were also suitable with the theory stated by Grellet (1993:3) that skimming and scanning techniques are the ways of reading comprehension and it could make students quick and efficient in reading a text.

Therefore, the results of this action research in cycle 2 proved the hypotheses as follows:

1. The use of skimming and scanning techniques could improve the eighth grade students' active participation in the teaching learning process of reading at MTs N 1 Jember.

2. The use of skimming and scanning techniques could improve the eighth grade students' reading comprehension achievement at MTs N 1 Jember.
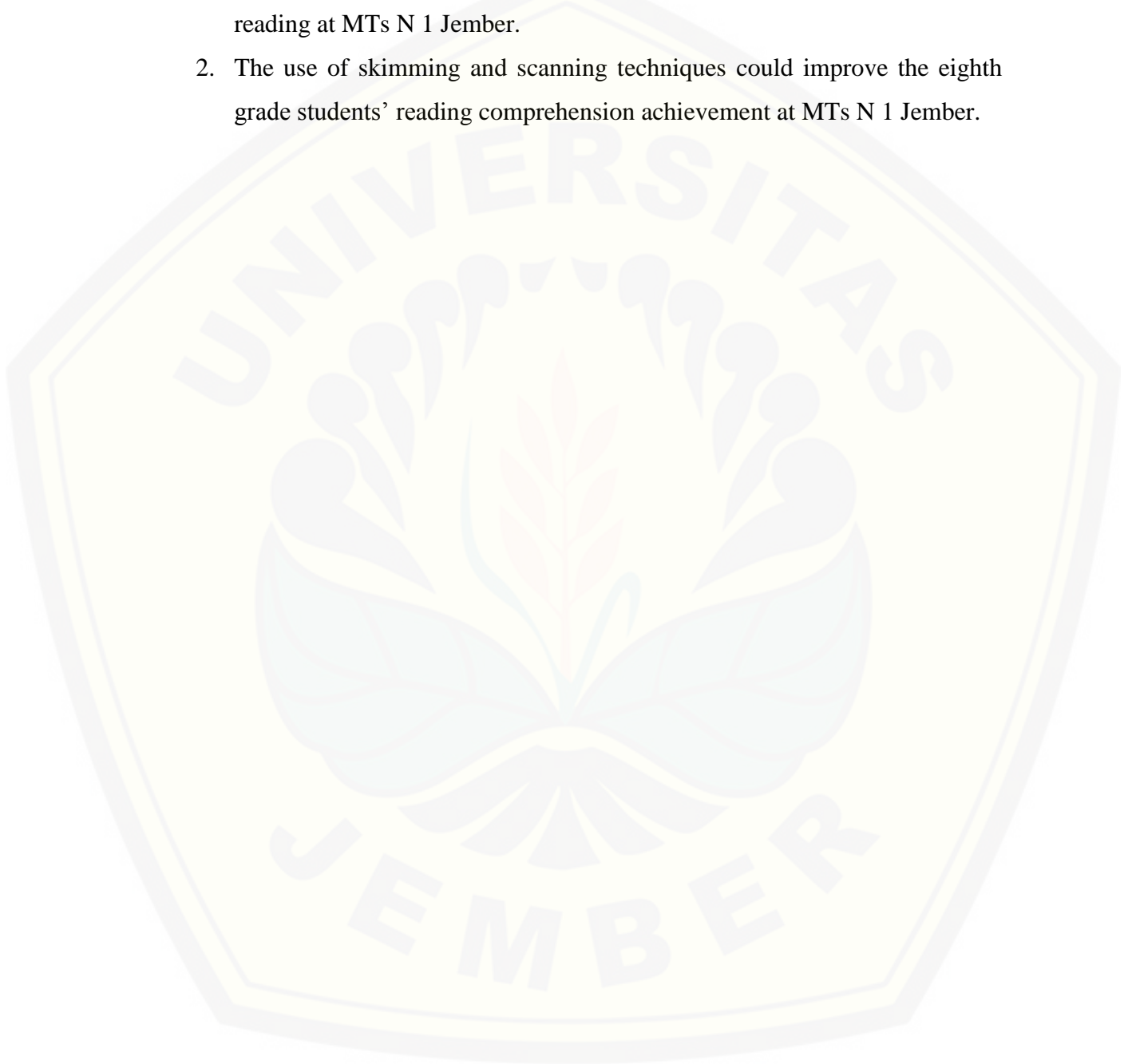
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter presents the research conclusions and suggestions. Each point is presented respectively in the following sections.

5.1 Conclusion

Based on the results of the data analysis and discussion above, it could be concluded that the use of skimming and scanning techniques could improve the students' active participation and their reading comprehension achievement at MTs N 1 Jember in the 2014/2015 academic year. Thus, the research findings proved the research hypotheses as follows:

1. The use of skimming and scanning techniques could improve the eight grade students' active participation in the teaching learning process of reading at MTs N 1 Jember. The improvement could be seen from the percentage of the students who were active in the reading teaching learning process that was from 65.16% in cycle 1 to 75.81% in cycle 2.

2. The use of skimming and scanning techniques could improve the eighth grade students' reading comprehension achievement at MTs N 1 Jember. The improvement could be seen from the percentage of the students who got score ≥75 in the reading test, that was from 61.29% in cycle 1 to 77.42% in cycle 2.

5.2 Suggestions

As the results of this research showed that skimming and scanning techniques could improve the students' active participation and their reading comprehension achievement, the researcher gives some suggestions to following people:

1. The English teacher

   Based on the results of this research, it is suggested that the English use skimming and scanning techniques as the alternative techniques to reduce the students' problems in reading as well as

improve the students' reading comprehension achievement and their active participation in the teaching learning process of reading.

2. The Students

   The students are suggested to practice reading by using skimming and scanning techniques frequently. Skimming technique is used for find the general information from the text, while scanning is used for find the specific information from the text. Those techniques could help the students to comprehend the text because they could improve their reading comprehension achievement in comprehending the general and specific information of the text quickly.

3. The Future Researchers

   It is suggested to the future researchers to use these research results as information and input to conduct a further research dealing with a similar problem by using different research design, such as an experimental research or the same research design with different levels of the students and different schools.

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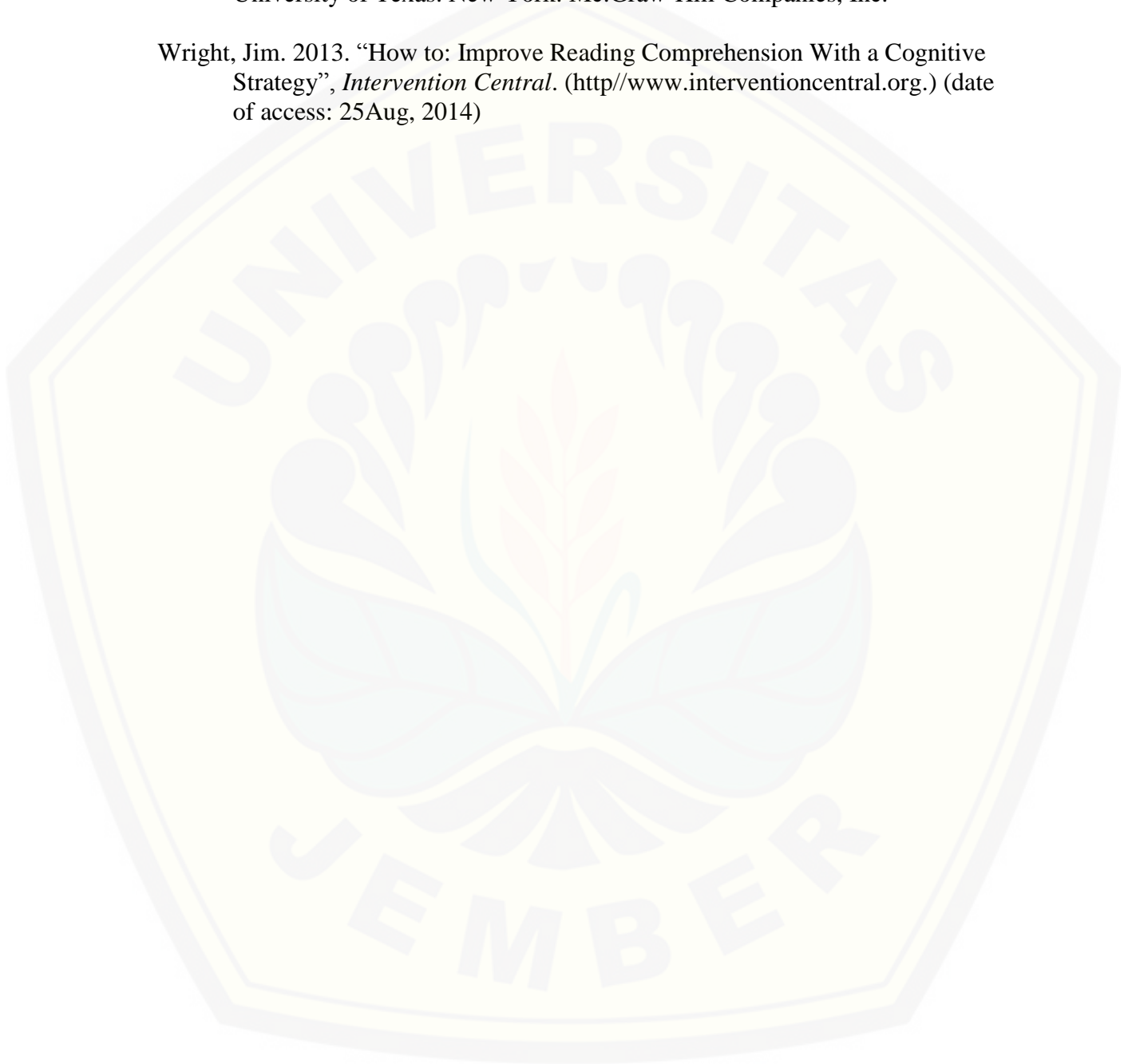
RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Cycle	Action Hypothesis

Improving the Eighth Grade Students' Reading Comprehension Achievement by Using Skimming and Scanning Techniques at MTs N 1 Jember	1. How can the use of Skimming and Scanning techniques improve the VIII students' reading comprehension achievement at MTs N 1 Jember?
	
	2. How can the use of Skimming and Scanning techniques improve the VIII students' active participation in reading teaching and learning process at MTs N 1 Jember?
		1. **Independent Variable**
		Teaching reading by using Skimming and Scanning techniques
		
		2.**Dependent Variable**
		a) The students' reading comprehension achievement
		
		b) The students' active participation during the teaching learning process
			• Skimming for General information
			• Scanning for Spesific information
			
			a) The scores of the students' reading comprehension test
			
			a) Reading the text individually
			b) Doing reading exercises by using Skimming technique
			c) Doing reading exercises by using Scanning technique
			d) Answering the teacher's oral questions
			e) Asking questions to the teacher about material they do not understand
				1. Research Subjects: The students' of the VIII Grade of MTs N 1 Jember in the 2014/2015 academic year
				
				2. Informant: The English teacher of VIII Grade of MTs N 1 Jember
				
				3. Documents:
				• The names of the research subjects
				• The students' test scores obtained from formative test from the English teacher
					1. Research Design: Classroom Action Research with Lewin's cycle model (Lewis, 1980, in Eliot, 1991:70) the stages of each cycle are:
					  a. The Planning of the action
					  b. The Implementation of the action
					  c. Observation and evaluation
					  d. Data analysis and reflection of the action
					2. Area Determination Method: Purposive Method
					3. Research Subjects Purposive Method
					4. Data Collection Methods: Primary Data:
					• Reading Comprehension Test
					• Observasation
					
					Supporting Data:
					• Interview
					• documentation
					5. Data Analysis Method:
					• The primary data obtained from the reading test were analyzed statistically to find the precentage of the students' who got score ≥ 75 by using the following formula:
						The action in cycle 1: Teaching reading comprehension by using Skimming and Scanning techniques to improve the VIII students of MTs N 1 Jember.
						
						Theaction in cycle II conducted if:
						• Less than 75% of the students could not achieve the standard score of 75 in the reading test.
						• Less than 75% of the students were not active in the teaching learning process.
							1. The use of Skimming and Scanning teachniquea can improve the class VIII students' active paticipation in the teaching learning process of reading.
							
							2. The use of Skimming and Scanning techniques can improve the class VIII students' reading comprehension achievement at MTs N 1 Jember.

					$E = \frac{n}{N} \times 100\%$ E= the precentage of the students who got score ≥ 75 in the reading test n = The number of the students who got score is ≥ 75 in the reading test N = the number of the students(in the research subjects). (Adapted from Ali, 1998: 189) • The data from the observation were analyzed by using the following formula: $E = \frac{n}{N} \times 100\%$ E = the precentage of the students who actively involved in the teaching learning process of the reading by using skimming and scanning techniques n = the number of the students categorized as the active students in the teaching learning process N = the number of the students (research subjects) (Adapted from Ali, 1998: 189)		

The Result of Preliminary Study

The informal interviewed has been conducted at the beginning of the study to know the teaching learning process and problem faced in reading. The following questions were used in interviewing the English teacher of eighth grade of MTs Negeri 1 Jember.

No	Researcher's Questions	The English Teacher's Answer
1	What curriculum do you use in teaching English at MTs Negeri 1 Jember?	MTs N 1 Jember uses KTSP 2006.
2.	How many times do you teach English in a week?	Twice a week for one class
3.	How many minutes do you teach English in every meeting?	2x40 minutes
4.	What resources do you use to teach English to the students?	Let's Talk by *Pakar Raya*
5.	What technique do you apply in teaching reading comprehension?	Reading the text loudly
6.	English has four language skills. Which is the students have difficulty among those skills?	They have difficulty on reading skill.
7.	What difficulty do your students face in learning reading?	They have difficulties in comprehending the text, finding the general information and specific information from the text quickly. They also tend to be stuck when they do not know the meaning. Besides, they waste their time to find word meaning, sentence meaning, paragraph meaning, and text meaning.
8.	How do you overcome the problem?	I ask the students to look for the meaning of unfamiliar words from dictionary. Besides, I ask the students to discuss the text and the exercises with their friends (group or partner).

9.	How was the result of using such techniques?	The results were not quite good. They waste their time to comprehend the word, sentence, paragraph, and text.
9.	How is the English score of eighth grade students?	Their English score is around 65 but for VIII A's score is the highest because they are smart students.
10.	Which class has the most reading problem?	Class VIII C.
11.	Have ever used skimming and scanning techniques in teaching reading?	No, I haven't.

Appendix C

The Previous English Score of VIII-A Grade of MTs N 1 Jember
Taken from Midterm Test

No		Name	Score
Urut	Induk		
1	10151	AHMAD DLIYAUDDIN	74
2	10181	ALIFAH SALMA	70
3	10153	ALIFIA WARDAHATUL JANNAH	79
4	10152	ALIM MAULIDI RAMANDA	71
5	10154	ARIEL IZZA KURNIA	75
6	10155	DIAH NAFISAH MARDATILAH	80
7	10190	JUNAEDI FIRMAN SYACH	72
8	10394	LAILA NAFISAH	76
9	10158	MOCHAMMAD ROICHAN MUFID	81
10	10161	MOH. DANIEL REZA NUR HIDAYAH	70
11	10157	MUHAMMAD FADLI AL FAUZI	72
12	10162	NABILA RIZQILLAH SALSABILA	76
13	10163	NAZALA RIZQI DWI DINDA YULIANA	80
14	10166	NUR FATIMAH	77
15	10201	NURVITA CINDY DWI PRATIWI	72
16	10234	PUTRI KIRANI LAILATUS SHIAM	76
17	10236	ROZUL MOEHAMMAD DJORGI	73
18	10203	SITI ATIK OKTAVIA NINGSIH	70
19	10168	SITI NURCHOLIDA	72
20	10169	SYAFINATUL ROSYIDAH	71
21	10170	VICA IZUL ZUMARO	74
22	10171	WILDA NADYA	70
23	10172	ZANIRAH	72
24	10173	ZANUBA HILLA QUDROTU CHOFSOH	70
25	10174	ZIADATUL FARIHA	73
26	10176	ZULKARNAEN NASRULLAH	71
Mean score			73,73

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

The Previous English Score of VIII-B Grade of MTs N 1 Jember
Taken from Midterm Test

No		Name	Score
Urut	Induk		
1	10177	ACHMAD DHANI ARDIANSYAH	72
2	10178	AHMAD NURI QOLBY	64
3	10180	ALFARIZA MUKHLAS	72
4	10213	ANDIKA BAYU SETIAWAN	68
5	10182	ANJALI ELMA NAFANI	60
6	10214	APRI MUJIBUR ROHMAN	68
7	10215	ARIF RAHMAN SUHARJO	60
8	10183	ATHIEQOTUL JANNAH AN-NAINAWA	60
9	10184	ATIA ARIVIANA	80
10	10217	BELLA MUDMAINAH	76
11	10156	DINA QOYYIMAH ILMIAH	68
12	10187	ELA APRINA	80
13	10192	LILIK SHOFIAH	68
14	10193	LINDA AMALIA	76
15	10194	LUGAS PRISILIO THREE F	64
16	10269	M ALVIN RUSDI	76
17	10159	M. SYAIHUL HADI	60
18	10195	MAULANA MUHAMMAD ROZZAQ	76
19	10160	MIFTAHUL HUSAIN	72
20	10196	MUH. FAJAR FAHRUDIN FALEFI	68
21	10231	MUHAMMAD RIZAL MUHAIMIN	76
22	10198	NADHIROTUL BACHTIARI	72
23	10164	NILA FITRI NUR'AINI	72
24	10165	NOVIA AGUSTIN	68
25	10232	NUR ARIFATUL JANNAH	76
26	10202	SALSABILA RIZKIYAH	72
27	10167	SIFA LUTFIATUL KHASANAH	60
28	10240	WIDYAYANDY NUR SYAHBANA	76
29	10206	YASIN NUR AZIZ	64
30	10208	YUSTISI GARCIA	76
31	10175	ZULFI NAYYIROH	72
Mean score			70,06

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

**The Previous English Score of VIII-C Grade of MTs N 1 Jember
Taken from Midterm Test**

No.		Name	Score
Urut	Induk		
1	10209	ABIDAH NAILA KARIMAH	70
2	10210	AHMAD CHOIRUL AKBAR	60
3	10179	AL BIMANTARA R	63
4	10394	ALDI BENALDI	72
5	10211	ALFIYAH ULIN NIKMAH	64
6	10212	AMELIKA YUSTIANA	72
7	10216	ARISTA NOVIANTI H	66
8	10186	BIMA INDRA C	68
9	10218	ELIF FARDIANA	59
10	10219	ELSA MELIANA	78
11	10220	FARAH EMIRA	77
12	10221	FATMA MUHAMMAD AL	60
13	10222	FAUZIAH KHOIRUN NISSA	62
14	10223	FIRDAUS FAIRUS DIANTI	64
15	10189	IVAN FAHMI WAHDINI	60
16	10191	KHULAILA INDA F	61
17	10225	MELVINDA NESTY F	70
18	10226	MOCH. RAFFY HADIWINOTO	60
19	10228	MUHAMAD FAISHAL H A	65
20	10230	MUHAMMAD RIFKY Y	61
21	10197	NADHILAH IZAZI	70
22	10199	NAILATUL HUSNA	69
23	10200	NIDA VISI KHUSNUL K	63
24	10233	OKTARINA AYUNINGTIYAS	65
25	10235	RISKI FAJAR ADI PUTRA	71
26	10237	SATRIA AJI PANGESTU	67
27	10204	SITI FATIMA	59
28	10238	VIQRI ARDIANSYAH A	50
29	10239	VIVIN AL VIANA NINGSIH	75
30	10205	WIDIYA AJENG SAFITRI	65
31	10207	YOVANTA A. MIRANDY	62
Mean score			65,41

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

The Previous English Score of VIII-D Grade of MTs N 1 Jember
Taken from Midterm Test

No		Name	Score
Urut	Induk		
1	10318	ABDURRAHMAN ALIF PRATAMA	70
2	10319	ACHMAD RIZAL KURNIAWAN	68
3	10321	AHMAD ZAINURI MADANI HAMZAH	70
4	10244	AISYAH CHUMAIROH	60
5	10284	ALAM NAJIBULLOH	72
6	10323	AMANDA SAVIRA	69
7	10324	ANANDA DIAN FIRDAUS	68
8	10286	ANISATUS DARMASITA DEVI	76
9	10364	ANNISA ALLAELY SAUMY	68
10	10247	ARIFATUL NUR AINI	68
11	10287	AYU SENJA PRASTIKA	65
12	10289	DESI AYU WANDARI	70
13	10368	DINDA INDRIA NUR FAJRIATIN	68
14	10332	FATHUR ROHMAN	70
15	10335	FINA KHOIROTUL FAIZA	64
16	10372	HUSEIN KHOFIAH FARAWANSA	72
17	10297	JASMINE NUR ZAKIYAH A	68
18	10340	M. ARDIANSYAH SETIAWAN	70
19	10263	M. JAWWAHIR SYAFA ZUHRI	68
20	10342	M. IVAN FAUZI ALLIFIANTO	72
21	10266	MOCH ROHIM	64
22	10345	MOHAMMAD NAJIBULLOH	73
23	10381	MUHAMMAD RIZQI ATHOILLAH A	63
24	10272	NURUL ISTIQOMAH	70
25	10384	PUTRI ATARA SARI	64
26	10385	RAHMATIKA DWI LATIFAH	71
27	10308	RIKO FEBRIANTO	67
28	10275	RIZKY ARIF SANTOSO	66
29	10310	ROIHATUL JANNAH	71
30	10311	SA'DIYATUL SA'DIYAH	62
31	10276	SHAFIYYAH MILAYADI	64
32	10390	SITI INNAYAH	71
33	10391	SOFYAN ADI LILLA	63
34	10314	SONIA KUMALASARI	70
35	10315	SRI NINGSIH	64
36	10316	SRI WAHYUNI	69
Mean score			68

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

The Previous English Score of VIII-E Grade of MTs N 1 Jember
Taken from Midterm Test

No		Name	Score
Urut	Induk		
1	10242	ACHMAD NURUL ALFIAN	71
2	10325	ARDYAN RIZKY WAHYUDI	69
3	10248	ARINI DINA YASMIN	67
4	10365	ARJU ILAHI MUHAMMAD	72
5	10288	AYUMA NOVELA SARI	70
6	10367	DIESTA JULIA MAHARANI	68
7	10251	DWI AGUSTIN	71
8	10330	ERVINA IRNA DIYANIS	69
9	10292	FAIQOTUL QOYYIMAH	73
10	10253	FARAH FAUZIAH	76
11	10333	FATIH ALI FIKRI E.M.	68
12	10294	HILMIYATUS SHOLEHA	66
13	10295	INDAH KURNIAWATI	72
14	10374	INDANA VENNY ROCHMAH	76
15	10296	INTAN RESTIANI ROSILATUL J	69
16	10255	IZZAH MEYLINDA RIZKY	65
17	10256	KARTIKA DWI HARTINI	73
18	10261	LINDA MARIYA	67
19	10055	MOCH. ANAS FIRMANSYAH	62
20	10262	M. BILAL SUKRON	68
21	10298	M. RAFI ABIR HARIS	76
22	10264	M. RICO TAUFIKUR R	61
23	10346	MOH. SEPTIAN VICTORIA R	74
24	10267	MUH IMRON HAFIFI	67
25	10347	MUHAMMAD RONI SANTURI	69
26	10350	NAUFAL JULIAN KUNCORO ADJI	65
27	10383	NOVA ZALZABILA	72
28	10271	NUR AFIFAH	75
29	10306	PUTRI SALSABILA	67
30	10307	PUTRI ZAHRO' KHOIRUN NISA	72
31	10386	REYNALDI FIRMANSYAH	62
32	10273	RIO FANTONI	68
33	10274	RISKI NUR WAHYUNI	64
34	10389	SILFI EKA CINDI PRATIWI	71
35	10277	SITI ROFIANI	67
36	10278	SRIWAHYUNINGSIH	63
Mean score			69,02

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

The Previous English Score of VIII-F Grade of MTs N 1 Jember
Taken from Midterm Test

No		Name	Score
Urut	Induk		
1	10241	ABDUR ROHMAN	64
2	10320	AFFAN TEGUH ISLAHUDIN	72
3	10282	AHMAD FAISOL A'LA MAUDUDI R	68
4	10243	AINU HUMAIROH	60
5	10360	AISYA	72
6	10322	ALFIAN ASRUL RAMADHANI	76
7	10362	ALFINAS SHIHAB	72
8	10285	ANILLAHI INAYATI	60
9	10246	ANTIS INIS MARTATILAWATI	68
10	10328	DIMAS ANANDA FATHURRACHMAN	72
11	10290	DINDA AULIVIA SYNTIANY	64
12	10331	FADILATUL NUR KHUMAYROH	76
13	10291	FAHRUL HIDAYAT ZAINAL RISQI	60
14	10252	FAJAR SIDDIQ HP	60
15	10338	INTAN TARISA PUTRI	68
16	10258	LAILIYATUL MAGHFIROH	76
17	10128	MOHAMMAD SOEGIANTO ZULFIKAR H	60
18	10299	MIFTAHUL ARIFIN	64
19	10300	MIFTAHUL JANNAH	76
20	10344	MILENIA PUTRI ASTINA	68
21	10265	MITA ARISTA PUTRI	72
22	10303	MUCH. ZULHAN NASRULLAH	76
23	10379	MUHAMMAD DAVID KUSWARA	68
24	10304	MUHAMMAD NUR MAULANA	64
25	10382	NABILA NUR FITRIA	72
26	10270	NICKY AURELIA FIRDAUZIAH	60
27	10388	RISA IZZA AVKARINA IBTIHAL S	68
28	10309	RIZAL RAFLI	72
29	10313	SITI ISRIATUL MAGHFIROH	64
30	10353	TATANG SAKODIAIAS TYAHYA PUTRA	72
31	10354	TITANIA DWI AGUSTIN	72
32	10392	TRIANTA ULIL AMRI	76
33	10279	ULVI PUTRI MUSTAFIDAH	68
34	10280	UMI SEKAINAH	76
35	10355	VANI KURNIA SARI	76
36	10393	WILDAN DWI CAHYA MAULIDI	60
37	10356	YUNI NUR MAULIDA	72
38	10357	ZANURAH QORY AMALIA	60
Mean score			68,52

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

The Previous English Score of VIII-G Grade of MTs N 1 Jember
Taken from Midterm Test

No Urut	No Induk	Name	Score
1	10281	A.SYA'DULLAH NAWAWI	68
2	10358	ADE RISMA KURNIAWATI	76
3	10359	AHMAT ROJAK IQBAL HAKIKI	72
4	10283	AIZAH NUR WAHYU ILAHI	64
5	10361	ALAN ALFARISI WAHYUDIN	72
6	10363	ANGGA MAULANA BAHTIAR	72
7	10245	ANIS SHOFIATUL ANAH	60
8	10326	AULIA NURUN NISA	76
9	10249	CICI NURUL HIDAYATI	60
10	10366	DEBY PUSPITASARI	76
11	10327	DESI FADIKTA SISWORINI	60
12	10250	DEWI SAFITRI	72
13	10369	DYMAS ALIF ALVIANTO	68
14	10329	ELLYSA OCTAVIANI	72
15	10334	FAZA FAIZZATUL UMMAH	72
16	10254	FITROTUL MUNAWAROH	64
17	10371	HADAD HIDAYATULLAH YAHYA	60
18	10373	HISYAM ZEIN UBAIDILLAH	68
19	10336	ICHSAN ISMI KARIMA AL FATTAH	64
20	10337	INTAN PERMATASARI	60
21	10257	KUNI ZAKIYAH	68
22	10259	LILA NURUL HIKMAH	60
23	10260	LILIS APRILIANTI	76
24	10339	LINCO DJULIANT DWI SAPUTRA	68
25	10086	MUHAMMAD EGA ALI HASYIM	68
26	10341	M. SYAIFUDDIN	72
27	10343	MELYANA WAHYU LESTARI	60
28	10377	MEVI ALISTA NINGRUM	60
29	10301	MOCH. KURNIAWAN	76
30	10378	MOH. DIMAS AQIL FIRDAUS	60
31	10302	MOH YUSUF MAWARDI	76
32	10380	MUHAMMAD JEFFRY WARDANA	64
33	10305	MUHAMMAD RIKI	64
34	10348	NADILA MENIK MONICA BIANTORO	64
35	10349	NAILATUL ISTIBANAH	68
36	10387	RINDANG NAILAH RAHMATA ILAHI	60
37	10312	SHINTA RAHAYU	68
38	10352	TASYA TRANQUILLITA AULIA	76
Mean score			67,47

Source: English Teacher of MTs N 1 Jember, Tahun Ajaran 2014/2015

Appendix D

LESSON PLAN

(Cycle 1, meeting 1)

Subject	: English
School	: Junior High School
Grade/Semester	: VIII/II
Language Skill	: Reading
Genre	: Recount
Time Allocation	: 2x40 minutes

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 esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. INDICATORS

Cognitive

Product

3.1 Finding the general information of the recount text given by using skimming technique

3.2 Finding the specific information of the recount text given by using scanning technique

IV. LEARNING OBJECTIVE

Cognitive

a. Product

4.1 The students are able to find the general information of the recount text given by using skimming technique.

4.2 The students are able to find the specific information of the recount text given by using scanning technique.

V. MATERIAL

Enclosed

VI. TECHNIQUE

Technique : Skimming and Scanning techniques

VII. TEACHING LEARNING ACTIVITY

No	The Teacher's Activity	The Students' Activity	Time
1.	**Set Induction:**		
	- Greeting - Checking the students' attendance - Showing a picture - Asking some leading questions related to the topic that will be studied - Stating the learning objectives	Greeting to the teacher Responding by answering about who is absent Looking at the picture and guessing what they understand about the picture Answering the leading questions Listening to the teacher and making notes	5'
2.	**Main Activity:**		
	- Explaining the definition, social function, generic structure, and the language features of a recount text.	Making notes and asking questions if they do not understand	5'
	- Asking the students to read a recount text - Explaining about the skimming technique - Giving the example how to do the skimming technique - Distributing task 1 - Asking the students to do task 1 by applying	Reading the text Making notes for teacher's explanation Paying attention and imitating how to do the skimming technique Receiving task 1 Doing the task	

	skimming technique		65'
	- Discussing the students' work with the class	Paying attention and answering the teacher's questions	
	- Explaining about the scanning technique	Making notes for teacher's explanation	
	- Giving the example how to do the scanning technique	Paying attention and imitating how to do the skimming technique	
	- Distributing task 2	Receiving the task	
	- Asking the students to do task 2 by applying the scanning technique	Doing the task	
	- Discussing the students' work with the class	Paying attention and answering the teacher's questions	
3.	**Closure:**		
	- Guiding the students to draw a conclusion by question and answer	Drawing a conclusion	
	- Asking the students' problem while doing the tasks	Sharing	5'
	- Parting	Parting	

VIII. MEDIA AND SOURCES

Media : Laptop

The students' worksheet

Sources: Priyana, Joko. – Arnys R Irjayanti. – Virga Renitsari. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sriman. 2011. "Contoh Soal Recount Text" (http://kiyesoaluning.blogspot.com/2011/03/contoh-soalrecount-text.html.) (date of access: 12 Sept, 2014)

IX. EVALUATION

Process Evaluation:

Observing the students' participation during the teaching learning process of reading by using Skimming and Scanning techniques based on the following indicators:

1. Reading the text individually

2. Doing reading exercises by using Skimming technique

3. Doing reading exercises by using Scanning technique

4. Answering the teacher's oral questions

5. Asking questions to the teacher about material they do not understand

The Students' Name	Indicators					Total	Result	
	1	2	3	4	5		Active	Passive

Product evaluation:

Reading comprehension task

Jember, January 2015

English Teacher,   Trainee teacher,

St Nurhayati, S.Pd   Kurniasari Windayani

NIP. 196408031994032001   NIM. 100210401008

INSTRUCTIONAL MATERIAL

Showing the picture to the students

Leading Questions

1. Do you know what picture it is?
2. Have you ever been to the beach?
3. Where did you spend your last holiday?
4. How was the place like?
5. Can you guess the topic we are going to study?

Explanation

a. A recount text is a text which retells events or experience in the past.

b. The generic structure of the recount text

    1. Orientation   : introducing the participants, place, and time.

    2. Events   : describing series of events that happened in the past

    3. Reorientation   : stating personal comment of the writer to the story. It is optional.

c. The social function of the recount text

The function of recount text is to retell past events, experiences of informing and entertaining.

d. The language feature of the recount text

It uses simple past tense.

The example of a recount text

My Holiday

My family like the sea 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 at the sea all day. We also had races against other boats. } Orientation

Line 5 When the sea was rough, we sailed to 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. } Event 1

There were not many fish in the lake, but in the sea we Line 10 caught a lot of fish with a hook, line and small pieces of bread. The fish were not very big, but the tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilles our fish over them on the beach. } Event 2

Line 15 There is 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. } Reorientation

(Taken from: Scaffolding, 2008:74)

Explaining and Giving the Example of Skimming Technique

A. Skimming Technique

Skimming is one of the techniques in reading. Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Skimming is a technique that is used to determine the main idea of the text. The purpose of skimming is determine the main idea and general overview of the text.

The procedures of skimming techniques are:

1. Read the title of the text.

2. Read the first paragraph completely.

3. Read the first sentence of each remaining paragraph.

4. Read the final paragraph completely.

5. Pass your eyes quickly over remaining sentences and skip unimportant words. In reading a text, let your eyes settle on several words at once (a phrase or half a line)

There are some questions that can be applied by using skimming technique. The questions ask about the general idea of the text, for example:

1. What is the main idea of paragraph 1?

2. What is the purpose of the text?

3. Which statement is TRUE based on paragraph 1?

4. What is the suitable title for the text?

5. What does the text tell about?

6. What can we conclude from the text?

B. The Example of a Recount Text Applying Skimming Techniques

My Holiday

My family like the sea 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 at the sea all day. We also had races against other boats.

Line 5   When the sea was rough, we sailed to 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

Line 10   a lot of fish with a hook, line and small pieces of bread. The fish were not very big, but the tasted very good. When the weather was

fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilles our fish over them on the beach.

There is an island about a mile from our friend's house, and
Line 15   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.

(Taken from: Scaffolding, 2008:74)

Question: What is the main idea of paragraph 1?
- a.   The writer borrowed a boat for his holiday.
- b.   The writer went to sea on his last holiday.
- c.   The writer loved a holiday at sea.
- d.   The writer and his family had a holiday at sea last year.

Answer: d. The writer and his family had a holiday at sea last year.

Question: What is the purpose of the text?
- a.   To retell about the writer's experience.
- b.   To inform about the sea.
- c.   To describe the writer's holiday.
- d.   To persuade the reader.

Answer: a. To retell about the writer's experience.

Task 1

Name : ....

Student's number : ....

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 10 minutes by applying skimming techniques individually.

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there was beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.
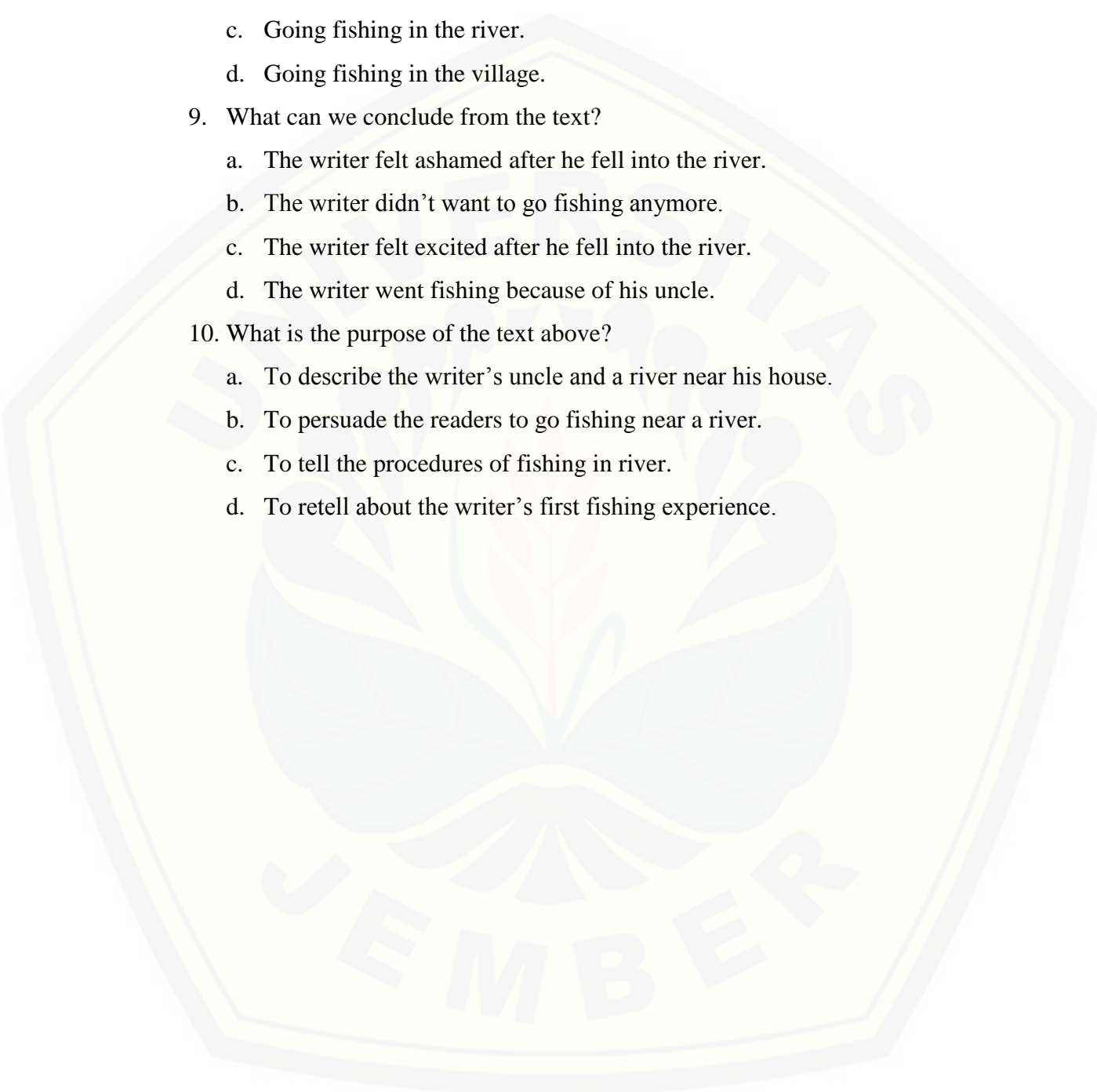
Line 5   We left home at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Line 10   Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I had mud all over my face. It was embarrassing!

(Taken from: Scaffolding, 2008:85)

1. What is the main idea of paragraph 1?
    a. The writer went to his uncle's house.
    b. The writer went to the river.
    c. The writer went fishing with his uncle.
    d. The writer enjoyed the beautiful scenery.

2. Which statement is TRUE based on paragraph 1?

   a. The writer asked his uncle to go fishing.

   b. The writer never gone fishing.

   c. The writer taught his uncle how to fishing.

   d. The writer did not want to go fishing.

3. What is the main idea of paragraph 2?

   a. The writer went to river with his uncle.

   b. The writer found many people in the river.

   c. The writer looked for fish with his uncle.

   d. The writer taught his uncle to catch fish.

4. Which statement is FALSE based on paragraph 2?

   a. There were many people at river to catch fish.

   b. The writer and his uncle couldn't find a convenient place.

   c. His uncle taught the writer how to catch fish.

   d. His uncle was very patient.

5. What is the main idea of paragraph 3?

   a. The writer caught fish.

   b. The writer felt down because he caught fish.

   c. The writer's hook slipped by the grass .

   d. The writer and his uncle felt in the river.

6. Which statement is TRUE based on the text?

   a. The writer went fishing once a week.

   b. The writer went fishing in his uncle's home.

   c. The writer felt down into to the river.

   d. The writer was exciting.

7. What does the text tell about?

   a. The writer's first fishing experience.

   b. The writer and his uncle.

   c. The writer went to river.

   d. The writer's first experience to river.

8. What is the best title for the text?

   a. Going fishing with my uncle.

   b. Going fishing for the first time.

   c. Going fishing in the river.

   d. Going fishing in the village.

9. What can we conclude from the text?

   a. The writer felt ashamed after he fell into the river.

   b. The writer didn't want to go fishing anymore.

   c. The writer felt excited after he fell into the river.

   d. The writer went fishing because of his uncle.

10. What is the purpose of the text above?

    a. To describe the writer's uncle and a river near his house.

    b. To persuade the readers to go fishing near a river.

    c. To tell the procedures of fishing in river.

    d. To retell about the writer's first fishing experience.

Explaining and Giving the Example of the Question by Using Scanning Technique

A. Scanning Technique

Scanning technique is one of the reading techniques. Scanning is reading very quickly to find a specific piece of information.

The procedures of Scanning technique are:

1. Read the questions and find the keyword from the question itself.
2. Look for answer to only one question at a time.
3. When locate a keyword, read the surrounding text carefully to make sure that is relevant with the question.
4. Re-read the question to determine if the answers this question.

There are some questions that can be applied by using scanning technique. The questions ask about the specific information about the text, for example:

1. The underlined word has a similar meaning with ...
2. The underlined word refers to ...
3. Where is the location of ...

B. The Example of a Recount Text Applying Scanning Techniques

My Holiday

My family like the sea 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.

Line 5 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

Line 10 a lot of fish with a hook, line and small pieces of bread. The fish were not very big, but the 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.

Line 15   There is 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.

(Taken from: Scaffolding, 2008:74)

Question: "When the sea was <u>rough</u> ..." (line 5)

    The underlined word has a similar meaning with...

    a. Nice   c. Good

    b. Bad   d. Wild

Answer: b. Bad

Question: Where did the writer's family go last holiday?

      a.   To the island   c. To the seaside

      b.   To the lake   d. To the beach

Answer: c. To the seaside

Task 2

Name : ....

Student's number : ....

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 15 minutes by applying scanning techniques individually.

On Thursday 24th April, my school had a study tour at Botanical Garden. My classmates and I went there by bus. We walked to the bus and we boarded the bus.

Line 5

Two hours later, we arrived at the garden. Then, we walked to the Education Center while the third grade students looked around the garden. First, my classmate and I went to the first farm and Mrs. James read some information for us. After that, we had a morning tea break.

Line 10

The next activity was challenging. We made sketch of the plants in the farm. Then, we met fourth grade students at the Education Center to have lunch. After that, it was time for us to go and make our terrariums while the fourth year students went have walk.

Line 15

A lady took us into a special room. She introduced herself and she explained what we were have to do in the room. Next, she took us to a pyramid terrarium. It was really interesting.

After we finished it, we met the fourth grade students outside the garden. Then we went to the bus and we returned to school.

(Taken from: *http://kiyesoaluning.blogspot.com/2011/03/contoh-soal-recount-text.html*)

1. Where did the most events mention in the text?
   a. At the Education Center
   b. In the Botanical garden
   c. On the bus to Botanical garden
   d. Outside the school

2. What did the fourth grade students do after lunch?

    a. They had a walk.

    b. They made their terrarium.

    c. They returned to school.

    d. They went to a pyramid terrarium.

3. "We walked to the bus and we <u>boarded</u> the bus." (line 2)

   The underlined word has a similar meaning to ...

    a. Climb   c. Turn out

    b. Leave   d. Get on

4. "the third grade students <u>looked around</u> the garden." (line 5)

   The underlined word has a similar meaning to ...

    a. Saw   c. Explored

    b. Watched   d. Walked

5. "... <u>she</u> took us to a ... " (line 13)

   The underlined word refers to ....

    a. The teacher.   c. A lady.

    b. Mrs. James.   d. The guide.

6. "<u>It</u> was very interesting." (line 14)

   The underlined word refers to ...

    a. First farm.   c. Education Center.

    b. A specific room.   d. A pyramid terrarium.

7. "Then we went to the bus and <u>returned</u> to school." (line 16)
   The underlined word has a similar meaning with ...
    a. Go back   c. Departure
    b. Left   d. Escape

8. "... we went to the first <u>farm</u> and Mrs. James ..." (line 5)

   The underlined word has a similar meaning to ...

    a. Zoo   c. Dairy

    b. Crop   d. Garden

9. What was the second activity of the writer?

    a. Gathering at the Education Center.

    b. Going to small garden.

    c. Looking at the lovely plants.

    d. Visiting a beautiful lady.

10. Whom did the writer meet before the writer went back to school?

    a. A lady.   c. The third grade students.

    b. The guide.   d. The fourth grade students.
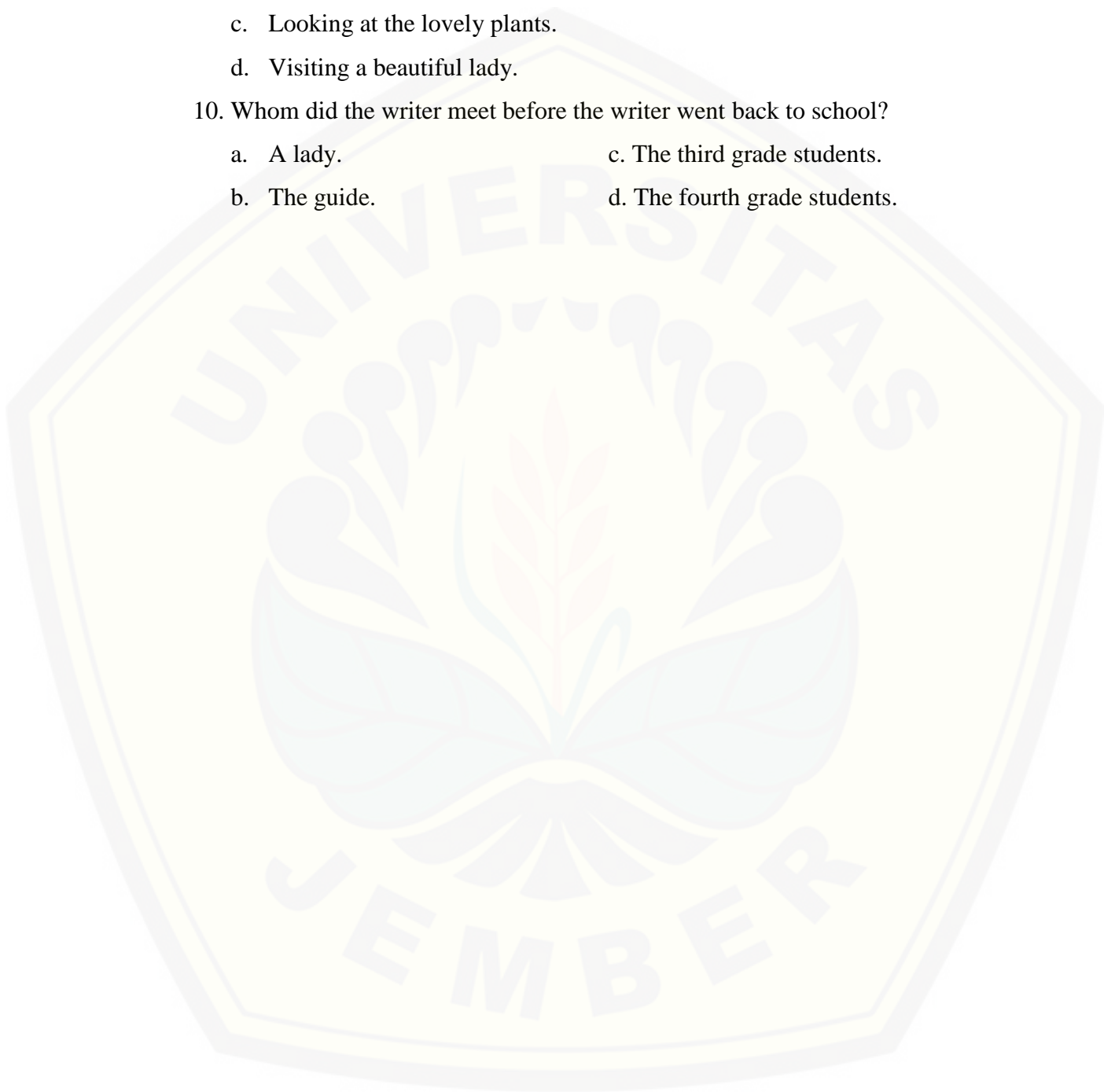
Key answer

Task 1

1.	c	6.	c
2.	b	7.	a
3.	a	8.	b
4.	b	9.	a
5.	b	10.	d

Task 2

1.	a	6.	d
2.	a	7.	a
3.	d	8.	d
4.	c	9.	b
5.	c	10.	d

THE DISTRIBUTION OF THE ITEMS IN THE READING TASKS
(CYCLE I)

Task 1 Skimming technique

General information	Paragraph comprehension	1, 2, 3, 4, 5
	Text comprehension	6, 7, 8, 9, 10

Task 2 Scanning technique

Specific information	Word comprehension	3, 4, 7, 8
	Sentence comprehension	1, 2, 5, 6, 9, 10

Appendix E

LESSON PLAN

(Cycle 1, meeting 2)

Subject	: English
School	: Junior High School
Grade/Semester	: VIII/II
Language Skill	: Reading
Genre	: Recount
Time Allocation	: 2x40 minutes

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 esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. INDICATORS

Cognitive

a. Product

3.1 Finding the general information from the recount text given by skimming technique.

3.2 Finding the specific information from the recount text given by scanning technique.

IV. LEARNING OBJECTIVE

Cognitive

a. Product

4.1 The students are able to find the general information of the recount text given by using skimming technique.

4.2 The students are able to find the specific information of the recount text given by using scanning technique.

V. MATERIAL

Enclosed

VI. TECHNIQUE

Technique : Skimming and Scanning techniques

VII. TEACHING LEARNING ACTIVITY

No	The Teacher's activity	The Students' Activity	Time
1.	**Set Induction:**		
	- Greeting - Checking the students' attendance - Asking some leading questions - Stating the learning objectives	Greeting to the teacher Responding by answering about who is absent Answering the leading questions Listening to the teacher and making notes	5'
2.	**Main Activity:**		
	- Reviewing Skimming and Scanning techniques used in reading	Paying attention and making notes	10'
	- Distributing task 1 - Asking the students to do task 1 by applying the skimming technique - Discussing the students' work with the class - Distributing task 2 - Asking the students to do task 2 by applying the scanning technique - Discussing the students' work with the class	Receiving the task Doing the task Paying attention and answering the teacher's questions Receiving the task Doing the task Paying attention and answering the teacher's questions	60'
3.	**Closure:**		
	- Guiding the students to draw a conclusion by giving oral questions - Parting	Answering the teacher's question Parting	5'

VIII. MEDIA AND SOURCES

Media : Laptop

The students' worksheet

Sources: Pudyatmoko, W J Tri. – Suwarno. – Ichnatun, Does D S.

Purwanto, Hadi. – Dulkhirom, Fuad. – Miharti, Sri. *English for Junior High School Second Year*. 2003. Balai Pustaka: Jakarta.

Wardiman, Artono. – Masduki B Jahur. – M Sukirman Djusma. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional.

IX. EVALUATION

Process Evaluation:

Observing the students' participation during the teaching learning process of reading by using Skimming and Scanning techniques based on the following indicators:

1. Reading the text individually
2. Doing reading exercises by using Skimming technique
3. Doing reading exercises by using Scanning technique
4. Answering the teacher's oral questions
5. Asking questions to the teacher about material they do not understand

The Students' Name	Indicators					Total	Result	
	1	2	3	4	5		Active	Passive

Product evaluation:

Reading comprehension tasks (task 1 and task 2)

Jember, January 2015

English Teacher,   Trainee Teacher,

St Nurhayati, M,Si.   Kurniasari Windayani

NIP. 196408031994032001   NIM. 100210401008

INSTRUCTIONAL MATERIAL

Leading Questions

1. What did you do yesterday?
2. Can you tell me about your yesterday's activities?
3. What are we going to study?

Review the material

A. Skimming Technique

1. Do you still remember what skimming technique is?
2. Can you explain what skimming is?
3. Can you mention the steps of doing skimming technique in a text?

Skimming is one of the techniques in reading. Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Skimming is a technique that is used to determine the main idea of the text. The purpose of skimming is determine the main idea and general overview of the text.

The procedures of skimming techniques are:

1. Read the title of the text.
2. Read the first paragraph completely.
3. Read the first sentence of each remaining paragraph.
4. Read the final paragraph completely.
5. Pass your eyes quickly over remaining sentences and skip unimportant words. In reading a text, let your eyes settle on several words at once (a phrase or half a line)

There are some questions that can be applied by using skimming technique. The questions ask about the general idea of the text, such as:

1. What is the main idea of paragraph 1?
2. What is the purpose of the text?
3. Which statement is TRUE based on paragraph 1?
4. What can we conclude from the text?

B. Scanning Technique

1. Do you still remember what scanning technique is?
2. Can you explain what scanning is?
3. Can you mention the steps of doing scanning technique in a text?

Scanning technique is one of the reading techniques. Scanning is reading very quickly to find a specific piece of information.

The procedures of Scanning technique are:

1. Read the questions and find the keyword from the question itself.
2. Look for answer to only one question at a time.
3. When locate a keyword, read the surrounding text carefully to make sure that is relevant with the question.
4. Re-read the question to determine if the answers this question.

There are some questions that can be applied by using scanning technique. The questions ask about the specific information about the text, such as:

1. The underlined word has a similar meaning to ...
2. The underlined word refers to ...
3. Where is the location of ...

Task 1

Name : ....

The student's number : ....

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 10 minutes by applying skimming techniques individually.

My friends and I went to the zoo yesterday. We went there to have some recreation and to complete the assignment from our teacher. We left our home at 8 a.m. We took a bus and got to the zoo at nine.

Line 5   After buying the admission tickets, we went into the zoo. We had to look at the animals, write the names, the food they eat, and where they come from.
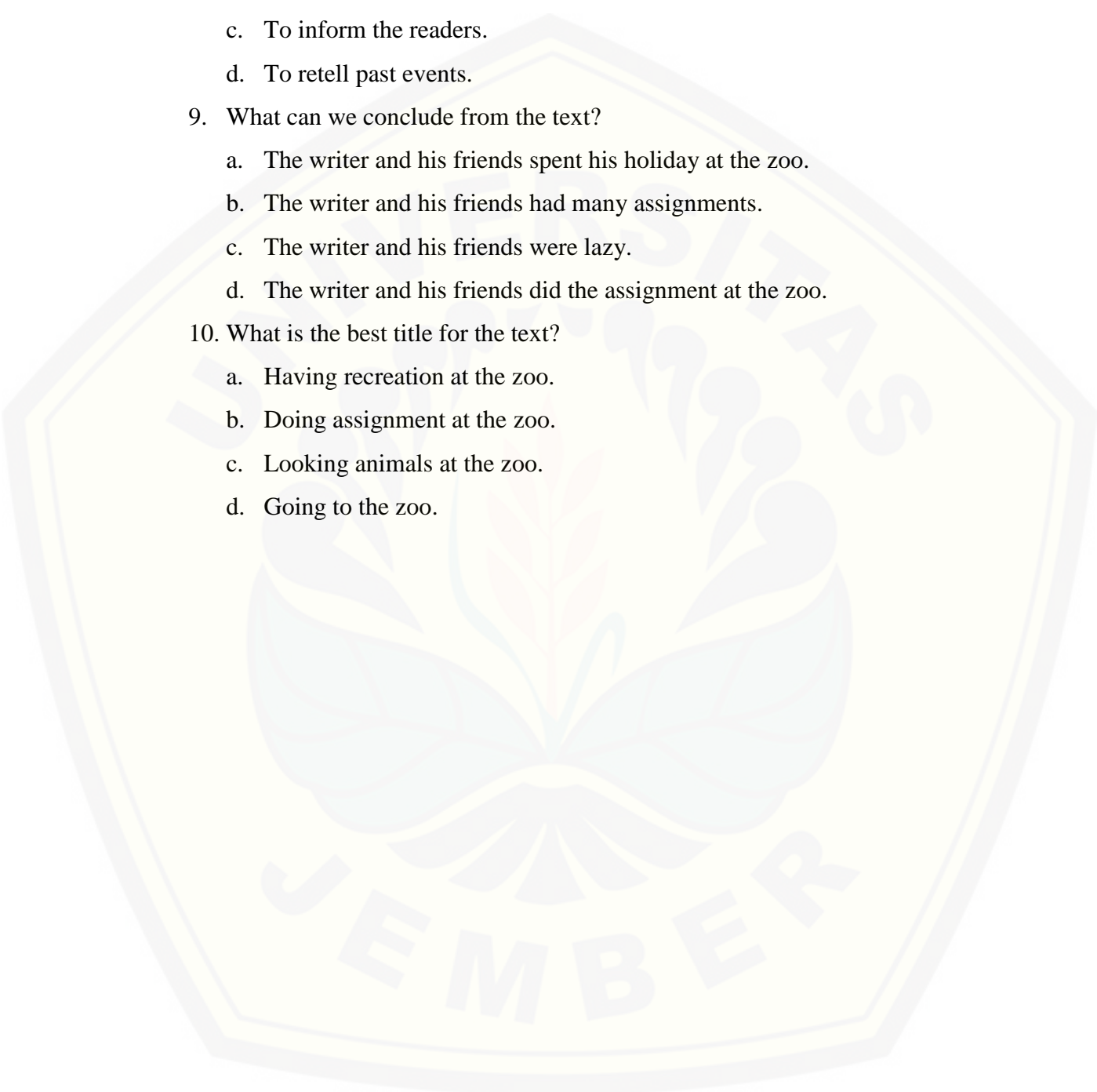
First, we went to the mammals. Here, we found tigers, lions, monkeys, etc. Thirty minutes later, we walked to the stables. There Line 10   were a lot of trees. On the left side of the stables there was a pool with a park in the middle. Next, we rested in the shade under a tree at the edge of the pool before watching eagles, owls, and the other birds. The last place we visited were reptiles and water animals.

We left the zoo at 2 p.m. after having lunch in a small restaurant Line 15   in the zoo. We felt happy because we had a nice day out and we had done our assignment given by our teacher.

(Adapted from: English for High School 2, 2003)

1. What is the main idea of paragraph 1?
   a. Going to the zoo with friends.
   b. Having fun at the zoo with friends.
   c. Doing assignment with friends.
   d. Looking for animals with friends.

2. What statement is TRUE based on paragraph 1?

   a. The writer went to the zoo only for recreation.

   b. The writer left his house with his teacher.

   c. The writer went to the zoo yesterday.

   d. The writer took a car to the zoo.

3. Which statement is TRUE based on paragraph 2?

   a. The writer bought tickets for his friends.

   b. The writer had to write a name of the animals.

   c. The writer fed the animals in the zoo.

   d. The writer knew about the animals in the zoo.

4. What is the main idea of paragraph 3?

   a. Mammals was the first place that the writer visit.

   b. Tigers, lions, and monkeys were mammals.

   c. The writer loved mammals.

   d. Mammals stable was near to tree stables.

5. Which statement is TRUE based on paragraph 3?

   a. There was a pool in the middle of mammals stables.

   b. The last place that the writer visited was bird stables.

   c. The writer took a rest under a big tree at the zoo.

   d. There were a lot of trees at the stables.

6. Which statement is TRUE based on last paragraph?

   a. The writer went home after he finished his assignment.

   b. The writer had lunch in a restaurant before back home.

   c. The writer felt bored doing his assignment in the zoo.

   d. The writer left the zoo at 12 p.m.

7. Which statement is TRUE based on the text above?

   a. The writer and his friends went to zoo for having fun.

   b. The writer and his friends rested at the restaurant.

   c. The writer saw mammals, birds, reptile, and sea animals.

   d. The writer didn't do his assignment at the zoo.

8. What is the purpose of the text?

    a. To entertain the readers.

    b. To persuade the readers.

    c. To inform the readers.

    d. To retell past events.

9. What can we conclude from the text?

    a. The writer and his friends spent his holiday at the zoo.

    b. The writer and his friends had many assignments.

    c. The writer and his friends were lazy.

    d. The writer and his friends did the assignment at the zoo.

10. What is the best title for the text?

    a. Having recreation at the zoo.

    b. Doing assignment at the zoo.

    c. Looking animals at the zoo.

    d. Going to the zoo.

Task 2

Name   : ....

Student's number   : ....

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 15 minutes by applying scanning techniques individually.

           Last Saturday, I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny. She asked me to go out at 10 o'clock. She wanted to buy something in traditional market.

Line 5   Finally, we were out. In the street, I saw a piece of pink coupon. I interested with its color, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of four nights tour to Lombok! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth was exactly the same like Fanny my

Line 10   friend, and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

          We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home

Line 15   and still could not believe what was going on. Two days later we were on the Senggigi beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

                                (Taken from: English in Focus, 2008:62)

1. "We were fully shocked, <u>it</u> was a receipt ..." (line 6)

    The underlined word refers to ...

    a. The coupon   c. The writer

    b. The market   d. The color

2. "... it was <u>valid</u> for two persons." (line 8)

   The underlined word has a similar meaning to ...

   a. Illegal   c. Fake

   b. Legal   d. False

3. Why did the writer shock? Because ...

   a. Her friend asked her to go to traditional market.

   b. The market was near to the street.

   c. The writer found a coupon to Lombok.

   d. The writer never went to the market.

4. "...the tour agency that <u>issued</u> the coupon." (line 13)

   The underlined word has a similar meaning to ...

   a. Published.   c. Postpone.

   b. Conceal.   d. Canceled.

5. What did the writer find in the street?

   a. A coupon.   c. A doorprise.

   b. A recipe.   d. A present.

6. "The tour agency <u>took care</u> of everything." (line 14)

   The underlined word has a similar meaning to ...

   a. Ignore.   c. Reject.

   b. Carried on.   d. Got in.

7. "We were in hurried to the <u>address</u> of the tour agency ..." (line 13)

   The underlined word has a similar meaning to ...

   a. Location.   c. Street.

   b. Habitat.   d. Addressor.

8. Why the writer didn't want to get up early? Because ...

   a. Her friend called her.

   b. She has no school.

   c. She loved her bed.

   d. Her friend phoned her.

9. "We also bought some <u>presents</u> for our family ..." (line 18)

   The underlined word has a similar meaning to ...

   a. Food   c. Trick

   b. Trap   d. Souvenirs

10. Whose birthday was written in the coupon?

   a. Writer's birthday.   c. Mom's birthday.

   b. Fanny's birthday.   d. Tour agency's birthday.
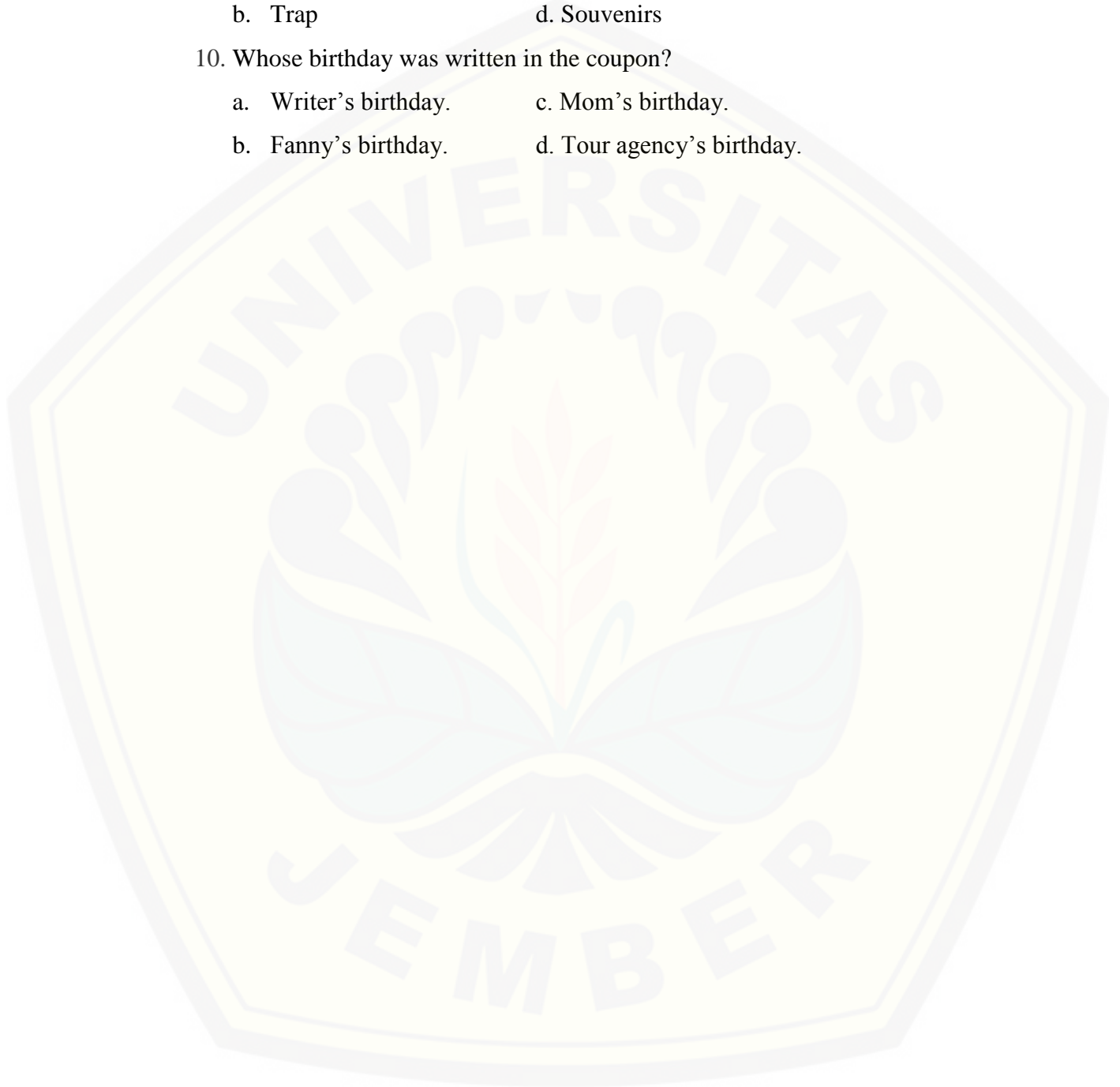
Key answer

Task 1

1. a		6. b
2. c		7. c
3. b		8. d
4. a		9. d
5. c		10. d

Task 2

1. a		6. b
2. b		7. a
3. c		8. a
4. a		9. d
5. a		10.b

THE DISTRIBUTION OF THE ITEMS IN THE READING TASKS
(CYCLE I)

Task 1 Skimming technique

General information	Paragraph comprehension	1, 2, 3, 4, 5, 6
	Text comprehension	7, 8, 9, 10

Task 2 Scanning technique

Specific information	Word comprehension	2, 4, 6, 7, 9
	Sentence comprehension	1, 3, 5, 8, 10

Appendix F

READING COMPREHENSION TEST

CYCLE I

Name   :

The student's number :

Allocation time   : 50 minutes

Read the text carefully then choose the best answer based on the text by crossing the letter a, b, c, or d, individually.

Text 1

Questions 1-10

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me
Line 5   from the hot day. Actually, I did not pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally
Line 10 realized that was not my classmate. I could not say a word. That moment was just embarrassing.

(Taken from: Scaffolding, 2008: 115)

1. What is the main idea of paragraph 1?
   a. A hot day.   c. School time.
   b. A local singing contest.   d. Going home.

2. What is the main idea of paragraph 2?
   a. A big tree was a good place for a hot day.
   b. The contest was not interesting at all.
   c. The hot day at the singing contest.
   d. A boring time at home.

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3. What is the best title for the text above?

   a. A hot day.

   b. Singing contest.

   c. An embarrassing moment.

   d. Meeting friends at town square.

4. Where did the writer go after he went home from school?

   a. A tree.   c. School.

   b. Town square.   d. Concert.

5. "I thought it could save me ..." (line 4)

   The underlined word refers to ...

   a. Town square.   c. A big tree.

   b. Hot day.   d. Contest.

6. "The boy was surprised." (line 9)

   The underlined word has a similar meaning with ...

   a. Shocked.   c. Conscious.

   b. Happy.   d. Frightened.

7. Why the writer could not say a word? Because ...

   a. He sat on a big tree.

   b. He bored at home.

   c. He watched the singing contest.

   d. He called wrong person.

Text 2

Questions 10-20

The weather was very clear. My family and I decided to go camping last holiday. My father prepared tent and other equipment. My mother prepared the snacks and eating utensils. I took my fishing equipment and my brother brought his sport equipment.

Line 5   Everything was ready. We left home to the campsite in countryside.

There were many campers when we arrived at the campsite. Unfortunately, the good location near the river had been occupied by other campers. So, we had to look another place. Finally, we

found a good place little bit further. It was near a big tree. After

Line 10   setting up the tent, my father and I went fishing. We joined other

people sit on the rock near the river.

In the evening, my father made a camp fire. Mother cooked

the fish we caught. I could say it was the best fish I had ever tasted.

Sleeping in the tent was a very wonderful experience. I woke up

Line 15   early in the morning. I felt fresh. Then, I accompanied my brother

playing ball.

(Taken from: http://englishahkam.blogspot.com/2013/06/recount-text-go
camping.html)

8. What is the main idea of paragraph 1?

   a. A good weather for camping.

   b. Preparing camping equipment.

   c. Camping in countryside.

   d. Equipments for camping.

9. Which statement is TRUE based on paragraph 3?

   a. My mother made a camp fire in the evening.

   b. My brother and I cooked the fish.

   c. I felt fresh after get up early in the morning.

   d. My father and I played ball.

10. What does the text tell about?

   a. People at the camping site.

   b. Camping last holiday.

   c. Fishing equipment.

   d. The writer's hobby.

11. When did the writer go camping?

   a. Last week end.

   b. Last Sunday.

   c. Last holiday.

   d. Last year.

12. What did the writer's brother prepare?

    a. A tent and other equipments.

    b. Fishing equipment.

    c. Eating utensils.

    d. Sport equipment.

13. Where did the writer and his father set up their tent?

    a. Near the river.   c. At the back of the river.

    b. Near the big tree.   d. Far a way from other campers.

14. What was the writer and his father's hobbies?

    a. Camping.   c. Fishing.

    b. Cooking.   d. Playing ball.

15. "My mother prepared the snacks and eating <u>utensils</u>." (line 3)

    The underlined word has a similar meaning with ...

    a. Material.   c. Appliances.

    b. Ingredients.   d. Food.

16. "I took my fishing <u>equipment</u> .... ." (line 4)

    The underlined word has a similar meaning with ...

    a. Outfit.   c. Game.

    b. Tool.   d. Instrument.

17. "... the river had been <u>occupied</u> by other ..." (line 7)

    The underlined word has a similar meaning to ...

    a. Inhabited.   c. Bought.

    b. Authorized.   d. Grabbed.

18. "It was <u>near</u> a big tree." (line 10)

    The underlined word has a similar meaning with ...

    a. Far.   c. Close by.

    b. Distant.   d. Separate.

19. "Sleeping in the tent was a very <u>wonderful</u> experience" (line 15)

    The underlined word has a similar meaning with ...

    a. Great.   c. Common.

    b. Bad.   d. Ordinary.

Text 3

Questions 20-25

        Last summer, my mother and my father were not feeling well. So, took my dog, Paddy, for a walk. Suddenly, there was a rabbit running across the path. Paddy barked very loud. He frighten the rabbit and he ran into the bushes. I tried hard to grip the collar, but I could

Line 5   not handle the collar. Paddy ran after the rabbit. That was the last time I saw Paddy.

        I tried to look for him for several days, but I could not find him. Five weeks later, we heard a dog barked outside the house. We went out the house and we found Paddy in front of our house. He

Line 10   wiggled his tail. We were happy because Paddy came back home.

(Adapted from: http://englishahkam.blogspot.com/2012/12/recount-text-kunci-jawaban.html)

20. Which statement is TRUE based on paragraph 1?
    a. My mother and my father took Paddy for a walk.
    b. Paddy frightened the rabbit.
    c. Paddy loved the rabbit.
    d. My father griped Paddy's collar.

21. What does the text tell about?
    a. The coming back of the lost dog.
    b. A long journey of the dog.
    c. A holiday experience in park.
    d. The disappeared of the dog.

22. Which statement is TRUE based on the text?
    a. Paddy lost at Tom's house.
    b. Tom looked for Paddy for several days.
    c. Paddy ran away because he afraid of rabbit.
    d. Tom didn't like Paddy as his pet.

23. How did Paddy get lost?

    a. He was hungry and searched for a food.

    b. He followed motorbike riders away.

    c. He saw a rabbit and ran after walk.

    d. He felt bored and took a walk.

24. "He ran into the bushes." (line 4)

The underlined word refers to ...

    a. Father   c. Rabbit

    b. Paddy   d. The writer

25. " ... I was trying hard to grip the collar. (line 4)

The underlined word has a similar meaning to ...

    a. Hold   c. Pull

    b. Free   d. Push

Key answer:

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

THE DISTRIBUTION OF THE ITEMS IN THE READING COMPREHENSION TEST (CYCLE I)

Specific information	Word comprehension	6, 17, 12, 14, 15, 16, 17, 18, 25
	Sentence comprehension	4, 5, 7 , 11, 13, 23, 24
General information	Paragraph comprehension	1, 2, 8, 9, 20
	Text comprehension	3, 10, 21, 22

Appendix G

LESSON PLAN

(Cycle 2, meeting 1)

Subject : English

School : Junior High School

Grade/Semester : VIII/II

Language Skill : Reading

Genre : Recount

Time Allocation : 2x40 minutes

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

Cognitive

a. Product

3.1 Finding general information from the recount text given by using skimming technique.

3.2 Finding specific information from the recount text given by using scanning technique.

IV. LEARNING OBJECTIVE

Cognitive

a. Product

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4.1 The students are able to find general information from the recount text given by using skimming technique.

4.2 The students are able to find specific information from the recount text given by using scanning technique.

V. MATERIAL

Enclosed

VI. TECHNIQUE

Technique : Skimming and Scanning techniques

VII. TEACHING LEARNING ACTIVITY

No	Teacher's activity	Students' Activity	Time
1.	**Set Induction:**		
	- Greeting - Checking the students' attendance - Asking some leading questions - Stating the learning objectives	Greeting to the teacher Responding by answering about who is absent Answering the leading questions Listening to the teacher and making notes	5'
2.	**Main Activity:**		
	- Reviewing Skimming and Scanning techniques used in reading clearer	Paying attention and answering the teacher's questions	10'
	- Distributing task 1 - Asking the students to do the task 1 by applying skimming technique - Discussing the students' work with the class - Distributing task 2 - Asking the students to do task 2 by applying scanning technique - Discussing the students' work with the class	Receiving the task Doing the task Paying attention and answering the teacher's questions Receiving the task Doing the task Paying attention and answering the teacher's questions	60'
3.	**Closure:**		
	- Drawing a conclusion by question and answer - Asking the students' problem while doing the task - Parting	Drawing a conclusion Sharing Parting	5'

VIII. MEDIA AND SOURCES

Media : Laptop

The students' worksheet

Sources:Ahkam. 2003. "Contoh Recount Text", Blog of English.

(http://englishahkam.blogspot.com/2013/09/recount-text-beserta-soal-dan-jawaban_4.html) (date of access: 1 Oct, 2014)

Priyana, Joko. – Arnys R Irjayanti. – Virga Renitsari. 2008.

Scaffolding. Jakarta: Pusat Perbukuan Departemen Pendidikan

Nasional

IX. EVALUATION

Process Evaluation:

Observing the students' participation during the teaching learning process in reading by using Skimming and Scanning techniques based on the following indicators:

1. Reading the text individually
2. Doing reading exercises by using Skimming technique
3. Doing reading exercises by using Scanning technique
4. Answering the teacher's oral questions
5. Asking questions to the teacher about material they do not understand

The Students' Name	Indicators					Total	Result	
	1	2	3	4	5		Active	Passive

Product evaluation:

Reading comprehension tasks (task 1 and task 2)

Jember,February 2015

English Teacher,   Trainee Teacher,

St Nurhayati, M,Si   Kurniasari Windayani

NIP. 196408031994032001   NIM. 100210401008

INSTRUCTIONAL MATERIAL

Leading Questions

1. Do you have an unforgettable experience?
2. What is your unforgettable experience?
3. Can you tell me what your unforgettable experience?
4. What are we going to study today?

Review the material

1. Do you still remember what Skimming technique is?
2. What is Skimming technique?
3. How do you apply the Skimming technique?
4. Do you still remember what Scanning technique is?
5. What is Scanning technique?
6. How do you apply the Scanning technique?

a. Skimming and Scanning Techniques

Skimming technique is one of the reading techniques used when the reader wants to read text to get general information or main idea of the text quickly. The purpose of Skimming is to get an idea on the general content.

The procedures of skimming techniques are:

1. Read the title of the text.
2. Read the first paragraph completely.
3. Read the first sentence of each remaining paragraph.
4. Read the final paragraph completely.

Scanning is one of the reading techniques used when the reader wants to find specific information from the text.

The procedures of Scanning technique are:

1. Read the questions and find the keyword from the question itself.
2. Look for answer to only one question at a time.

3. When locate a keyword, read the surrounding text carefully to make sure that is relevant with the question.

4. Re-read the question to determine if the answers this question.

b. The advantages of Skimming and Scanning techniques

There are some advantages using Skimming and Scanning techniques in reading a text, such as:

1. It helps the reader to save time.

2. It is efficient because the reader should not read every word.

3. It is useful for the reader to finds the specific information from the text, such as name, location, and date.

Task 1

Name   :...

Student's number   :...

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 10 minutes by applying skimming techniques individually.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which was not far from Malioboro. We went there by bus.

On Thursday, we visited the Prambanan temple. There were
Line 5 three big temples, they were Brahmana, Syiwa, and Wishnu temple. They were really amazing. We visited only Brahmana and Syiwa temples because Wisnu temple was being renovated.

On Friday morning, we went to Keraton Yogyakarta. We spent two hours there. We were lucky because we were accompanied
Line 10 by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at 4 p.m. At 5 p.m we heard announcement that Borobudur gate was closed. In the evening, we left Yogyakarta. We went back to Jakarta by bus.

(Taken form: http://englishahkam.blogspot.com/2013/05/recount-text.html)

1. Which statement is TRUE based on paragraph 1?
    a. The writer went to Yogyakarta with his friends.
    b. The writer visited Yogyakarta on Wednesday.
    c. The writer stayed at a motel.
    d. The writer took a busway to Yogyakarta.

2. What is the main idea of paragraph 2?
    a. The writer visited Prambanan temple.
    b. There were four temples in Prambanan.
    c. The writer and Prambanan temple.
    d. Prambanan was beautiful temple.

3. Which statement is TRUE based on the paragraph 2?

    a. There writer did not visit Brahmana temple.

    b. The writer went to Prambanan temple on Tuesday.

    c. The writer did not visit Wisnu temple.

    d. There were 33 temples in Prambanan.

4. What is the main idea of paragraph 3?

    a. Journey in Yogyakarta.   c. The last day on Yogyakarta.

    b. A good guide.   d. The places on Yogyakarta.

5. Which statement is NOT TRUE based on the paragraph 3?

    a. The writer went to Keraton Yogyakarta.

    b. The writer had a good guide.

    c. The writer left Borobudur at noon.

    d. The writer left Yogyakarta by bus.

6. What does the text mainly discuss?

    a. The writer's trip to Yogyakarta.

    b. The writer's first visit to Prambanan.

    c. The writer's impression about the guide.

    d. The writer's experience at Keraton Yogyakarta.

7. What is the purpose of the text?

    a. To inform the reader about to visit Yogyakarta.

    b. To retell the reader about writer's journey at Yogyakarta.

    c. To retell the reader about writer's students.

    d. To describe unique places at Yogyakarta.

8. What is the best title of the text?

    a. Prambanan temple in Yogyakarta.

    b. Holiday at Yogyakarta.

    c. Yogyakarta's temple.

    d. Borobudur temple.

9. What can we conclude from the text?

    a. The writer had a great time at Yogyakarta.

    b. Yogyakarta was a good place.

    c. The writer visited Yogyakarta for a week.

    d. There were many temples at Yogyakarta.

10. Which statement is NOT TRUE based on the text?

    a. The writer went to Yogyakarta on Wednesday.

    b. Prambanan had three big temples.

    c. Brahmana temple was renovated.

    d. The writer left Yogyakarta at 5 p.m.
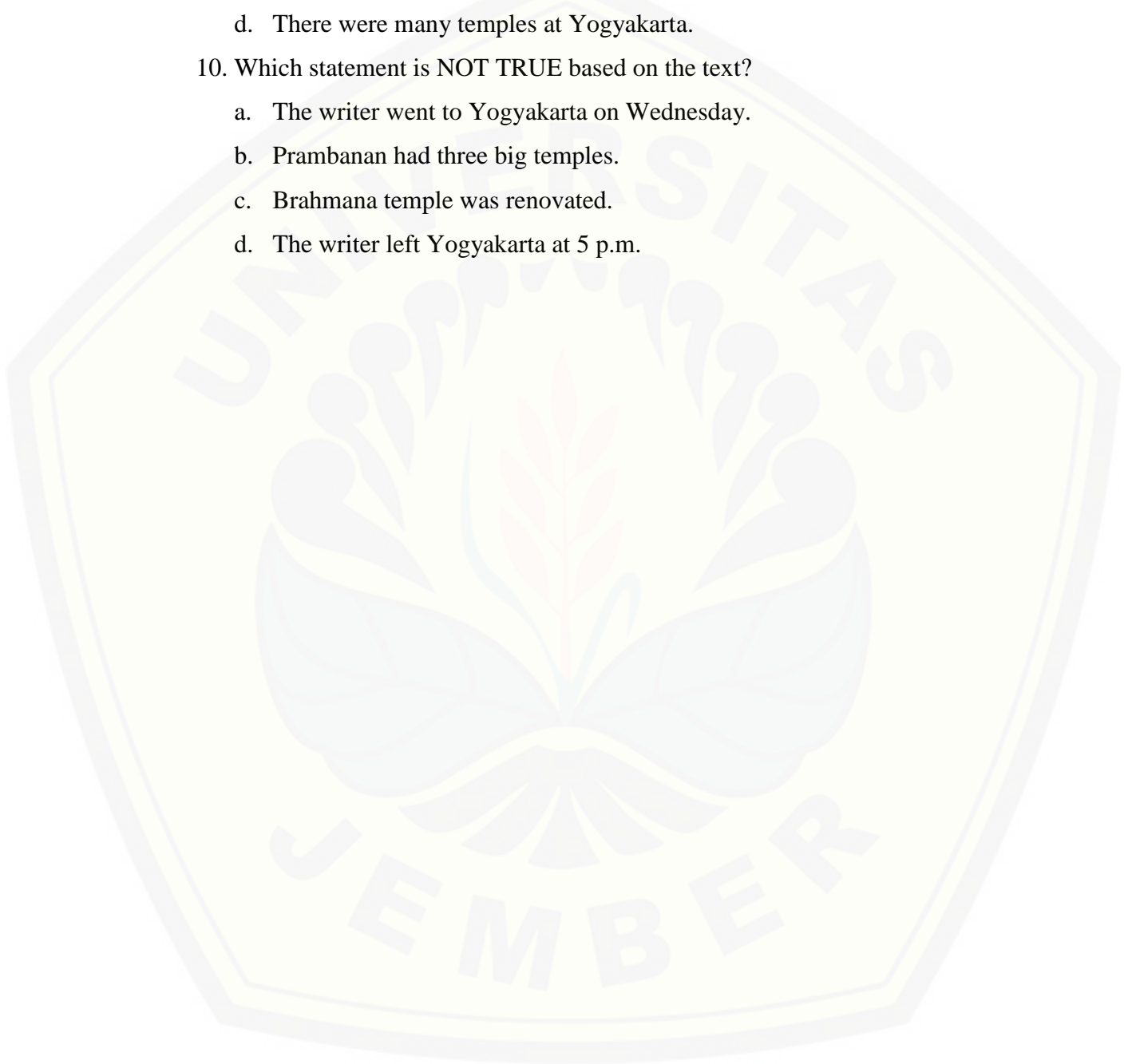
Task 2

Name   : ....

Student's number : ....

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 15 minutes by applying scanning techniques individually.

    Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

    In the morning, my friend and I saw Mount Batok. The scenery

Line 5 was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Line 10 We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

             (Taken from: Scaffolding, 2008:68)

Choose the best answer based on the text by crossing the letter a, b, c, or d individually.

1. Where did the writer go last holiday?
    - a. Probolinggo.   c. Mount Bromo.
    - b. Friend's house.   d. Garden.
2. Where did the writer stay?
    - a. Mount Bromo.   c. Wonokromo.
    - b. Mount Batok.   d. Friend's house.
3. What did the writer do in the morning? The writer saw ...
    - a. A big garden.   c. Mount Batok.
    - b. Mount Bromo.   d. Colorful flowers.

4. Where did the writer go before he got home?

    a. The zoo.   c. A big tree.

    b. Mount Batok.   d. Mountain.

5. What did the writer think about his holiday?

    a. terrible.   c. horrible.

    b. fun.   d. interesting.

6. "The scenery was very beautiful." (line 4)

    The underlined word has a similar meaning to ...

    a. panorama.   c. arena.

    b. mountains.   d. spot.

7. "It was scary." (line 5)

    The underlined word refers to ...

    a. mount Bromo.   c. horseback.

    b. mount Batok.   d. scenery.

8. "It was scary." (line 5)

    The underlined word has a similar meaning to ...

    a. calming.   c. awesome.

    b. encouraging.   d. terrify.

9. "We were very tired." (line 10)

    The underlined word has a similar meaning to ...

    a. energized.   c. rested.

    b. fresh.   d. exhausted.

10. How did the writer feel when he rode on horseback?

    a. terrible.   c. annoyed

    b. boring.   d. fun.

Key answer

Task 1

1.	b	6.	a
2.	a	7.	b
3.	c	8.	b
4.	c	9.	a
5.	c	10.	c

Task 2

1.	c	6.	a
2.	d	7.	c
3.	c	8.	d
4.	c	9.	d
5.	b	10.	d

THE DISTRIBUTION OF THE ITEMS IN THE READING TASKS
(CYCLE II)

Task 1 Skimming technique

General information	Paragraph comprehension	1, 2, 3, 4, 5
	Text comprehension	6, 7, 8, 9, 10

Task 2 Scanning technique

Specific information	Word comprehension	3, 5, 6, 7, 8, 9
	Sentence comprehension	1, 2, 4, 7, 10

Appendix H

LESSON PLAN

(Cycle 2, meeting 2)

Subject	: English
School	: Junior High School
Grade/Semester	: VIII/II
Language Skill	: Reading
Genre	: Recount
Time Allocation	: 2x40 minutes

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

Cognitive

a. Product

3.1 Finding general information from the recount text given by using skimming technique.

3.2 Finding specific information from the recount text given by using scanning technique.

IV. LEARNING OBJECTIVE

Cognitive

a. Product

4.1 The students are able to find general information from the recount text given by using skimming technique.

4.2 The students are able to find specific information from the recount text given by using scanning technique.

V. MATERIAL

Enclosed

VI. TECHNIQUE

Technique : Skimming and Scanning techniques

VII. TEACHING LEARNING ACTIVITY

No	Teacher's activity	Students' Activity	Time
1.	**Set Induction:**		
	- Greeting - Checking the students' attendance - Asking some leading questions - Stating the learning objectives	Greeting Responding by answering about who is absent Answering the leading questions Listening to the teacher and making notes	5'
2.	**Main Activity:**		
	- Reviewing Skimming and Scanning techniques used in reading clearer	Paying attention and answering the teacher's questions	10'
	- Distributing task 1 - Asking the students to do the task 1 by applying skimming technique - Discussing the students' work with the class - Distributing task 2 - Asking the students to do task 2 by applying scanning technique - Discussing the students' work with the class	Receiving the task Doing the task Paying attention and answering the teacher's questions Receiving the task Doing the task Paying attention and answering the teacher's questions	60'
3.	**Closure:**		
	- Drawing a conclusion by question and answer - Asking the students' problem while doing the task - Parting	Drawing a conclusion Sharing Parting	5'

VIII. MEDIA AND SOURCES

Media : Laptop

Students' worksheet

Sources:Ahkam. 2003. "Contoh Recount Text", Blog of English.

(http://englishahkam.blogspot.com/2013/09/recount-text-beserta-soal-dan-jawaban_4.html) (date of access: 3 Oct, 2014)

N, Titi. – Rinawati. – Ana Maulia. 2007. *Seri Pendalaman Materi Bahasa Inggris SMP dan MTs*. Esis:Jakarta.

IX. EVALUATION

Process Evaluation:

Observing the students' participation during the teaching learning process in reading by using Skimming and Scanning techniques based on the following indicators:

1. Reading the text individually
2. Doing reading exercises by using Skimming technique
3. Doing reading exercises by using Scanning technique
4. Answering the teacher's oral questions
5. Asking questions to the teacher about material they do not understand

The Students' Name	Indicators					Total	Result	
	1	2	3	4	5		Active	Passive

Product evaluation:

Reading comprehension tasks (task 1 and task 2)

Jember, February 2015

English Teacher,   Trainee Teacher,

St Nurhayati, M,Si   Kurniasari Windayani

NIP. 196408031994032001   NIM. 100210401008

INSTRUCTIONAL MATERIAL

Leading Questions

1. Do you have unforgettable experience?
2. What is your unforgettable experience?
3. Can you tell me what was your unforgettable experience?
4. What are we going to study today?

Review the material

1. Do you still remember what Skimming technique is?
2. What is Skimming technique?
3. How do you apply the Skimming technique?
4. Do you still remember what Scanning technique is?
5. What is Scanning technique?
6. How do you apply the Scanning technique?
7. Skimming and Scanning Techniques

Task 1

Name   :..

Student's number   :..

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 10 minutes by applying skimming techniques individually.

It was early in the morning. We left Ubud and we travelled to Gili island which was one of three islands in Lombok. It took 4 hours by boat. The journey was not bad but it was a hot day. I went there with my girl, Jane.

Line 5   It was still quiet when we arrived in Gili island. So, we got a hotel near the beach. The price was $ 15 for a night. We shared our room with a number of geckos. Some of them were quite large ones.

The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just Line 10   caught some fish.

We spent three days in Lombok. We walked around the island. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

(Taken from: http://englishahkam.blogspot.com/2013/09/recount-text-beserta-soal-dan-jawaban_4.html)**.**

1. What is the main idea of paragraph 1?
    a. Jane was my girl friend.
    b. Going to Gili in the morning.
    c. Gili was a wonderful island.
    d. Travelling by boat.

2. Which statement is TRUE based on paragraph 1?
   a. The writer left Gili island in the morning.
   b. Jane asked the writer to go to Gili island.
   c. The writer took a boat to Gili island.
   d. The weather was bad in Gili island.

3. What is the main idea of paragraph 2?
   a. The Gili island.   c. The geckos in Gili island.
   b. The writer's hotel.   d. The hotel's coast

4. Which statement is TRUE based on the paragraph 2?
   a. There were many people in Gili island.
   b. The writer's hotel was luxurious.
   c. There were many geckos in the hotel's room.
   d. The geckos bite the writer and his girl friend.

5. What is the main idea of paragraph 3?
   a. Jane and the fishermen.   c. Observing the fishermen.
   b. Seashore at the noon.   d. Diving at the hot weather.

6. Which statement is TRUE based on the paragraph 4?
   a. The writer and his girl spent 33 days in Lombok.
   b. The writer stayed at hotel near the beach.
   c. The writer watched the beach from the hotel.
   d. The writer watched the stars with his girl every night.

7. What does the text mainly tell about?
   a. Writer's holiday at Gili island.   c. The weather at Gili island.
   b. Gili Air was a good destiny   d. The animals at Gili island.

8. Which statement is TRUE based on the text?
   a. The writer went to Gili island alone.
   b. The writer and his girl went diving at Gili island.
   c. The writer's hotel was luxurious.
   d. The writer stayed at Gili island for three days.

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9. What is the best title for the text?

    a. My girl and me.   c. Diving in Gili island.

    b. Holiday in Gili island.   d. Night in Gili island.

10. What is the purpose of the text?

    a. To inform the reader about Gili island.

    b. To retell the reader about writer's holiday in Gili island.

    c. To amuse the reader about Lombok.

    d. To describe the scenery in Lombok.
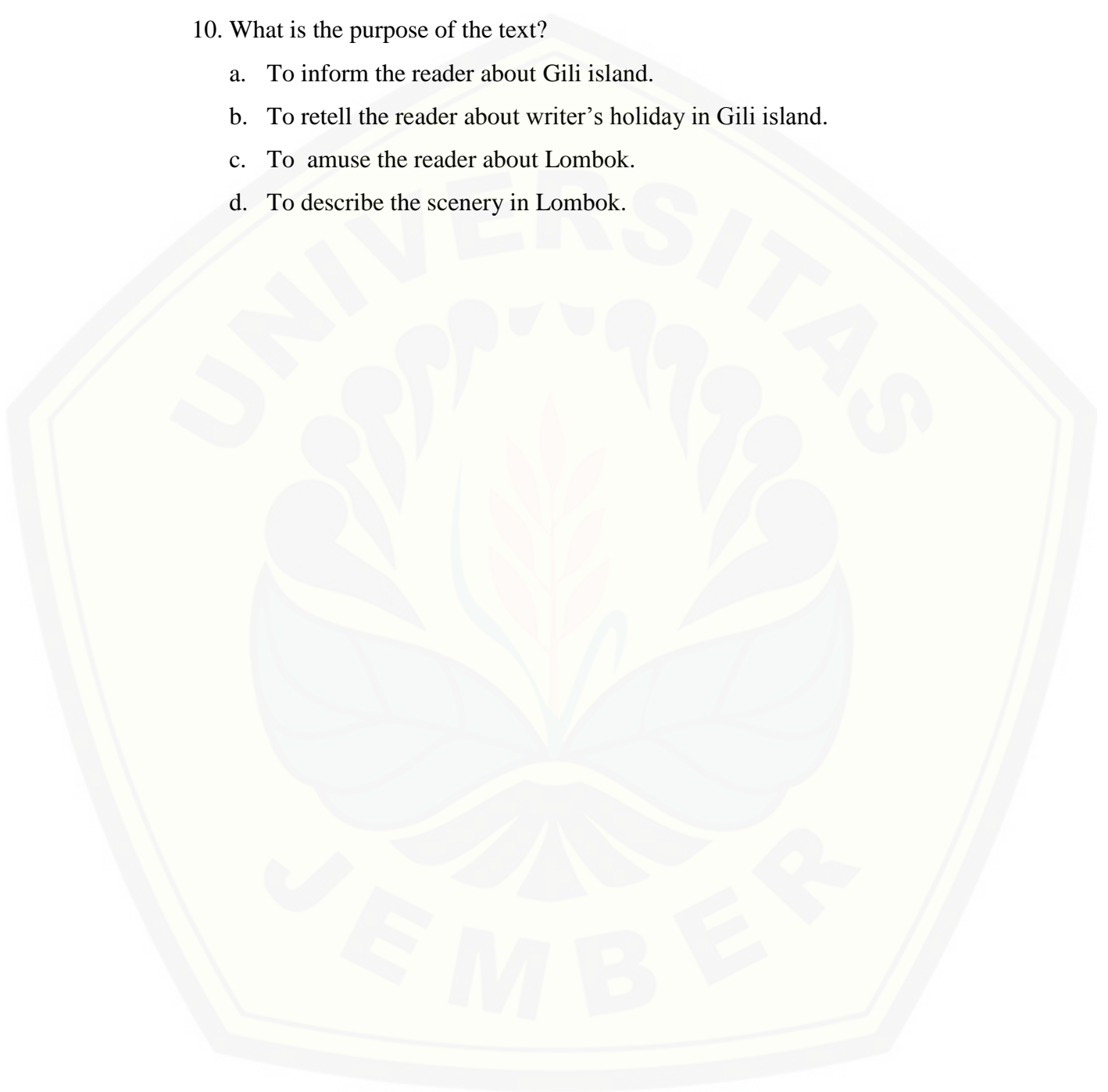
Task 2

Name   : ....

Student's number   : ....

Read the text quickly and then choose the best answer based on the text by crossing the letter a, b, c, or d in 15 minutes by applying scanning techniques individually.

> Last Sunday, I climbed a mango tree behind my house. Then, I sat on one of branches. Suddenly, I fell down and hurt my arm. My mother took me to the emergency room at the hospital nearby.
>
> The doctor cheeked my arm. It hurt. "He must have an X-Ray,"
>
> Line 5   the doctor said. Then, a nurse took me to a special room. She made an X-ray picture of my arm. The X-ray showed a break in my arm bone. The doctor put a bandage around my arm. Then, he put wet plaster over the bandage. The plaster dried into a cast that kept my arm still until it healed.
>
> Line 10   Later, my mother and my dad took me home. I had to keep my arm in the cast for a while. Therefore, I asked my friends to help me take a note during the class. After the doctor took the cast off, my arm felt better.

(Adapted from: Seri Pendalaman Materi Bahasa Inggris SMP dan MTs)

1. Who climbed a mango tree?
   a. The writer's mother.   c. The doctor.
   b. The writer.   d. The writer's dad.

2. "... emergency room at the hospital <u>nearby</u>." (line 3)
   The underlined word has a similar meaning to ...
   a. far.   c. close by.
   b. distance.   d. beside.

3. Who took the writer to the hospital?
   a. The writer's dad.   c. The writer's friend.
   b. The writer's mother.   d. The writer's neighbor.

4. Where did the writer fall down?

    a. In the hospital.   c. In the emergency room.

    b. In the school.   d. Behind the house.

5. Who put the bandage around writer's arm?

    a. A nurse   c. A doctor

    b. Himself   d. His Mom and Dad

6. "It hurt." (line 4)

    The underlined word refers to ...

    a. Writer's arm.   c. The doctor.

    b. The X-Ray.   d. Special room.

7. "She made an X-ray picture of my arm." (line 5)

    The underlined word refers to ...

    a. The writer's mother.   c. The doctor.

    b. The writer.   d. The nurse

8. What did the nurse do for the writer?

    a. Checked the writer's arm.

    b. Put a bandage on the writer's arm.

    c. Made an X-Ray picture.

    d. Put wet plaster.

9. " he put wet plaster ..." (line 7)

    The underlined word refers to ...

    a. The writer.   c. The writer's dad.

    b. The doctor.   d. The nurse.

10. "..... that kept my arm still until it healed" (line 8)

    The underlined word has similar meaning to ...

    a. Looked good.   c. Got smaller.

    b. Became healthy.   d. Got well.

Key answer

Task 1

1.	b	6.	d
2.	c	7.	a
3.	a	8.	d
4.	c	9.	b
5.	d	10.	b

Task 2

1.	b	6.	a
2.	c	7.	d
3.	b	8.	c
4.	d	9.	b
5.	a	10.	d

THE DISTRIBUTION OF THE ITEMS IN THE READING TASKS
(CYCLE II)

Task 1 Skimming technique

General information	Paragraph comprehension	1, 2, 3, 4, 5, 6
	Text comprehension	7, 8, 9, 10

Task 2 Scanning technique

Specific information	Word comprehension	2, 8, 10
	Sentence comprehension	1, 3, 4, 5, 6, 7, 9

Appendix I

READING COMPREHENSION TEST

CYCLE II

Name   :

Student's number   :

Allocation time   : 50 minutes

Read the text carefully then choose the best answer based on the text by crossing the letter a, b, c, or d, individually.

Text 1

Questions 1-12

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumare with Jo Keating. After visiting
Line 5   several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet the Sharon Kidman. Ende has a great market with a lovely selection of traditional woven cloth, and great seafood.

Line
10   My next trip was to Detusoko. It was a mountain village. I went there with Ginny Edwards. Detusoko was not far from Mount Kelimutu. We woke up at 4 a.m. to see the three different color lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It was a small town high in the mountains. It was a very cold place. My trip was fun and memorable. I would like to go back to Flores one day.

(Taken from: Scaffolding , 2008:99)

1. What is the main idea of paragraph 1?
   a. Visiting Flores.
   b. Visiting Australian Volunteer English teachers.
   c. Enjoying the beauty of Flores.
   d. Going to Ende.

2. What is the main idea of paragraph 2?

   a. The first day in Maumere.

   b. Visiting some schools in Maumere.

   c. Eating seafood in Ende.

   d. Traveling over the mountains.

3. Which statement is TRUE based on the text?

   a. Bajawa was the writer's third destination.

   b. After visiting Maumere, the writer went to Detusoko.

   c. The writer visited some schools in Maumere.

   d. Maumere had a great marker and great seafood.

4. What is the best title for the text above?

   a. My trip in Australia.

   b. My English friends in Flores.

   c. My journey with my friends.

   d. My holiday in Flores.

5. Where did the writer go on his first day?

   a. Ende.   c. The mountain village.

   b. Maumere.   d. Mount Kelimutu.

6. "It was a very <u>cold</u> place." (line 13)

   The underlined word has a similar meaning with ...

   a. Hot.   c. Mild.

   b. Warm.   d. Chilly.

7. What was the writer's last destination?

   a. Bajawa.   c. The mountain village.

   b. Maumere.   d. Mount Kelimutu.

8. "...the mountains to the south <u>coast</u>." (line 6)

   The underlined word has a similar meaning with ...

   a. Shore.   c. Mountain.

   b. River.   d. Lake.

9. "Detusoko was not <u>far</u> from Mount Kelimutu." (line 10)

   The underlined word has a similar meaning with ...

   a. Near.   c. Deep.

   b. Close.   d. Distant.

10. "<u>It</u> was a small town high in the mountains." (line 11)

   The underlined word refers to ...

   a. Bajawa.   c. Trip.

   b. Mountains.   d. Small town.

Text 2

Questions 13-18

After the movie was over, I left the cinema quickly. My watch showed 11. p.m. as I got on my bicycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman

Line 5   screaming as she was being attacked by a monster. Somehow what frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer

Line   and nearer. Then I heard a familiar voice calling me. I looked back and

10   saw Hadi, my classmate. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.

(Taken from: English in Focus, 2008:56)

11. What is the main idea of paragraph 2?

   a. The dark and quiet road.

   b. Cycling at the midnight.

   c. Frightening in the dark.

   d. A graveyard.

12. Which statement is TRUE based on the text?

    a. The writer left the cinema by bicycle.

    b. The writer went to the cinema with his friends.

    c. The writer met a woman on the way home.

    d. The writer heard a woman screaming.

13. Why did the writer begin to cycle faster? Because ...

    a. It was late to back home.

    b. The movie was scary.

    c. There was a woman behind him.

    d. The writer afraid of darkness.

14. " It was a scary story." (line 3)

The underlined word refers to ...

    a. The road.   c. The writer.

    b. The movie.   d. The woman.

15. "As I approached the graveyard ..." (line 8)

The underlined word has a similar meaning to ...

    a. Passed.   c. Closed.

    b. Walked.   d. Crossed.

16. "I was frightened and began to cycle faster."(line 8)

The underlined word has a similar meaning with ...

    a. Brave.   c. Happy.

    b. Scare.   d.Unafraid.

17. What kind of movie did the writer watch?

    a. Funny movie   c. Mysterious movie.

    b. Adventure movie   d. Scary movie.

18. When did the writer watch the movie?

    a. At evening.   c. At night.

    b. At mid day.   d. At afternoon.

Text 3

Questions 19-25

It was a bright and sunny Sunday morning. My friend and I went to the beach after studying very hard the past few days. We wanted to refresh our mind and enjoyed the fresh air.

We went to the beach early in the morning by car. Many people were already there when we arrived. After parking the car, we walked along the beach by foot. We could feel the smoothness of the sand and the coldness of sea water when it touched our feet.

Line 5

First thing we did were to look for a nice spot to take a rest. We rolled out the mat on the ground and had meals together. While eating, we observed everything happened around us. Some people were sunbathing, others were playing game in the sand, and the rest were swimming.

Line 10

Soon after eating, we joined those crowds and had wonderful time playing in the beach as well. We were so happy and really enjoyed that day.

(Taken from: Interactive English, 2014)

19. What is the text about?
    a. Going to the beach.
    c. Playing at the beach.
    b. Doing a assignment.
    d. Enjoying the trip.

20. What is the main idea of paragraph 3?
    a. The writer played game in the sand.
    b. The writer's arrival at the beach.
    c. The writer's and his friends at the beach.
    d. The writer's activities at the beach.

21. Which statement is TRUE based on paragraph 2?
    a. The writer went to beach by bus.
    b. There was no visitors at the beach.
    c. The sea water was cold and the sand was smooth.

    d.   The writer and his friend run at the beach.

22. Why did the writer and his friends go to the beach? Because...

    a.   They wanted to see the beauty of the beach.

    b.   They wanted to refresh their mind.

    c.   They wanted to play in the beach.

    d.   They wanted to study at the beach.

23. "....sea water when <u>it</u> touched our feet." (line 7)

    The underlined word refers to ...

    a.   Feet.   c. Sand and sea water

    b.   Beach.   d. Car.

24. "....we did were to look for a nice <u>spot</u> to take a rest." (line 8)

    The underlined word has a similar meaning with ...

    a.   Place.   c. Dot.

    b.   Pimple.   d. Beach.

25. "We were so <u>happy</u> and really ... ." (line 13)

    The underlined word has a similar meaning with ...

    a.   Sad.   c. Upset.

    b.   Depressed.   d. Glad.

Key answer

Task 1

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

THE DISTRIBUTION OF THE ITEMS IN THE READING
COMPRHENSION TEST
(CYCLE II)

Specific information	Word comprehension	6, 7, 8, 9,15, 16, 17, 18, 24, 25
	Sentence comprehension	5, 10, 13, 14,22, 23
General information	Paragraph comprehension	1, 2, 11, 20, 21
	Text comprehension	3, 4, 12, 19

Appendix J

The Results of Students' Observation Checklist Cycle 1

No	The students' initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1	ANK	V	V	V	-	V	V	-	V	V	V	V	-	V	-
2	ACA	V	V	V	V	-	V	-	V	V	V	-	V	V	-
3	AB	-	V	V	-	-	-	V	V	V	V	-	V	V	-
4	AB	V	--	V	-	V	-	V	-	V	V	V	-	-	V
5	AU	V	V	V	V	-	V	-	V	V	V		V	V	-
6	AY	V	V	V	-	V	V	-	V	V	V	V	-	V	-
7	ANH	-	-	-	-	-	-	-	V	V	V	-	-	-	V
8	BIC	-	-	-	-	-	-	-	-	V	V	-	-	-	V
9	EF	V	V	-	V	-	-	V	-	-	-	-	-	-	-
10	EM	V	-	V	V	V	V	-	V	V		V	V	V	-
11	FE	-	-	-	-	-	-	-	V	-	V	V	V	V	-
12	FMAA	V	V	V	V	-	V	-	-	V	V	V	-	-	V
13	FKN	-	-	-	-	-	-	-	V	V	-	-	V	-	V
14	FFD	V	-	V	V	V	V	-	V	V	-	V	V	V	-
15	IFW	-	V	V	-	-	-	V	V	-	V	-	V	-	V
16	KIF	V	V	V	-	V	V	-	V	V	V	-	V	V	-
17	MNF	V	V	-	V	-	-	V	V	V	V	V	-	V	-
18	MRH	-	V	V	V	-	-	V	-	V	V	V	-	-	V
19	MF	V	-	V	V	V	V	-	-	V	V	V	V	V	-
20	MR	-	V	V	-	-	-	V	V	V	V	-	-	-	V
21	NI	V	V	V	-	V	V	-	V	V	V	-	V	V	-
22	NH	V	V	-	V	V	V	-	V	V	V	V	-	V	-
23	NVKK	-	V	V	-	-	-	V	V	V	V	-	V	V	-
24	OA	-	-	-	-	-	-	-	-	V	V	-	V	-	V
25	RFAP	V	V	V	V	-	V	-	V	V	V	V	-	V	-
26	SAP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	SF	V	V	V	-	V	V	-	V	V	V	-	V	V	-
28	VAA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29	VAVN	V	V	V	-	V	V	-	V	V	V	V	-	V	-
30	WA	-	-	-	-	-	-	-	V	V	V	-	V	V	-
31	YAM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Σ total students						14	8	Σ total students					18	9

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Appendix K

The Results of Students' Observation Checklist Cycle 2

No	The students' initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1	ANK	V	V	V	-	V	V	-	V	V	V	V	-	V	-
2	ACA	V	V	V	V	-	V	-	V	V	V	V	V	V	-
3	AB	V	V	V	V	-	V	-	V	V	V	V	-	V	-
4	AB	V	V	V	-	-	-	V	V	V	V	-	-	-	V
5	AU	V	V	V	-	V	V	-	V	V	V	-	V	V	-
6	AY	-	V	V	V	V	V	-	V	V	V	V	V	V	-
7	ANH	V	V	V	V	-	V	-	V	V	V	-	V	V	-
8	BIC	-	V	V	V	V	V	-	V	V	V	V	-	V	-
9	EF	V	V	V	-	-	-	V	V	V	V	-	-	-	V
10	EM	V	V	V	V	V	V	-	V	V	V	V	V	V	-
11	FE	V	V	V	-	V	V		V	V	V	V	V	V	-
12	FMAA	V	V	V	V	-	V	-	V	V	V	V	-	V	-
13	FKN	-	V	V	V	V	V	-	-	V	V	V	V	V	-
14	FFD	V	V	V	-	V	V	-	V	V	V	-	V	V	-
15	IFW	V	V	V	-	V	V	-	V	V	V	V	V	V	-
16	KIF	V	V	V	V	-	V	-	V	V	V	V	-	V	-
17	MNF	V	V	V	V	-	V	-	V	V	V	-	V	V	-
18	MRH	-	V	V	V	-	-	V	-	V	V	V	-	-	V
19	MF	V	V	V	V	-	V	-	V	V	V	V	-	V	-
20	MR	V	V	V	-	V	V	-	-	V	V	V	V	V	-
21	NI	V	V	V	V	-	V	-	V	V	V	V	-	V	-
22	NH	V	V	V	-	V	V	-	V	V	V	-	V	V	-
23	NVKK	-	V	V	-	V	-	V	V	V	V	-	V	V	-
24	OA	-	V	V	-	-	-	V	-	V	V	V	-	-	V
25	RFAP	V	V	V	V	-	V	-	V	V	V	V	-	V	-
26	SAP	V	V	V	-	-	-	V	V	V	V	-	-	-	V
27	SF	V	V	V	V	V	V	-	V	V	V	-	V	V	-
28	VAA	-	V	V	-	-	-	V	-	V	V	-	-	-	V
29	VAVN	V	V	V	-	V	V	-	V	V	V	V	V	V	-
30	WA	V	V	V	V	-	V	-	V	V	V	V	-	V	-
31	YAM	V	V	V	-	-	-	V	-	V	V	V	-	-	V
	Σ total students						23	8	Σ total students					24	7

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Appendix L

The Result of the Students' Reading Comprehension Achievement Test in Cycle 1

No	The students' initials	Reading Score	Achieved ≥ 75	Not Achieved < 75
1	ANK	80	V	-
2	ACA	60	-	V
3	AB	76	V	-
4	AB	80	V	-
5	AU	76	V	-
6	AY	70	-	V
7	ANH	80	V	-
8	BIC	76	V	-
9	EF	76	V	-
10	EM	80	V	-
11	FE	76	V	-
12	FMAA	72	-	V
13	FKN	64	-	V
14	FFD	76	V	-
15	IFW	72	-	V
16	KIF	76	V	-
17	MNF	76	V	-
18	MRH	56	-	V
19	MF	60	-	V
20	MR	76	V	-
21	NI	76	V	-
22	NH	64	-	V
23	NVKK	56	-	V
24	OA	76	V	-
25	RFAP	76	V	-
26	SAP	64	-	V
27	SF	76	V	-
28	VAA	60	-	V
29	VAVN	80	V	-
30	WA	76	V	-
31	YAM	60	-	V
		Mean Score = 71.67	**19**	**12**

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Appendix M

The Result of the Students' Reading Comprehension Achievement Test in Cycle 2

No	The students' initials	Reading Score	Achieved ≥75	Not Achieved < 75
1	ANK	88	V	-
2	ACA	68	-	V
3	AB	80	V	-
4	AB	84	V	-
5	AU	76	V	-
6	AY	88	V	-
7	ANH	80	V	-
8	BIC	72	-	V
9	EF	80	V	-
10	EM	92	V	-
11	FE	80	V	-
12	FMAA	76	V	-
13	FKN	76	V	-
14	FFD	80	V	-
15	IFW	80	V	-
16	KIF	76	V	-
17	MNF	84	V	-
18	MRH	68	-	V
19	MF	72	-	V
20	MR	76	V	-
21	NI	64	-	V
22	NH	80	V	-
23	NVKK	76	V	-
24	OA	80	V	-
25	RFAP	80	V	-
26	SAP	76	V	-
27	SF	76	V	-
28	VAA	56	-	V
29	VAVN	92	V	-
30	WA	76	V	-
31	YAM	60	-	V
		Mean Score = 77.16	**24**	**7**
		E	**77.42%**	**22.58%**

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Appendix N

The Sample of the Students' Worksheet in Reading Test in Cycle 1
The sample of the highest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 1

Name : Vivin Alviana

Student's number : 29

Class : VIII C

No.	Options			
1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d

No.	Options			
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

F : 5

T : 20 x 4

= 80

The Sample of the Students' Worksheet in Reading Test in Cycle 1

The sample of the highest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 1

Name : Elsa Meliana

Student's number : 10

Class : VIII C

No.	Options			
1.	a̶	b	c	d
2.	a̶	b	c	d
3.	a̶	b	ⓒ	d
4.	a	b̶	c	d
5.	a	b	c̶	d
6.	a̶	b	c	d
7.	a	b	c	d̶
8.	a̶	b	c	d
9.	a	b	c̶	d
10.	a	b̶	c	d
11	a	b	c̶	d
12	a	b	c	d̶
13	a	b̶	c	d
14	a	b	c̶	d
15	a	b̶	ⓒ	d

No.	Options			
16.	a	b̶	c	d
17.	ⓐ	b	c̶	d
18.	a	b	c̶	d
19.	a̶	b	c	d
20.	a	ⓑ	c̶	d
21.	ⓐ	b̶	c	d
22.	a	b̶	c	d
23.	a	b	c̶	d
24.	a	b̶	c	d
25.	a̶	b	c	d

F:5

T:20×4

⑧⓪

The Sample of the Students' Worksheet in Reading Test in Cycle 1

The sample of the middle score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 1

Name   : MELVINDA NESTY FIKRIATUZZAHRO
Student's number : 17
Class   : VIII C

No.	Options			
1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d

No.	Options			
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

F: 6
T = 19×4
76

The Sample of the Students' Worksheet in Reading Test in Cycle 1

The sample of the middle score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 1

Name   : A. Choirul Akbar

Student's number   : 02

Class   : VIII C

No.	Options			
1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d

No.	Options			
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

F: 10
T: 15×4

60

The Sample of the Students' Worksheet in Reading Test in Cycle 1

The sample of the lowest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 1

Name   : Nida visi KHusnuL·K

Student's number :

Class   : vIII C

No.	Options			
1.	a̶	b	c	d
2.	ⓐ	b	c̶	d
3.	a	b̶	ⓒ	d
4.	a	ⓑ	c̶	d
5.	a	b	c̶	d
6.	a̶	b	c	d
7.	a	b	c	d̶
8.	a̶	b	c	d
9.	a	b̶	ⓒ	d
10.	a̶	ⓑ	c	d
11	a	b	a̶	d
12	a	b	c	d̶
13	a	b̶	c	d
14	a	b	c̶	d
15	a	b̶	ⓒ	d

No.	Options			
16.	a	b̶	c	d
17.	ⓐ	b	c	d̶
18.	a̶	b	ⓒ	d
19.	a̶	b	c	d
20.	a	b̶	c	d
21.	ⓐ	b̶	c	d
22.	a	ⓑ	c̶	d
23.	a	b	c̶	d
24.	a	b̶	c	d
25.	ⓐ	b	c̶	d

F : 11
T : 14 x 4

(56)

Appendix O

The Sample of the Students' Worksheet in Reading Test in Cycle 2
The sample of the highest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 2

Name   : Vivin Alviana
Student's number   : 29
Class   : VIII c

No.	Options			
1.	a̶	b	c	d
2.	a̶	b	c	d
3.	a	b	c̶	d
4.	a	b	c	d̶
5.	a	b̶	c	d
6.	a	b	c	d̶
7.	a̶	b	c	d
8.	a̶	b	c	d
9.	a	b	c	d̶
10.	a̶	b	c	d
11	a̶	b	c	d
12	a̶	b	c	d
13	a̶	b	c	d
14	a	b̶	c	d
15	ⓐ	b	c	d̶

No.	Options			
16.	a	b̶	c	d
17.	a	b	c	d̶
18.	a	b	c̶	d
19.	a̶	b	c	d
20.	a	ⓑ	c̶	d
21.	a	b	c̶	d
22.	a	b̶	c	d
23.	a	b	c̶	d
24.	a̶	b	c	d
25.	a	b	c	d̶

F : 2
T : 23 X 4

92

The Sample of the Students' Worksheet in Reading Test in Cycle 2

The sample of the highest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 2

Name : Abidah Naila Karimah

Student's number : 01

Class : VIII C

No.	Options			
1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	(d)
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	(a)	b	c	d

No.	Options			
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	(c)	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

F : 3

T : 22×4

(88)

The Sample of the Students' Worksheet in Reading Test in Cycle 2

The sample of the middle score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 2

Name : Fauziah Khairun Nissa

Student's number : 13

Class : VIII C

No.	Options			
1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d

No.	Options			
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

F : 6

T : 19 x 4

(76)

The Sample of the Students' Worksheet in Reading Test in Cycle 2

The sample of the lowest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 2

Name : A.Shoirul Akbar

Student's number : 02

Class : Vⁱⁱⁱ c

No.	Options					No.	Options			
1.	(a)	b	c̶	d		16.	a	b̶	c	d
2.	a̶	b	c	d		17.	a	b	c	d̶
3.	a	b	a̶	d		18.	a	b	a̶	d
4.	a	b	c̶	(d)		19.	a̶	b	c	d
5.	a	b̶	c	d		20.	a	b̶	c	d
6.	a	b̶	c	(d)		21.	a	b	a̶	d
7.	a̶	b	c	d		22.	a	b̶	c	d
8.	(a)	b	c	d̶		23.	a	b	c̶	d
9.	a	b	c	a̶		24.	(a)	b	c	d̶
10.	a̶	b	c	d		25.	a	b	c	a̶
11	(a)	b	c̶	d						
12	(a)	b	c̶	d						
13	a̶	b	c	d						
14	a	c̶	c	d						
15	(a)	b	c̶	d						

F : 8

T : 17×4

(68)

The Sample of the Students' Worksheet in Reading Test in Cycle 2

The sample of the lowest score

ANSWER SHEET

Reading Comprehension Achievement Test

Cycle 2

Name : Viqri Ardiansyah

Student's number : 28

Class : VIII C

No.	Options			
1.	ⓐ	b	c̶	d
2.	a̶	b	c	d
3.	a	b	ⓒ	d̶
4.	a	b	c	d̶
5.	a	b̶	c	d̶
6.	a	b	ⓒ	d̶
7.	a	b̶	c	d
8.	ⓐ	b	c	d̶
9.	a̶	b	c	ⓓ
10.	a̶	b	c	d
11	a̶	b	c	d
12	ⓐ	b	c̶	d
13	a̶	b	c	d
14	a	b̶	c	d
15	ⓐ	b	c̶	d

No.	Options			
16.	a	b̶	c	d
17.	a	b	c̶	ⓓ
18.	a̶	b	ⓒ	d
19.	a̶	b	c	d
20.	a	ⓑ	c̶	d
21.	a	b	c̶	d
22.	a	b̶	c	d
23.	a	b	c̶	d
24.	ⓐ	b	c	d̶
25.	a	b	c	d̶

F : 11

T : 14 × 4

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Appendix P

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

Nomor   **5 5 5 2** /UN25.1.5/LT/2014   1 2 AUG 2014
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala Mts Negeri 1 Jember

Jember

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

Nama   : Kurniasari Windayani

NIM   : 100210401008

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin tentang: *"Improving the Eight Grade Students' Reading Comprehension Achievement by Using Skimming and Scanning Techniques at Mts Negeri 1 Jember in the 2014/2015 Academic Year."*

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.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

Appendix Q

KEMENTERIAN AGAMA
MTsN JEMBER I
Jl. Imam Bonjol No 1. Jember Telp. 0331-337146
Website : www.mtsnjember1.sch.id email: mtsn_jember_1@yahoo.com

SURAT KETERANGAN
No: Mts.15.32.1/PP.00.9/ 92 /2015

Yang bertandatangan di bawah ini, Kepala MTsN Jember I menyatakan bahwa mahasiswa berikut ini :

Nama   : Kurniasari Windayani
NIM   : 100210401008
Jur/Prodi   : FKIP Bahasa Inggris (Universitas Jember)

Telah melakukan Penelitian tanggal 27 Januari – 14 Februari 2015 tentang " Improving The Eight Grade Students' Reading Comprehension Achievement by Using Skimming and Scanning Techniques at MTsN Jember 1" di MTsN Jember 1.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.

Jember, 16 Februari 2014

Kepala

Drs. Anwaruddin, M. Si
NIP. 19650812 199403 1 002