



**SKIMMING AND SCANNING: READING TECHNIQUES TO IMPROVE
VIII B GRADE STUDENTS' ACTIVE PARTICIPATION AND RECOUNT
TEXT READING COMPREHENSION ACHIEVEMENT AT SMPN 1**

ARAJASA

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Education Program, Language and Arts Education Department, the Faculty of
Teacher Training and Education

By

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DEDICATION

This thesis is dedicated to:

1. My beloved parents Ihsanuddin, S.Pd., M.Pd. and Nurhayati, S.Pd. for the never ending love, affections, supports and prayers. Thank you for giving me the strength to stand up, to give me something to fight for. I love you with all my heart;
2. My Beloved grandparents, Muajam, Markasi, Zaitun, and Sunatun, thanks for showing me the truly love in this world.
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4. My lovely friends Rizal, Zainuri, Abraham, Tika, Linda, Ardyka, and many more. Thanks for beautiful moments, and friendship;
5. My Almamater.

MOTTO:

“Learn as no one was born in a state of clever, and the owner of science is not the same as the fool” (Al Hadits)



(Available at <http://www.almawasman1ejr.blogspot.co.id/2016/04/tasroh-keutamaan-ilmu.html?m=1>) (date of access : 05 December 2016)

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The Writer

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CONSULTANT APPROVAL

**Skimming and Scanning : Rading Techniques to Improve VIIIB Grade
Students' Active Participation and Recount Text Reading Comprehension
Achievement at SMPN 1 Arjasa**

THESIS

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The Writer,
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TABLE OF CONTENTS

	Page
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANT APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
SUMMARY	x
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problems of the Research	3
1.3 Objectives of the Research	3
1.4 Significance of the Research	4
1.5 Scope and Limitation of the Research	4
CHAPTER 2. REVIEW OF RELATED LITERATURE	5
2.1 Reading Comprehension Definitions	5
2.1.1 Reading for General Information	5
2.1.2 Reading for Specific Information	6
2.2 Recount Text	10
2.3 Skimming and Scanning Techniques	12
2.3.1 Skimming Techniques	13
2.3.2 Scanning Techniques	14
2.3.3 The Example of How to Skim and Scan a Recount text	15
2.4 The Implementation of Skimming and Scanning Technique	16
2.5 The Strengths and Weaknesses of Skimming and Scanning Techniques	17
2.5.1 The Strength of Skimming Technique	17

2.5.2 The Strengths of Scanning Technique.....	17
2.5.3 The Weaknesses of Skimming Technique.....	17
2.5.4 The Weaknesses of Scanning Technique.....	18
2.5.5 The Problem Solving of the Skimming and Scanning Techniques Weaknesses.....	18
CHAPTER 3. RESEARCH METHOD.....	19
3.1 The Research Design.....	19
3.2 Research Area Determination Method.....	20
3.3 Research Subject Determination Method.....	21
3.4 Data Collection Method.....	21
3.4.1 Observation.....	21
3.4.2 Reading Comprehension Test.....	22
3.4.3 Interview.....	24
3.4.4 Documentation.....	24
3.5 Operational Definition of the Key Terms.....	24
3.5.1 Skimming Technique.....	24
3.5.2 Scanning Technique.....	24
3.5.3 Recount Text.....	25
3.5.4 Reading Comprehension.....	25
3.5.5 Reading Comprehension Achievement.....	25
3.5.6 The students' Active Participation.....	25
3.6 Research Procedures.....	25
3.6.1 Planning the Actions.....	25
3.6.2 Implementing the Actions.....	26
3.6.3 Observing and Evaluating.....	26
3.6.4 Data Analysis and the Reflection of the Actions.....	28
CHAPTER IV. RESEARCH RESULT AND DISCUSSION.....	29
4.1 The Result of the Action in Cycle 1.....	29
4.1.1 The Implementation of the action in cycle 1.....	29
4.1.2 The Result of Observation of Students Participation in Cycle 1.....	30

4.1.3 The Result of the Reading Comprehension Achievement test in Cycle 1.....	31
4.1.4 The result of reflection in cycle 1.....	32
4.2 The Result of Action in Cycle 2.....	33
4.2.1 The Implementation of the Action in Cycle 2.....	33
4.2.2 The Result of Observation of the Students' Participation in Cycle 2.....	34
4.2.3 The Result of Reading Comprehension Achievement Test in Cycle 2.....	35
4.2.4 The result of reflection in cycle.....	36
4.3 Discussion.....	37
CHAPTER V. CONCLUSION AND SUGGESTION.....	39
5.1 Conclusion.....	39
5.2 Suggestion.....	39
5.1.1 For the English Teacher.....	39
5.1.2 For the Students.....	39
5.1.3 For the Future Researcher.....	40
REFERENCES.....	41
RESEARCH MATRIX.....	44
APPENDICES.....	45

SUMMARY

Skimming and Scanning: Reading Techniques to Improve VIII B Grade Students' Active Participation and Recount Text Reading Comprehension Achievement at SMPN 1 Arjasa; Ananda Ahmad Taufiq An Nuruddin Al Blitary, 110210401002; 2016: 122 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

This Classroom Action Research was intended to improve the grade VIII B students' reading comprehension achievement through Skimming and Scanning techniques at SMPN 1 Arjasa in the 2015/2016 academic year. Based on the preliminary study in the form of interview with the English teacher of SMPN 1 Arjasa, it was found that the students of class VIII B experienced difficulties in comprehending reading texts, especially in finding the general and specific information of the texts. Besides, the students also lacked of participation in the classroom during the reading teaching and learning process.

Furthermore, there were 2 out of 30 students (6,67%) who could achieve the minimum score requirement 75 for the English subject. To overcome the problem, Skimming and Scanning techniques were applied. The data collection methods in this study were a reading comprehension test and observation, and the data were analyzed statistically using percentage formula. The action was implemented in two cycles. The first cycle was done in three meetings including the test.

The results of the classroom observation showed that the students were not all active during the teaching learning process. In other words, there was improvement of the students' active participation in cycle 1 from 60% in meeting 1 to 70% in meeting 2, but the criteria of success in cycle 1 was 75% of the students categorized as active was not achieved in the reading teaching and learning process. In addition, the result of the reading comprehension test in the first cycle had achieved standard minimum requirement score to pass the test was 75% or more students achieved at least 65 in

reading comprehension test. There were 19 students (63,33%) who got score at least 65 in reading comprehension test. Based on the finding, it was found that although many students' achieve the requirement score, the participation had not reached the requirement yet. Therefore, cycle 2 was conducted. The revisions were: in cycle 2 the researcher must give clearer explanation on each meeting to make the students easier to do the exercises given by the researcher. The classroom observation and reading comprehension test in the second cycle showed an improvement. In the classroom observation, the students' active participation showed that 80% in meeting 1 and 83,33% in meeting 2 of the students actively participated in the teaching learning process.

So, the result of the observation in meeting 1 and meeting 2 had achieved the criteria of success of the research. In the reading comprehension test, the percentage of the students who got score at least 65 in the reading comprehension test was 24 students, or 80% out of 30 students. Based on those results, it can be concluded that the actions in cycle 2 were success because the results of classroom observation and reading comprehension test had achieved the criteria of success of the research.

Finally, it can be summarized that the use of Skimming and Scanning techniques could improve the VIII B students' active participation and their reading comprehension achievement in the reading teaching learning process at SMPN 1 Arjasa. Some suggestions were also suggested to the English teacher, students, and future researchers to use Skimming and Scanning techniques to improve the students' active participation and their reading comprehension achievement in the reading teaching and learning process

CHAPTER I. INTRODUCTION

This chapter presents some aspects related to the research topic. They are background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Background of the Research

There are many books as the windows of knowledge written in English. Up to 80% of the total test items of students' national examination are in the form of reading comprehension test. Therefore, the researcher believed that reading is one of the important skills that must be mastered by students who learn English, from kindergarten level up to university level.

The aim of reading is comprehension (Anderson, 2003) in Linse (2005:71). This is in line with Linse (2005:69) that in order to read learners must be able to decode (sound out) the printed word and also comprehend what they read. Therefore, to comprehend a certain reading text well, a learner must be able not only to pronounce but also catch the meaning of the text.

Skimming and scanning are techniques that can be used in the language teaching learning process in order to improve students' reading speed. Through skimming and scanning techniques, the students read according to their purpose and get information quickly without wasting time. It is based on Beale (2013) who states that people who know how to skim and scan are flexible readers.

When the researcher interviewed the English teacher of the eighth grade at SMPN 1 Arjasa, in the preliminary study on Thursday, January 28th 2016, it was known that the eighth grade students were divided into six classes. They are VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. The teacher also stated that the students in VIII B had problem in reading skill in which the average was 55. It was below the requirement score of English, that was 75.

Furthermore, the English teacher at SMPN 1 Arjasa said that the students got difficulties in finding the main idea. They took much time in doing the reading

comprehension tasks. Based on the observation done in preliminary study, the researcher found that the teacher did not use any technique in teaching reading to the students. She only gave a reading text, then asked the student to read the text and find the meaning of difficult words in the dictionary, and do the exercises. The researcher believed that the use of a certain reading technique in teaching reading will overcome the problem faced. Skimming and scanning techniques had never been applied in the teaching learning process of reading comprehension in this school. Therefore, the researcher wanted to apply skimming and scanning techniques to improve the students' reading comprehension achievement.

Both skimming and scanning techniques are used in teaching reading comprehension in this research. Based on Abdelrahman and Bsharah (2014), skimming refers to reading a text or a passage quickly to get a general idea and point the main idea stated in the paragraph. Besides, skimming also helps the students to understand relevant details and relationship between sentences. Meanwhile, scanning refers to reading a text rapidly to locate specific information. Students do not need to read from the beginning up to the end of the text. They only read and find the information they need. So, it is proved that skimming and scanning techniques have a close relationship with reading comprehension.

There are some previous researches showed the success of applying skimming and scanning techniques on students' reading comprehension achievement. One of them was done by Li'ismawati (2014) who conducted an experimental research. The result showed that that skimming and scanning techniques gave a significant effect on the students' reading comprehension achievement. Furthermore, Ulmi (2015) also conducted a similar experimental research entitled "The Effect of Using Skimming and Scanning Techniques on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Silo Jember." It also showed that there was a significant effect on the students' reading comprehension achievement by using skimming and scanning techniques.

The differences between the previous researches and this research laid on the research design, the research subjects, and the research area. Both previous researches used experimental research design. However, this research used classroom action research design. Ulmi did her research in SMPN 1 Silo Jember, Li'ismawati did her research in SMAN 1 Pesanggaran Banyuwangi. Meanwhile, this research was conducted in SMPN 1 Arjasa Jember.

Based on the explanation above a classroom action research entitled **“Skimming and Scanning: Reading Techniques to Improve VIII B Students' Participation and Recount text Reading Comprehension Achievement at SMPN 1 Arjasa Jember”** was conducted.

1.2 Problems of the Research

The following problems are formulated based on the research background above.

- 1.2.1** Can the use of skimming and scanning techniques improve VIII B students' active participation in the reading lesson at SMPN 1 Arjasa in the 2015/2016 academic year?
- 1.2.2** Can the use of skimming and scanning techniques improve VIII B students' reading comprehension achievement at SMPN 1 Arjasa in the 2015/2016 academic year?

1.3 Objectives of the Research

The following objectives are formulated based on the research problems:

- 1.3.1** To improve VIII B students' active participation in reading by using skimming and scanning techniques at SMPN 1 Arjasa in the 2015/2016 academic year
- 1.3.2** To improve VIII B students' reading comprehension achievement by using skimming and scanning techniques at SMPN 1 Arjasa in the 2015/2016 academic year

1.4 Significance of the Research

The results of this research are expected to be useful for the English teacher, the students and the other researcher

1.4.1 For the English teacher

The result of this research can be used as an input for the English teacher to motivate the students to be more active in English subject especially in reading.

1.4.2 For the students

The results of this study are expected to motivate the student in reading practice by using skimming and scanning techniques in order to improve their reading comprehension achievement.

1.4.3 For the other researcher

It is expected that the result of this research can be used as a reference for further research on the use of skimming and scanning in teaching reading skill by using different level of students or different research design. For example, The Effect of Using Skimming and Scanning techniques on Students' Reading Comprehension Achievement.

1.5 Scope and Limitation of the Research

This research was Classroom Action Research focuses on the use of skimming and scanning techniques to improve the students of VIII B on recount text reading comprehension achievement at SMPN 1 Arjasa in the second semester of 2015/2016 academic year.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter is intended to discuss the theories related to the research topic. The discussion includes the theoretical aspects of reading comprehension, recount text, skimming and scanning techniques, the implementation of skimming and scanning techniques in reading class, the strengths and the weaknesses of using these techniques as well as the action hypothesis. The theories of this research are presented in the following section.

2.1 Reading Comprehension Definitions

According to Biddulph (2002:3) reading is an interactive process in which readers are actively engaged with texts, building their own understanding of the author's message. As mentioned by Grellet (1996:8), reading is an active skill because it involves guessing, predicting, checking and asking oneself question. In addition, Harmer (2004:70) states that reading is not a passive skill but it is an active occupation since it requires the readers to be actively engaged with the given material. They are required to think, predict, and guess the author's message. In other word reading is not a passive skill because the reader need to think, predict, and guess the author's message in a reading text.

Comprehension is the process of extracting and constructing meaning through interaction and involvement with written language (Snow;2002:11). It requires the readers to have the ability to go beyond the words or to catch what the author actually wants to say.

In reading comprehension, the readers purpose is to get the meaning of a reading text. This is in line with Linse (2005:71) that reading comprehension refers to reading for meaning, understanding, and entertiment.

2.1.1 Reading for General Information

General information of the text in this research is the main idea which can be taken from the paragraphs. According to McWhorter (1989:106), main idea of a

paragraph is the most important thing because it explains the idea of the whole paragraph. It means that general idea deals with paragraph and text comprehension. To find this comprehension, students can use skimming technique.

a. Paragraph Comprehension

A paragraph deals with some related sentences which develop an idea about one topic, (McWorther, 2012:144). He also confirms that there are three components of a paragraph namely a topic, a main idea and supporting details. Besides, a paragraph is a series of sentences which are organized and coherent. All of them are related as a single topic (Indiana University, 2014). The paragraph shows the reader where the subdivisions of an essay begin and end. Therefore, the paragraph helps the reader see the organization of an essay and grasps its main points.

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

.....

 He arrived at seven and directly checked his engine. The race started at eight. At first he led the race, but it wasn't for long because suddenly another car hit him from behind. He lost the race and his car was damaged.

(Adopted from: Zaida 2013:50)

Question: What is the main idea of the above paragraph?

- a. The racer was lucky.
- b. The race ran well.
- c. The racer could not continue the race.
- d. The racer checked the engine for an hour.

Answer: c. The racer could not continue the race.

Reason: Option "c" explains the idea of the paragraph as a whole. The idea is The racer lost the race and his car was damaged. Therefore, option "c" was the right answer.

b. Text Comprehension

There are three elements in comprehending a text, namely word, sentence and paragraph.

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

Yusuf went to Marina Circuit in the morning to join a car race.

He arrived at seven and directly checked his engine. The race started at eight. At first he led the race, but it wasn't for long because suddenly another car hit him from behind. He lost the race and his car was damaged.

He was very disappointed.

(Adopted from: Zaida 2013:50)

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

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

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

Reason: To comprehend the text, students must know the purpose of a written text.

Option c explains the purpose of the paragraph.

2.1.2 Reading for Specific Information

Specific information of the text deals with supporting details. According to McWhorter (1989:113) supporting details in paragraph are needed to prove or support the main idea of a paragraph. In addition, specific information deals with word comprehension and sentence comprehension.

Relevant to the ideas, Burn, Roe, and Ross (1996) in Prabowo (2014:2) state that comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. It means that the first step in reading comprehension is to comprehend words. After that, the students combine the words found in a sentence to understand the sentence meaning. By understanding the

sentences, students are expected to comprehend the content of a paragraph. At last, when word comprehension, sentence comprehension, paragraph comprehension have been achieved, the students will be able to comprehend the whole content of the text easily. Dealing with specific information, word comprehension and sentence comprehension were discussed in the following points.

a. Word Comprehension

It is impossible for the students to comprehend the text without understanding the words' meaning. Scott (2010:1) says that one of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in a text. The students should master the words stated in the text in order to make them comprehend the text easily. Therefore, understanding word meaning is crucial for the students to comprehend the text they read.

The use of scanning technique in comprehending the words can be done by looking at the key words. Students are not required to read all the words in the text. They only locate the key words in the text and get the information needed directly without wasting their time.

Here are the example of questions of word comprehension:

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

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

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

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

.....

(Adopted from: Zaida 2013:51)

The examples of question dealing with word comprehension of the text

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

- a. Award b. Price c. Place d. Fun

Answer : a. award

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

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

Answer : c. Brave

b. Sentence Comprehension

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

Here is an example of question of sentence comprehension:

.....
.....

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

(Adopted from: Zaida 2013:74).

The examples of question dealing with sentence comprehension of the text

Question: “They wore Javanese costumes.” (line 3)

The underlined word refers to.....

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

Answer: b. the villagers

Reason: Two previous sentences discuss about the villagers and this sentence still discuss about them.

2.2 Recount Text

In this research, the researcher used recount text because as stated in the 2006 Institutional Level Curriculum (*KTSP 2006*), the eighth grade students should master 3 kinds of text. They are descriptive text, recount text and narrative text. Furthermore, the researcher wanted to improve the students' recount text reading comprehension achievement.

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

According to Zaida (2013:68), a recount text consists of the following generic structure.

1. Orientation

This part gives detail information about who was involved, what happened, where the events took place, when it happened and why the story happened.

2. Events

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

3. Re-orientation (optional)

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

According to Priyana *et al.*,(2008) the language features of a recount text are as follows.

1. The use of nouns and pronouns to identify people, animals or things involved in the text.

Example: Salma and her parents (See page 12 paragraph 1)

2. The use of action verbs to refer to events

Examples: went, visited (See page 12 paragraph 2&3)

3. The use of past tense to locate events in relation to the writer's time.

Example: They went to the Singapore Zoo. (See page 12 paragraph 2)

4. The use of conjunctions and time connectives to sequence the events.

Examples: the next day, then (See page 12 paragraph 3)

5. The use of adverbs and adverbial phrases to indicate place and time.

Example: in Singapore (paragraph 1)

6. The use of adjectives to describe nouns.

Examples: thrilled, different (paragraph 3)

Here is the example of a recount text.

Holiday in Singapore

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

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

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

They really enjoyed their visit in Singapore.

Orientation

Events

Re-orientation

(Adopted from: Zaida 2013:68)

The first paragraph is called as orientation because it tells the readers about the introduction of the participant, when, and where the story takes place. The second and the third paragraph are called event because they contain series of activities and the last paragraph is called as re-orientation because it tells the readers about how the story ends.

2.3 Skimming and Scanning Techniques

Skimming and Scanning techniques were used in this research. These techniques focused on the students' ability in finding general ideas and specific information stated in the text. Skimming and scanning are two very different techniques but both of them have the same purpose, that is for reading quickly. Anne (2008) states that those techniques accomplish reading material at about 1000 – 1500

words per minute. Skimming and Scanning techniques were discussed in the following parts.

2.3.1 Skimming Technique

a. Definition of skimming techniques

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

The steps to skim are stated as follows:

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

(Anne Arundel Community College, 2008)

b. Procedures of teaching reading by using skimming technique

In skimming activities, the teacher asks the students to answer some questions about general information of the text in the form of multiple choice items. The students are asked to do the following sequences:

A. To find the topic of the text:

1. Read the title of the text
2. Read the first paragraph completely

3. Read the first and last sentences of remaining paragraph
 4. Read the last paragraph completely
- B. To find the main idea of a paragraph
1. Read the first and last sentences of the paragraph
 2. Look for the ideas of those sentences
 3. Pass your eyes quickly though the remaining sentences to check that you have found the topic sentence

2.3.2 Scanning Technique

a. Definition of scanning technique

Scanning technique is a technique to find out the specific information that is stated in the text. According to Brown (2003:209), scanning is a technique to locate relevant information in the text. In line with that, Wallace (2004:10) points out that scanning deals with the readers' ability in looking for specific information. It means that when we read a text to find particular information only, we do not need to read the whole part of the text. We only need to read the passage we need.

The steps to scan the text are stated as follows:

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

(Anne Arundel Community College, 2008)

b. Procedures

In this research the teacher asked the students to find specific information from the text by using the scanning technique. The students were asked to do the following steps:

1. Read the question and find the keyword of the question.
2. Pass their eyes quickly through the text and find the keyword in the text.
3. Locate the key words and read the surrounding text carefully to make sure that it is relevant with the question.
4. Re-read the question and choose the answer from the choices provided.

2.3.3 The Example of How to Skim and Scan a Recount text

In doing a task by using skimming and scanning techniques, students must read the question before reading a text. the following is example of question for skimming and scanning a recout text.

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

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

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

They really enjoyed their visit in Singapore.

(Adopted from: Zaida 2013:68)

Questions for skimming

1. What does the second paragraph tell us about?
 - a. The introduction of the participants
 - b. Activities on day 1
 - c. Activities on day 2
 - d. How the story ends

Answer: b. Activities on day 1

Reason: the second paragraph tells us about Salma and her parents' activity on the day 1

2. How many times did Salma go to Singapore?
 - a. Once
 - b. Three times
 - c. Twice
 - d. Several Times

Answer: a. Once

Reason: It was Salma's first visit. It means that Salma went to Singapore once.

2.4 The Implementation of Skimming and Scanning Technique

This classroom action research was mainly focused on the use of skimming and scanning technique to improve the Eighth grade students' reading comprehension achievement on recount text. To run the skimming and scanning technique successfully, the teacher and the students should follow the right procedures. The following procedures are suggested by Leane (2002).

a. Pre-reading

It sets the purpose or decides what to read for and it decides if more linguistics or background knowledge is needed.

b. While reading

It includes verifying production and checking for inaccurate guesses, deciding what is important and not important to understand and reread to check the word comprehension, sentence comprehension, and text comprehension and looking for the gist.

c. Post-reading

It is intended to follow up the activity

In teaching learning process, the researcher and the English teacher used the following steps.

a. Pre-reading

In this step, the teacher reviewed the definition, generic structures, language features, and social function of a recount text, and then explained the definition of skimming and scanning.

b. While reading

In this step teacher gave an example of a recount text, and how to skim and scan it. He gave task 1 containing questions about general information and asked the

students to read the questions. Then, he asked students to read the text by using skimming technique to answer the questions; and discuss the task together with the class. After that, he gave task 2 containing questions about specific information, asked the students to read the questions first, read the text by using Scanning technique, and then answered the questions. Then he asked the students to discuss the task together with the class.

c. Post-reading

In this step the teacher asked the student to summarize and then asked the students' difficulties in doing the skimming and scanning technique.

2.5 The Strengths and Weaknesses of Skimming and Scanning Techniques

Beale (2013) states that there are some strengths and weaknesses of applying skimming and scanning techniques.

2.5.1 The Strength of Skimming Technique

There are two strengths of skimming technique:

1. Skimming technique will help students locate general information quickly and spend the time wisely.
2. Students do not need to read the whole text to get the general information they need. They only read some parts of text

2.5.2 The Strengths of Scanning Technique

There are some strengths of scanning technique:

1. Scanning is a useful technique for speeding up the students' reading because they do not read the whole text. They only let their eyes pass the sentences in paragraphs of the text to find the information they need.
2. Scanning allows the students to find details and other information in a hurry.
3. Scanning help the students become a more flexible reader because they read according to their purpose and get the information they need quickly.

2.5.3 The Weaknesses of Skimming Technique

There are three weaknesses of skimming technique:

1. It cannot retain facts and details.
2. Overall understanding is reduced because the students do not read everything.
3. It can be used only for finding the general concept.

2.5.4 The Weaknesses of Scanning Technique

There are some weaknesses of scanning technique:

1. Overall understanding is reduced because the students do not read the whole text.
2. Scanning can cause misunderstanding in comprehending the content of the text.

2.5.5 The Problem Solving of the Skimming and Scanning Techniques Weaknesses

When the readers use 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) states that there are some ways to anticipate the difficulties of skimming and scanning technique in reading the texts. First, give the students texts which are appropriate with the level of the students. In this case, the researcher chose and sorted the reading materials, then read them carefully to make sure that the text is not too long or too short, does not contain too much difficult words, and of course the text selection should be based on the standard competence of the curriculum. If the text is appropriate with their level, they can understand the text easily. Second, give clear instruction to the students, so that they can understand what they have to do.

CHAPTER III. RESEARCH METHOD

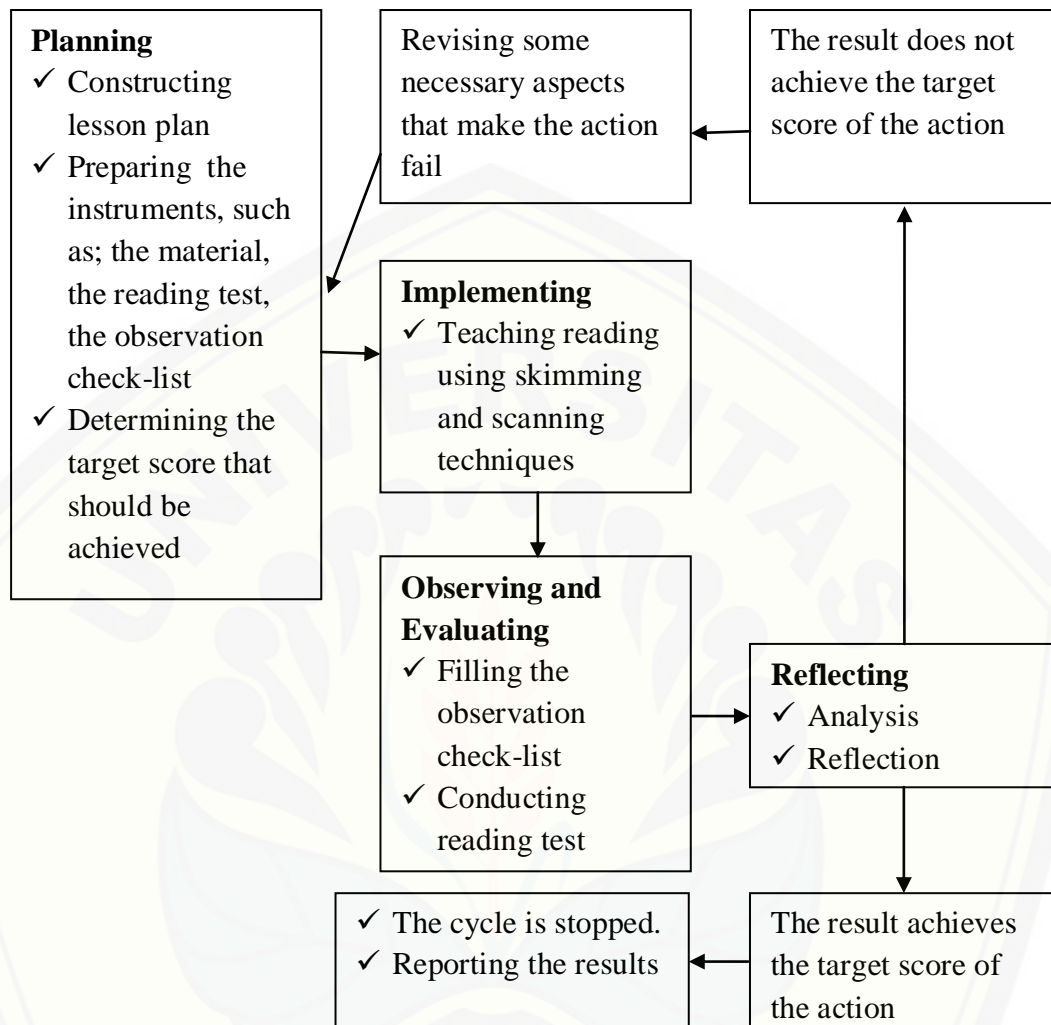
This chapter discusses the research methods applied in this classroom action research. It covers the research design, the research area determination method, the research subject determination method, the data collection methods, the operational definition of the key terms, and the research procedures.

3.1 The Research Design

The design of this research was a classroom action research because it was intended to improve VIII B grade students' recount text reading comprehension achievement by using Skimming and Scanning techniques. This was in line with what Airasisan, et.al. (2011:508) who state that action research is about incorporating into a teacher's daily routine to look critically at one's own teaching so that it can be improved. They also add that an action research is any systematic inquiry conducted by teachers, principals, school counselor, or other people in educational environment to gather information about the ways how the particular schools operate, the teachers teach, and the students learn. As a result, the action research may improve both the students' learning and teacher's teaching effectiveness.

The research was carried out collaboratively with the English teacher of the school. The collaboration was focused on every stage of the research consisting of planning the actions, implementing the action, observing the class and evaluating the students' reading comprehension ability and analyzing the data, and reflecting the action as what can be seen in the following chart.

Chart 1. Lewin's Model of Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:71)

3.2 Research Area Determination Method

The area of this research was determined by using purposive method. This school was chosen based on some considerations. First, based on the interview with the eighth grade English teacher, the teacher had never used skimming and scanning as learning techniques to teach reading to the students. Second, most of VIII B students still had problem in comprehending a reading text. Third, the headmaster and the eighth grade English teacher gave permission to the researcher to conduct this classroom action research and the teacher agreed to do collaboration in this research.

3.3 Research Subject Determination Method

The subjects of this research were the students of VIII B at SMP Negeri 1 Arjasa in the 2015/2016 academic year. They were chosen purposively. The average score of the students' reading comprehension achievement in this class was the lowest compared with the other five classes. It was 55. The following table is the average score of each class

Table 3.1 The Students' Average Daily Score

Class	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
Score	80	55	65	67	70	65

Besides, according to the English teacher in the preliminary study, the students' participation in reading class was still low because only a small number of students answered the teacher's question actively.

3.4 Data Collection Method

The method of collecting the research data included observation, a reading comprehension test, interview, and documentation. The data from the test were used to measure the students' reading comprehension achievement, while those from observation were used to measure the process of the students' participation in the teaching and learning process. Interview and documentation were used to collect the supporting data about students score.

3.4.1 Observation

Observation in this research was conducted to record the students' activities and responses in the teaching and learning process, and it was done by the English teacher and the researcher collaboratively. Checklist is a tool used to determine the presence or absence of an attribute (Colton and Covert, 2007:9). In collecting the data, the researcher and teacher used checklist for observing the students' active participation. The indicators observed were the students' activities in 1) answering question about the general idea of each paragraph. 2) answering

question about the specific information of each paragraph. 3) making or highlighting note of important points. 4) asking questions relevant to the topic given. 5) submitting their note. The following is the observation checklist for the students' participation.

Table 3.2 The Observation Checklist

No.	Name	Indicators					Active	Passive
		1.	2.	3.	4.	5.		
1.								
2.								
3								
4								
5								
etc.								

Notes :

1. Answering question about the general idea of each paragraph
2. Answering question about the specific information of each paragraph
3. Making or highlighting note of important points
4. Asking questions relevant to the topic given
5. Submitting their note.

The students were categorized as active participants if they did at least three of five indicators in learning process. Then, the students were categorized as passive participants if they did less than three of five indicators in learning process.

3.4.2 Reading Comprehension Test

Hughes (2003:11) categorizes tests into four types. They are proficiency test, achievement test, diagnostic test, and placement test. Achievement test was used in this research to measure the students' reading comprehension achievement after the students were taught reading by using skimming and scanning techniques.

A test is said as a good test if the test fulfills two requirements, validity and reliability (Fraenkel *et al.*, 2012:147). Validity refers to appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. It means that a test is considered to be valid if it measures what is intended to be measured. In addition, Hughes (2003:26) says that a test has content validity if it shows representative sample from the domain to be tested. Hence, the reading comprehension test should be valid based on curriculum objectives. In this research, the reading comprehension test material was constructed based on school-based curriculum (*Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*) for English junior high school. The test reliability refers to consistency of scores or answers from one administration of an instrument to another, and from one test rater to another. It can be concluded that a test can be considered reliable if the test can give consistent results.

Meanwhile, Hughes (2003:22) notes that there are two kinds of tests based on the method of scoring, objective and subjective tests. If there is no interpretation required on the part of scorer, it can be called as objective scoring. On the contrary, if judgment and interpretation are needed, then the scoring is said to be subjective scoring. An objective test is more practical and easier to do in terms of scoring (Djiwandono, 1996:28). He also states that objective test can avoid subjective scoring. Hence, objective test was applied in this research especially in the form of multiple choice consisting 4 choices.

The total number of the test items in this research was 25. The distributions of the reading comprehension test items are presented in the following arrangement:

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

The time allocation given in administering the test is 60 minutes and every item has 4 points so the total score was 100

3.4.3 Interview

According to Fraenkel *et al.* (2012:450), interview is to check the accuracy or to verify the impressions the researcher gained through observation. In this research, semi structured interview was conducted to get the information needed. According to Fraenkel *et al.* (2012: 451), “Semi structured interview is a series of questions designed to elicit specific answers from respondents”. In this case, a list of questions was prepared concerning with the English curriculum, the schedule, the materials, as well as the problems faced by the students especially in learning reading. The interview was done by interviewing the English teacher of the eighth grade by using an interview guide.

3.4.4 Documentation

According to Hopkins (2008:122), documentation is a written document, such as memos, letters, examination papers, newspaper clipping and etc used to provide background information and understand of issues. Documents in this research were the list of the research subjects and the students’ previous scores in reading comprehension test of VIII B grade of SMP Negeri 1 Arjasa.

3.5 Operational Definition of the Key Terms

It was very important to make the researcher and the readers have the same perception of the concept used in this research. The terms necessary to be defined in this research were as the following.

3.5.1 Skimming Technique

Skimming technique dealt with reading a text quickly to get the general information. In this research, general information dealt with text comprehension and paragraph comprehension where the students only read the main ideas and look for the most important ideas in the text.

3.5.2 Scanning Technique

Scanning technique dealt with the ability to read quickly to locate specific information from the text read. In this research specific information dealt with

word comprehension and sentence comprehension. The students skipped the unimportant words and tried to find the specific information from the key words.

3.5.3 Recount Text

The genre of the text that was used in this research was recount text which retell past events or experiences in an order. The purpose of recount text is to inform the reader about what happened in the past.

3.5.4 Reading Comprehension

Reading comprehension in this case referred to the students' ability in understanding the reading text especially about the general information and the specific information.

3.5.5 Reading Comprehension Achievement

Achievement was related to the test that was done to discover how successful students have achieved the objective of the study. The achievement of reading comprehension in this research could be seen through the students' scores in the reading test after being taught by using skimming and scanning techniques.

3.5.6 The students' Active Participation

Students' active participation in this research referred to the students' activeness and willingness to participate in the reading class especially in answering question about the general idea of the text and each paragraph; answering question about the specific information of each paragraph; making a note of important points; asking questions relevant to the topic given; as well as submitting their notes.

3.6 Research Procedures

The procedures in conducting this classroom action research as follows.

3.6.1 Planning the Actions

Planning the action dealt with the preparation of constructing the research instrument and determining the success criteria of the research. Planning the action covered several activities.

- a. Choosing the appropriate materials by regarding to the students' ability and level.
- b. Constructing the lesson plans for the first cycle.
- c. Preparing the students' worksheets for the reading exercise.
- d. Preparing the observation checklist of the students' participation during the teaching and learning process of reading using skimming and scanning techniques containing several indicators
- e. Constructing the reading test material for the first cycle
- f. Determining the targeted score that students should achieve as the criteria whether this research was successful or not.

3.6.2 Implementing the Actions

The action in each cycle was set in two meetings and they were followed by administering the reading comprehension test in the third meeting.

The researcher conducted the research collaboratively with the English teacher. In the first meeting in each cycle, the researcher acted as the teacher, while the English teacher acted as the observer. In the second meeting of each cycle, the researcher acted as the observer and the English teacher acted as the teacher in the reading class.

3.6.3 Observing and Evaluating

The third stage in this classroom action research was the classroom observation and evaluation which was done to know whether the use of skimming and scanning techniques could improve the students' active participation and reading comprehension achievement of recount text or not.

The observation was done by the English teacher during the teaching and learning process of reading using skimming and scanning techniques. This observation was aimed at measuring the students' active participation during the teaching and learning process of reading using skimming and scanning techniques. Therefore, by applying this observation, the researcher and the English teacher knew whether the students actively or passively participated in the teaching and learning of reading using skimming and scanning techniques.

The instrument used in the observation was an observation checklist of the students' participation containing five indicators, namely:

- 1) Answering questions about the general idea of each paragraph.
- 2) Answering questions about the specific information of each paragraph.
- 3) Making or highlighting a note of important points.
- 4) Asking questions relevant to the topic given.
- 5) Submitting their note.

The students were categorized as active student when they could achieve at least 3 indicators.

Evaluation was done to know whether the use of skimming and scanning as reading techniques could improve the students' active participation in the learning process and reading comprehension achievement. The evaluations were classified into process and product evaluations.

The process evaluation was done by conducting observation in each meeting during the teaching and learning process of reading by using skimming and scanning techniques that was intended to get the data of the students' participation in the reading class. Meanwhile, the product evaluation was done by giving a reading comprehension test to get the data about the students' reading comprehension achievement.

This action research was considered successful based on the following criteria.

- a. The students' score of the reading comprehension test was at least 65, and it could be gained by at least 75% of the research subjects.
- b. The results of observation showed that the students' active participation was at least 75%.

3.6.4 Data Analysis and the Reflection of the Actions

The last stage in this research design was data analysis and reflection of the action. This dealt with how to analyze the data obtained from implementing the action. Then, the result of the data analysis was reflected by considering the strengths and the weaknesses of the result of the action.

The data obtained from the classroom observation about the students' active participation were analyzed by using the following formula:

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

Notes:

- E = the percentage of the students who participated actively during the teaching and learning process of reading using skimming and scanning techniques
- n = the number of students who participated actively during the teaching and learning process of reading using skimming and scanning techniques
- N = the total number of students (the subjects)

(Adapted from Ali, 1998:186)

The data obtained from the reading test were analyzed by using the following formula:

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

Notes:

- E = the percentage of the students who got score ≥ 65
- n = the number of students who got score ≥ 65
- N = the total number of students (the subjects)

(Adapted from Ali, 1998:186)

The data obtained from the observation checklist and the reading test helped the researcher and the teacher to do reflection on the implemented action. The results were used as a guide to revise some weak aspects in the first cycle to produce the lesson plans for the second cycle.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research. They are written respectively in the following sections.

5.1 Conclusion

Based on the data analysis and the discussion in the previous chapters, it can be concluded that:

1. The use of skimming and scanning techniques can improve VIII B students' active participation in the reading lesson at SMPN 1 Arjasa in the 2015/2016 academic year. The students' active participation improved from 65% in cycle 1 to 81,65% in cycle 2.
2. The use of skimming and scanning techniques can improve VIII B students' reading comprehension achievement at SMPN 1 Arjasa in the 2015/2016 academic year. The the students' reading comprehension achievement improved from 76,67% in cycle 1 to 83,33% in cycle 2.

5.2 Suggestion

Considering the result of this research that the use of Skimming and scanning can improve student's active participation and reading comprehension achievement at SMPN 1 Arjasa, some suggestion are proposed to the following people:

5.2.1 The English Teacher

The researcher suggests the English teacher to use skimming and scanning technique in teaching reading comprehension to the students in order to improve their reading comprehension achievement.

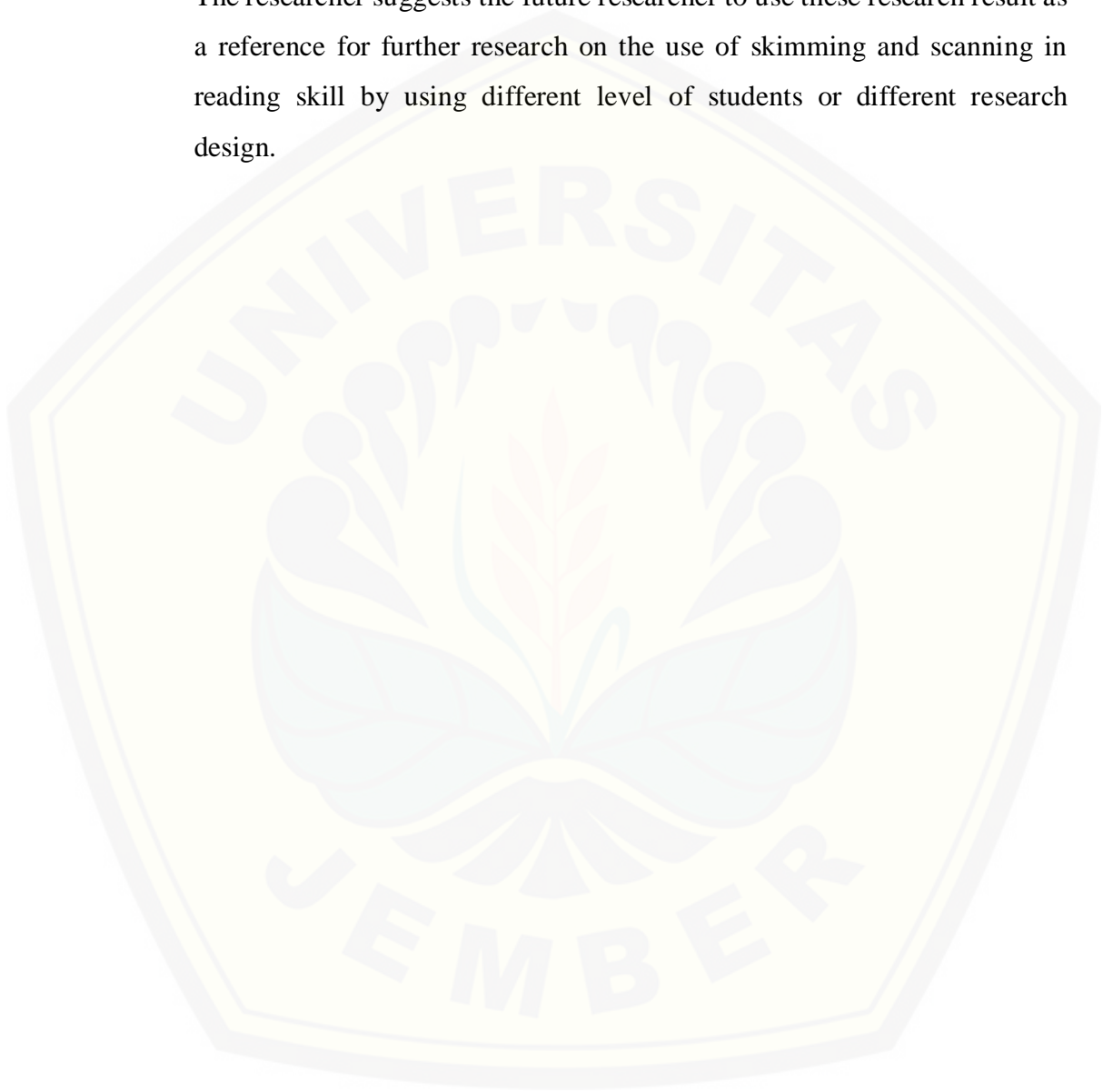
5.2.2 The Students

The researcher suggests the students to participate actively in the teaching and learning process and listen to teacher's explanation rather than talk with his tabemate. By participating axctively in the reading class by using

skimming and scanning techniques, the students can improve their reading comprehension achievement

5.2.3 The Future Researcher

The researcher suggests the future researcher to use these research result as a reference for further research on the use of skimming and scanning in reading skill by using different level of students or different research design.



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APPENDICES

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPHOTESSES
Skimming and Scanning: Reading Techniques to Improve VIII B Students' active Participation and Recount Text Reading Comprehension Achievement at SMPN 1 Arjasa Jember	<ol style="list-style-type: none"> Can the use of Skimming and Scanning techniques improve VIII B students' active participation in the reading lesson at SMP Negeri 1 Arjasa? Can the use of Skimming and Scanning techniques improve VIII B students' reading comprehension Achievement at SMP Negeri 1 Arjasa? 	<p>Dependent:</p> <ol style="list-style-type: none"> The students' active participation in the reading lesson 	<p>Active participation :</p> <ol style="list-style-type: none"> Answering question about the general idea of each paragraph Answering question about the specific idea of each paragraph Making notes of important points Asking questions relevant to the topic given Submitting their note 	<ol style="list-style-type: none"> Research Participants: VIII B students at SMP Negeri 1 Arjasa Collaborator: The English teacher of VIII B at SMP Negeri 1 Arjasa School Document: <ul style="list-style-type: none"> the students' scores in reading comprehension test obtained from the reading test conducted by the English teacher English lesson syllabus of class eight. 	<ol style="list-style-type: none"> Research Design: Classroom action research with the cycle model (Lewin, 1990 in Elliot, 1991:70) <ol style="list-style-type: none"> The planning of the action The implementation of the action The observation of the class Evaluation and reflection of the action Area Determination Method Purposive Method Research Subject Determination Method: <ul style="list-style-type: none"> Purposive Method Data collection Method <ul style="list-style-type: none"> Observation Reading Comprehension Test Documentation Data Analysis Method The following formula will be used to analyze the primary data taken from the test <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $M = \sum X / N$ </div> <p>Notes: M = the students' mean score $\sum X$ = the total score of the students' reading test N = the total number of the students' doing the test</p> 	<ol style="list-style-type: none"> Skimming and scanning techniques can improve VIII B students' participation in the teaching and learning process of reading at SMP Negeri 1 Arjasa Using Skimming and scanning techniques can improve VIII B students' recount text reading comprehension achievement at SMP Negeri 1 Arjasa

		<p>2. VIII B students' recount text reading comprehension achievement</p> <p>Independent: Teaching reading by using skimming and scanning Techniques</p>	<p>Reading comprehension achievement : The students' score of the reading comprehension test</p> <ul style="list-style-type: none"> - Finding general information quickly - Finding specific information quickly 		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $E = \frac{n}{N} \times 100\%$ </div> <p>Notes: E = The percentage of the students who get score ≥ 75 in the reading comprehension test n = The number of the students who get reading comprehension test score ≥ 75 N = The total number of the students (Adapted from Ali, 1993:186)</p> <p>The following is the formula to analyze the data about the students' participation</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $E = \frac{n}{N} \times 100\%$ </div> <p>Notes: E = The percentage of the students who show active participation n = The number of the students who participate actively in the teaching learning process of reading comprehension N = The total number of the students (the research subject) (Adapted from Ali, 1993:186)</p>	
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LESSON PLAN

(MEETING 1)

Subject	: English
School	: SMP Negeri 1 Arjasa
Level / Semester	: VIII / 1
Language Skill	: Reading Comprehension
Genre	: Recount Text
Theme	: Holiday
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

3.1 Cognitive Product

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

3.2 Cognitive Process

1. Skimming for finding the topic:
 - a. Reading the question first
 - b. Reading the title of the text
 - c. Reading the first paragraph completely
 - d. Reading the last paragraph completely
 - e. Reading the first and last sentences of remaining paragraph
2. Skimming for finding main idea of a paragraph:
 - a. Reading the question first
 - b. Reading the first and last sentences of the paragraph
 - c. Looking for the ideas of those sentences
 - d. Glancing their eyes quickly through the remaining sentences to check that they have found the topic sentence
3. Scanning for specific information
 - a. Reading the question and find the keyword of the question
 - b. Glancing their eyes quickly through the text and find the keyword in the text
 - c. Locating the key words and read the surrounding text carefully to make sure that it is relevant with the question
 - d. Finding the sentence that consists of the information they need
 - e. Reading the whole sentence
 - f. Re-reading the question and choose the answer from the choices provided to find the details of the text.

IV. Learning objectives

4.1 Cognitive Product

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

4.2 Cognitive Process

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

3. Learning Materials :

Enclosed

4. Approach

Task based language teaching

5. Technique

Skimming and Scanning Technique

6. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction		
	- Greeting the students	- Greeting the teacher	1'
	- Giving some leading questions	- Answering the questions	1'
	- Stating the learning objectives	- Responding	1'

2.	<p>Main Activity</p> <p>Pre-reading</p> <ul style="list-style-type: none"> - Asking students to make note and tell them that it will be submitted - Reviewing the definition, generic structures, language features, and social function of a recount text - Explaining the definition of skimming and scanning. <p>While reading</p> <ul style="list-style-type: none"> - Giving example of a recount text, and how to skim and scan it - Giving task 1 containing questions about finding general information - Asking the students to read the questions first, reading the text by using skimming technique, and then answering the questions. - Discussing the answers together with the class - Giving task 2 containing questions about finding specific information - Asking the students to read the questions first, reading 	<ul style="list-style-type: none"> - Preparing their book and pen, then ready to make a note - Making a note - Making a note - Making a note - Receiving task 1 - Reading the questions, skimming the text, and answer the questions. - Discussing the task together. - Receiving task 2 - Reading the questions, skimming the text, and 	<p>2'</p> <p>4'</p> <p>3'</p> <p>3'</p> <p>1'</p> <p>20'</p> <p>5'</p> <p>1'</p> <p>20'</p>
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	<p>the text by using Scanning technique, and then answering the questions.</p> <ul style="list-style-type: none"> - Discussing the task together with the class <p>Post-reading</p> <ul style="list-style-type: none"> - Giving a chance for students to ask questions relevant to the topic - Asking students to submit their note - Asking the students' difficulties in doing the skimming technique. 	<p>answer the questions.</p> <ul style="list-style-type: none"> - Discussing the task together - Asking question relevant to the topic - Submitting their note - Responding 	<p>5'</p> <p>2'</p> <p>2'</p> <p>3'</p>
3.	<p>Closure</p> <ul style="list-style-type: none"> - Drawing a conclusion by doing question and answer about the material. - Parting 	<ul style="list-style-type: none"> - Drawing a conclusion by answering the teacher's questions - Parting 	<p>4'</p> <p>1'</p>

7. Sources and Media

a. Sources

- Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher
- ENGLISHINDO.COM Referensi Belajar Bahasa Inggris Online

b. Media

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

8. Evaluation

The written task is enclosed

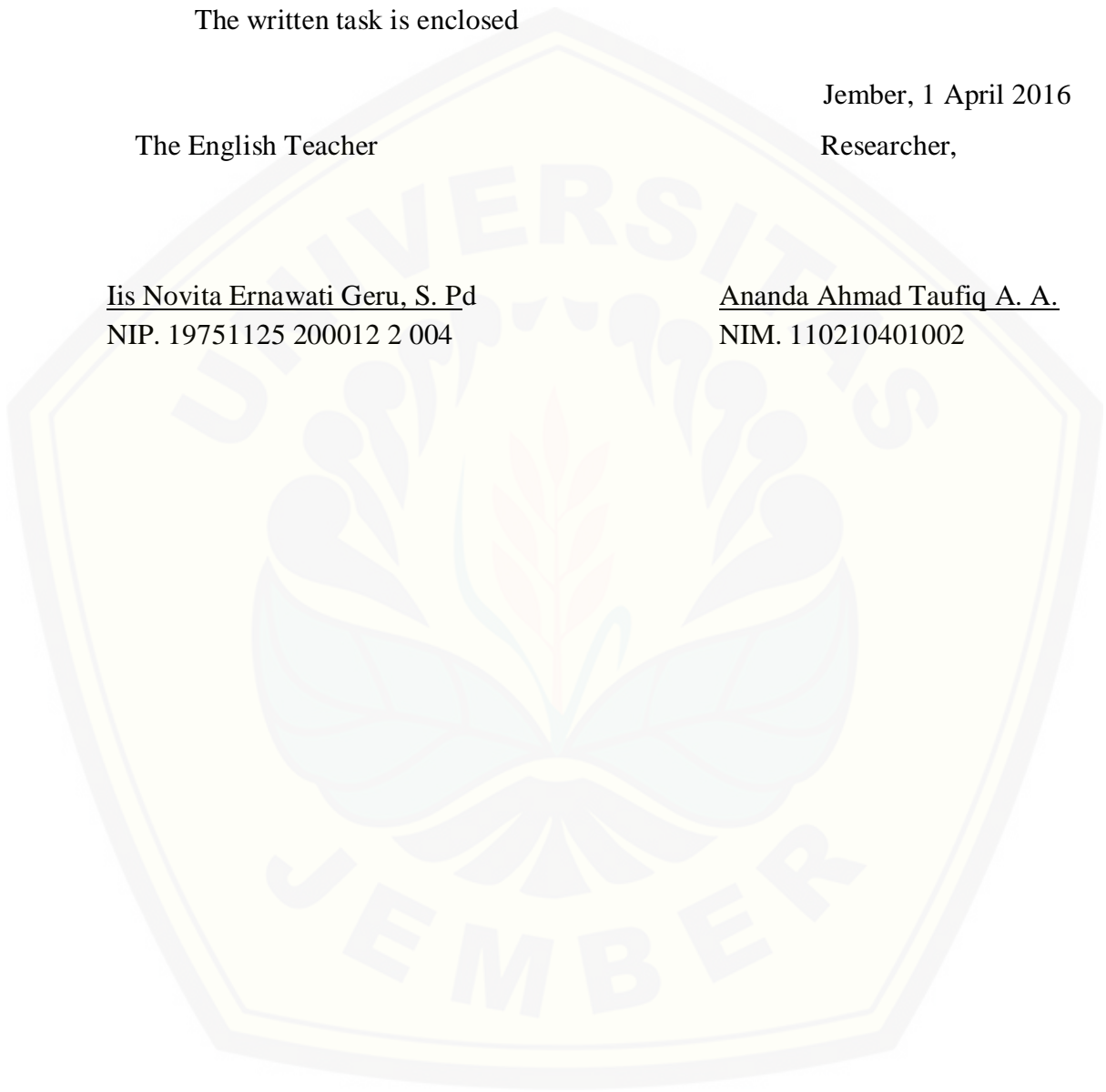
Jember, 1 April 2016

The English Teacher

Researcher,

Iis Novita Ernawati Geru, S. Pd
NIP. 19751125 200012 2 004

Ananda Ahmad Taufiq A. A.
NIM. 110210401002



INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Have you ever been on holiday? When?
2. Have you ever read about someone's past experience?
3. What do we call a text which tells about past experience?
4. Do you know about skimming and scanning techniques?

- **Materials**

A. Review of recount text

1. Definition of Recount Text

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

2. Social Function of Recount Text

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

3. Generic Structure of Recount Text

a. Orientation

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

b. Events

This part retells what happened in chronological order.

c. Re-orientation

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

4. Language Features:

- a. The use of simple past tense
- b. The use of time connectives, such as:
 - First,
 - Next,

- Then,
- Soon,
- During,
- After,
- Later,
- Eventually,
- Finally.

c. The use of adjectives

B. Skimming technique

Skimming is a reading technique to find the general information (main idea and topic) quickly. We use skimming to get the main ideas and general overview of the text.

The procedures to skim are:

A. To find the topic of the text:

1. Read the question
2. Read the title of the text
3. Read the first paragraph completely
4. Read the first and last sentences of remaining paragraph
5. Read the last paragraph completely

B. To find the main idea of a paragraph

1. Read the question first
2. Read the first and last sentences of the paragraph
3. Look for the ideas of those sentences
4. Glance your eyes quickly through the remaining sentences to check that you have found the topic sentence

C. Scanning technique

Scanning technique is a technique to find out the specific information that is stated in the text.

The steps to scan the text are:

1. Read the question and find the keyword of the question.
2. Pass your eyes quickly through the text and find the keyword in the text.

3. Locate the key words and read the surrounding text carefully to make sure that it is relevant with the question.
4. Find the sentence that consists of the information you need then read the whole sentence.
5. Re-read the question and choose the answer from the choices provided.

D. The example of how to skim and scan a recount text

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

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

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

They really enjoyed their visit in Singapore.

(Adopted from: Zaida 2013:68)

Question for skimming

1. What does the main idea of second paragraph?
 - a. Salma visited Singapore
 - b. Salma's activities in Singapore zoo
 - c. Salma's activities on the next day
 - d. Salma's feel in visiting Singapore

Question for scanning

2. How many times did salma go to Singapore?
 - a. Once
 - b. Twice
 - c. Three times

d. Several Times

TASK 1 (text 1 and text 2)**Choose the best answer by reading the following text!**

Question for skimming. Do it in 20 minutes!

Text 1

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

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

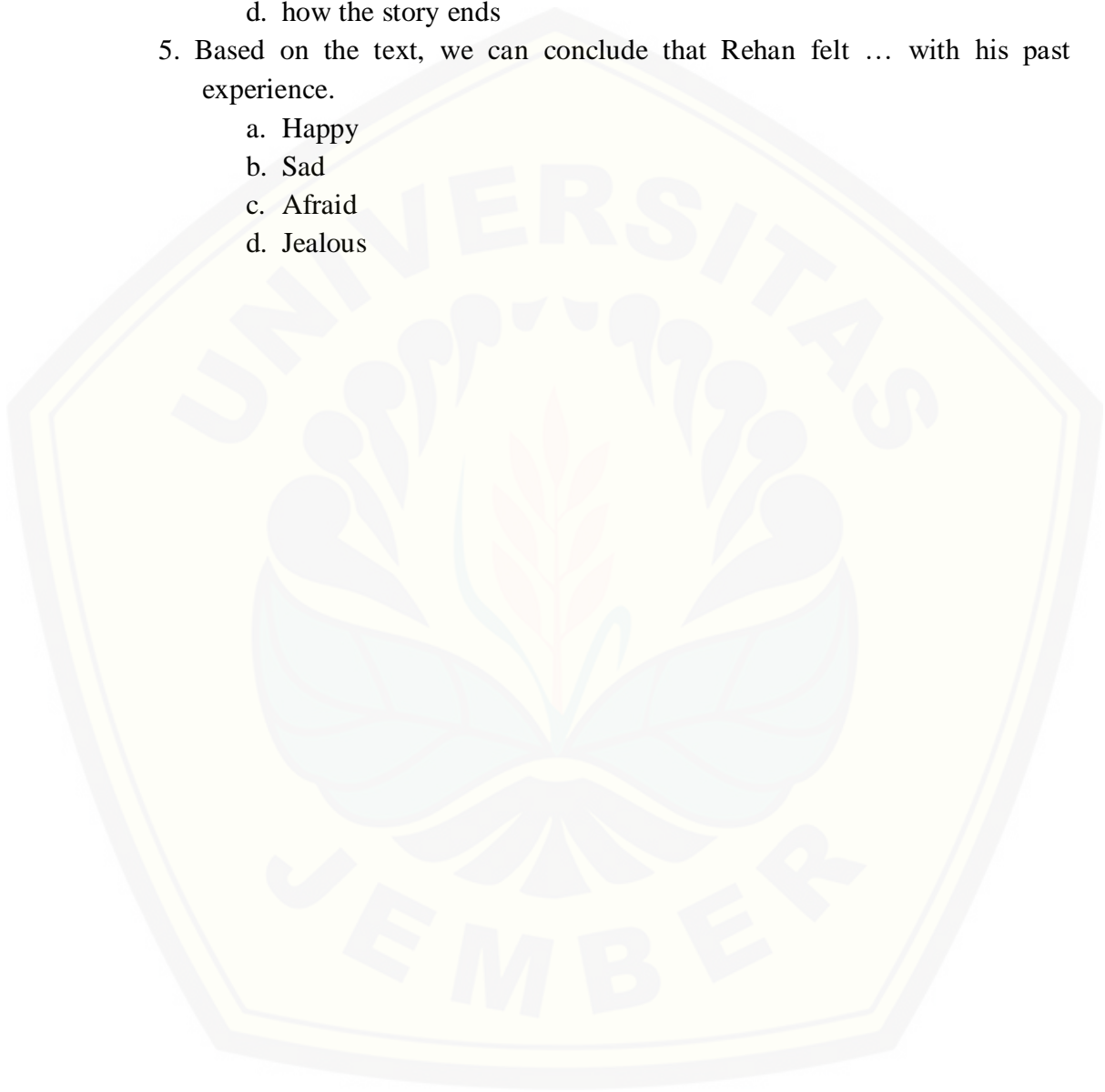
Rehan and his friends also enjoyed riding in a water pedicab and on a flying fox. At the end of their visit, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata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

Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again. (180 words)

(Adopted from: Practice Your English Competence: 2013)

1. What is the appropriate title for the text?
 - a. Kampoeng Wisata Taman Lele
 - b. Field Trip to Kampoeng Wisata Taman Lele
 - c. How to go to Kampoeng Wisata Taman Lele
 - d. Holiday at Kampoeng Wisata Taman Lele
2. What is the purpose of the above text?
 - a. To retell Rehan's past experience
 - b. To describe Rehan's past experience
 - c. To entertain the reader with Rehan's past experience
 - d. To show the reader the step of Rehan's past experience
3. The generic structure of first paragraph is called as ...
 - a. Identification
 - b. Events
 - c. Orientation

- d. Re-orientation
4. What does the first paragraph tell you about?
- a. the introduction of participants
 - b. the description of the characters
 - c. the series of activities
 - d. how the story ends
5. Based on the text, we can conclude that Rehan felt ... with his past experience.
- a. Happy
 - b. Sad
 - c. Afraid
 - d. Jealous



Text 2

My Holiday in Bali

When I was in the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

On the first day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

On the second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

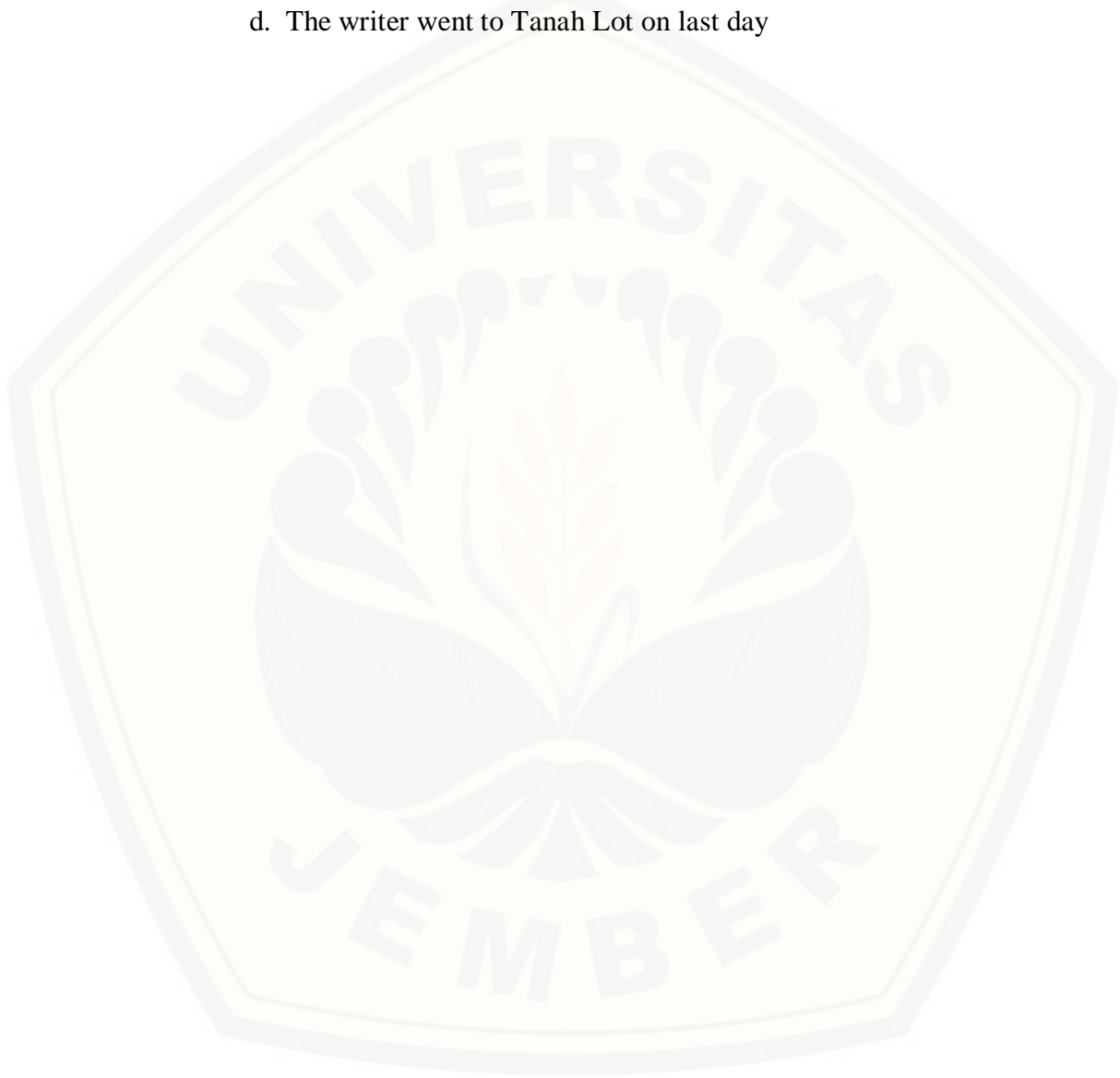
On the last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.(231 words)

(adapted from: ENGLISHINDO.COM Referensi Belajar Bahasa Inggris Online)

6. What is the purpose of the above text?
 - a. To describe the writer's past experience
 - b. To retell the writer's past experience
 - c. To entertain the reader with writer's past experience
 - d. To show the reader the step of writer's past experience
7. What does the second paragraph tells you about?
 - a. Introductions of the story
 - b. Activity in day 1
 - c. Activity in day 2
 - d. Activity in day 3
8. How many days did the writer have a holiday in Bali?
 - a. One
 - b. Two
 - c. Three
 - d. Four
9. Which beach did the writer visit on the second day in Bali?
 - a. Sanur And Tanah Lot
 - b. Tajung Benoa and Penyu island

- c. Kuta and Tanah Lot
 - d. Tanjung Benoa and Kuta
10. Which statement is *not* true from the text?
- a. The writer went to Sanur Beach on first day
 - b. The writer went to Kuta Beach on second day
 - c. The writer went to sukowati market on last day
 - d. The writer went to Tanah Lot on last day



TASK 2 (text 3 and text 4)

Question for scanning. Do it in 20 minutes!

Text 3

My family likes 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.

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

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

There was an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun. (200 words)

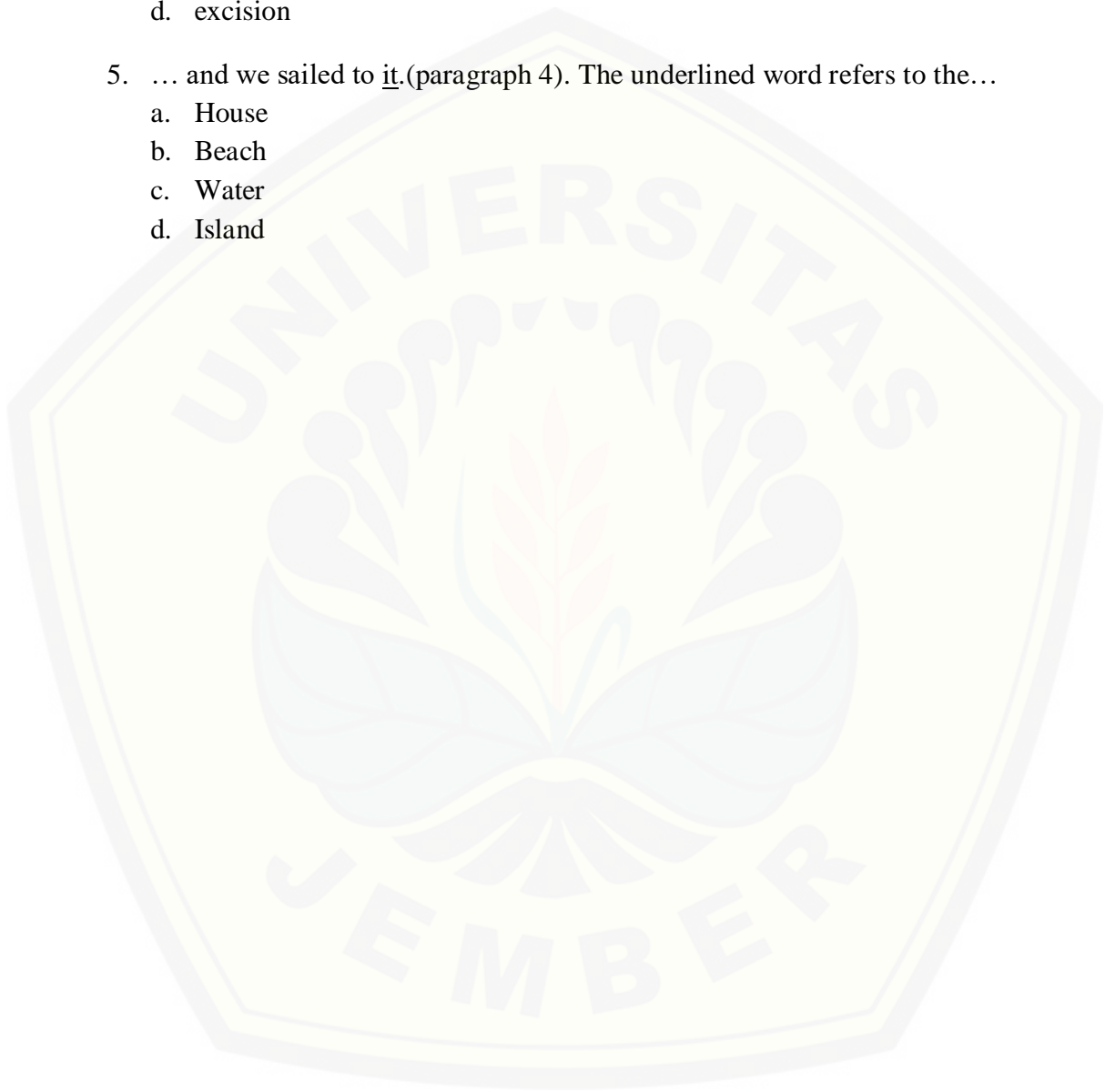
(Adapted from: Priyana et. al. 2008 page 74)

1. When we had a holiday last year.(line 1). The underlined word refers to ...
 - a. The writers
 - b. The family
 - c. The writer and family
 - d. The writer and friends

2. The fish were not very big. (paraph 3) The underlined word has similar meaning with ...
 - a. Great
 - b. Large
 - c. Many
 - d. Much

3. ... and the water was shallow. What is the antonym of the underlined word?
 - a. Long
 - b. Rough
 - c. Far
 - d. Deep

4. ... because there were a lot of sharp rocks there and the water ...(paragraph 2)
The underlined word has similar meaning with ...
- incisive
 - incision
 - excisive
 - excision
5. ... and we sailed to it.(paragraph 4). The underlined word refers to the...
- House
 - Beach
 - Water
 - Island



Text 4

Fantastic Holiday at Yogyakarta

Last week, I went to Yogyakarta with my family by car. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snack for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine a.m. We arrived at Yogyakarta. First of all we visited my uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.(190 words)

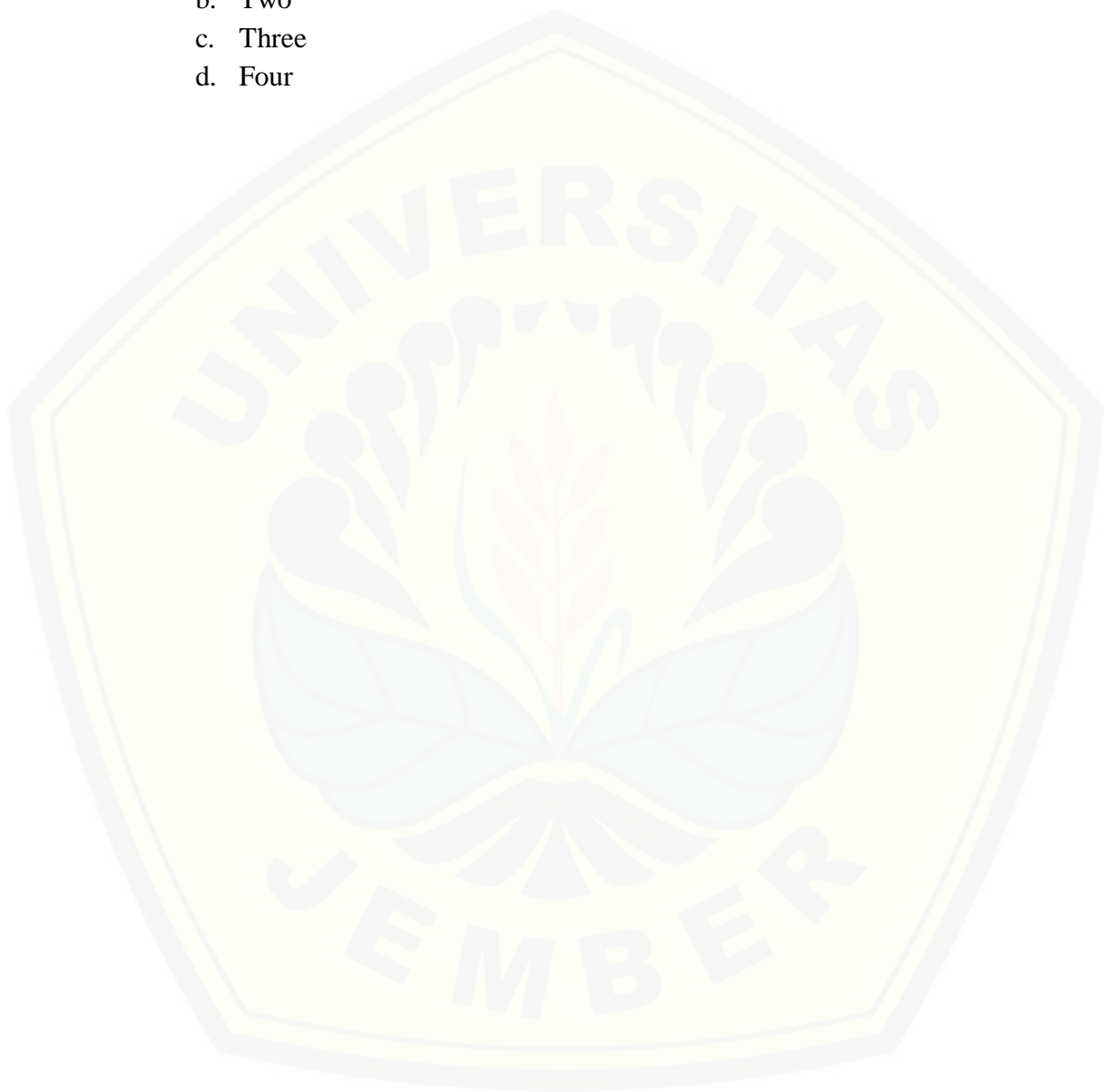
(Adapted from: 7 Contoh Recount Text Holiday Terunik)

6. Last week, I went to Yogyakarta ... (paragraph 1). The underlined words has the same meaning with...
 - a. A week ago
 - b. Two weeks ago
 - c. Three weeks ago
 - d. Four weeks ago
7. There were a lot of tourists.... (paragraph 3). What are the antonym of the underlined words?
 - a. A view
 - b. A little
 - c. Many
 - d. Much
8. Who prepared food for breakfast?
 - a. The writer
 - b. The writer's father
 - c. The writer's mother
 - d. The writer's sister
9. Where is the writer's house actually?
 - a. Semarang
 - b. Jakarta

- c. Yogyakarta
- d. Surakarta

10. How long did it take them from Yogyakarta to Semarang?

- a. One
- b. Two
- c. Three
- d. Four



Answer Key

Example

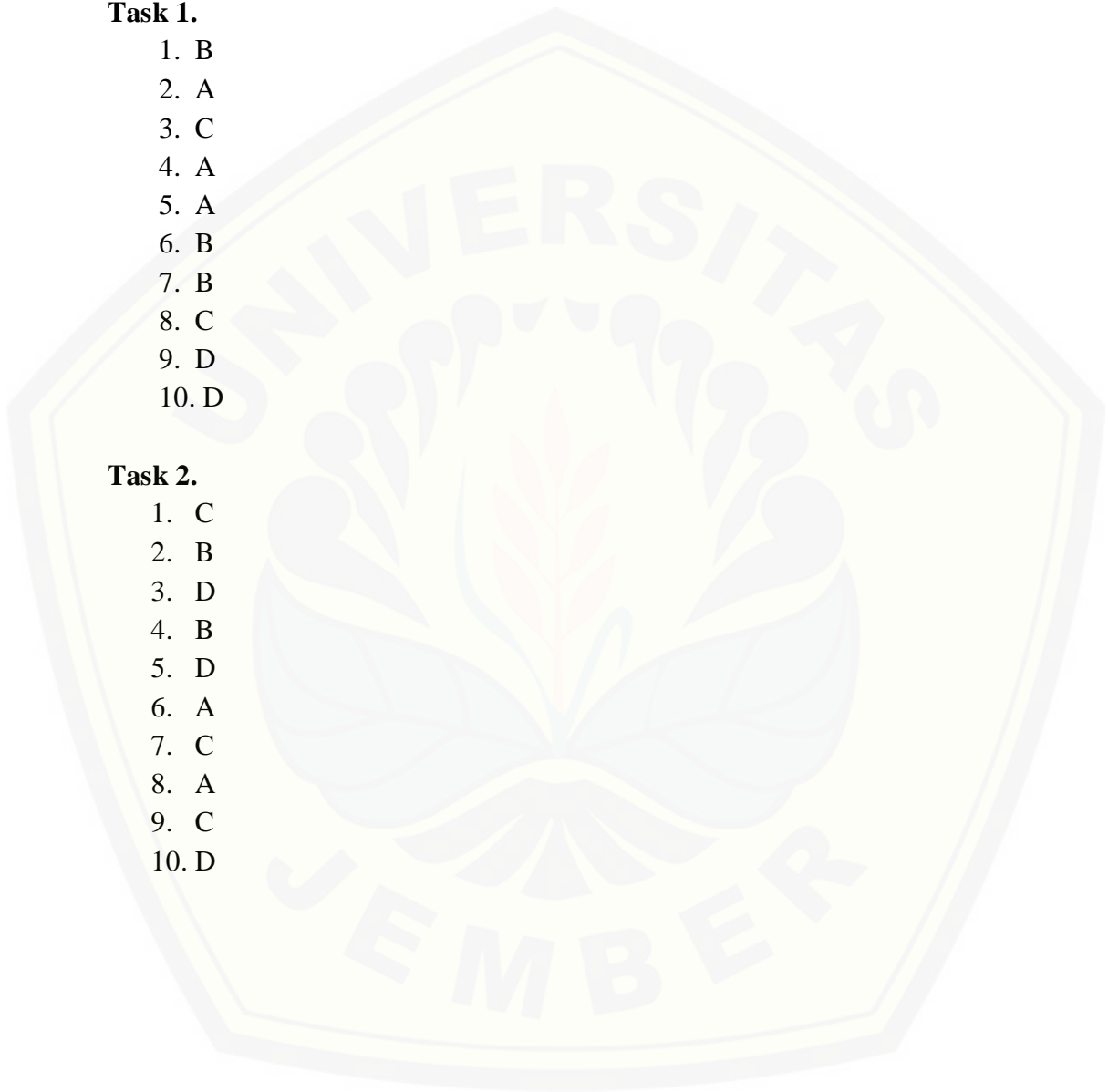
1. B
2. A

Task 1.

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

Task 2.

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



OBSERVATION CHECKLIST FOR THE STUDENTS' ACTIVE PARTICIPATION MEETING 1 CYCLE 1

Instrument : Observation sheet of students' active participation.

Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	ARGH			√		√		√
2.	AF	√						√
3	ADS			√		√		√
4	AW	√	√	√		√	√	
5	DFS		√					√
6	DRH			√		√		√
7	DDJ		√	√	√	√	√	
8	DRO	√						√
9	DR		√					√
10	EFF	√	√	√		√	√	
11	FXK			√		√		√
12	HWJ	√		√		√	√	
13	LA		√	√	√	√	√	
14	LBN		√		√			√
15	MRSW	√	√	√		√	√	
16	MWF		√					√
17	MNH			√	√	√	√	
18	MYE	√		√		√	√	
19	MD	√	√					√
20	MFA		√	√		√	√	
21	MAS	√		√		√	√	
22	MI	√	√	√		√	√	
23	MMPN							√
24	RF		√	√		√	√	
25	RS	√	√	√		√	√	
26	SA	√		√		√	√	
27	S		√				√	
28	SNF	√		√		√	√	
29	SAM		√	√		√	√	
30	TFDT	√	√	√	√	√	√	
Total							18	12

INDICATORS:

1. Answering question about the general idea of each paragraph
2. Answering question about the specific information of each paragraph
3. Making or highlighting a note of important points
4. Asking questions relevant to the topic given
5. Submitting their note.

LESSON PLAN

(MEETING 2)

Subject	: English
School	: SMP Negeri 1 Arjasa
Level / Semester	: VIII / 1
Language Skill	: Reading Comprehension
Genre	: Recount Text
Theme	: Unforgettable Moment
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

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 - e. Reading the whole sentence
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IV. Learning objectives

4.1 Cognitive Product

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

4.2 Cognitive Process

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

3. Learning Materials :

Enclosed

4. Approach

Task based language teaching

5. Technique

Skimming and Scanning Technique

6. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction - Greeting the students - Giving some leading questions - Stating the learning objectives	- Greeting the teacher - Answering the questions - Responding	1' 1' 1'

2.	<p>Main Activity</p> <p>Pre-reading</p> <ul style="list-style-type: none"> - Asking students to make note and tell them that it will be submitted - Reviewing the previous materials about recount text - Reviewing the definition of skimming and scanning. <p>While reading</p> <ul style="list-style-type: none"> - Giving example of a recount text, and how to skim and scan it - Giving task 1 containing questions about finding general information - Asking the students to read the questions first, reading the text by using skimming technique, and then answering the questions. - Discussing the answers together with the class - Giving task 2 containing questions about finding specific information - Asking the students to read the questions first, reading the text by using Scanning technique, and then answering the questions. 	<ul style="list-style-type: none"> - Preparing their book and pen, then ready to make a note - Highlighting the teachers' explanation - Highlighting the teachers' explanation - Making a note - Receiving task 1 - Reading the questions, skimming the text, and answer the questions. - Discussing the task together. - Receiving task 2 - Reading the questions, skimming the text, and answer the questions. 	<p>2'</p> <p>4'</p> <p>3'</p> <p>3'</p> <p>1'</p> <p>20'</p> <p>5'</p> <p>1'</p> <p>20'</p>
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	<ul style="list-style-type: none"> - Discussing the task together with the class <p>Post-reading</p> <ul style="list-style-type: none"> - Giving a chance for students to ask questions relevant to the topic - Asking students to submit their note - Asking the students' difficulties in doing the skimming technique. 	<ul style="list-style-type: none"> - Discussing the task together - Asking question relevant to the topic - Submitting their note - Responding 	<p>5'</p> <p>2'</p> <p>2'</p> <p>3'</p>
3.	<p>Closure</p> <ul style="list-style-type: none"> - Drawing a conclusion by doing question and answer about the material. - Parting 	<ul style="list-style-type: none"> - Drawing a conclusion by answering the teacher's questions - Parting 	<p>4'</p> <p>1'</p>

7. Sources and Media

a. Sources

- Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher
- 7 Contoh Recount Text Holiday Terunik
- ENGLISHINDO.COM ReferensiBelajarBahasaInggris Online

b. Media

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

8. Evaluation

The written task is enclosed

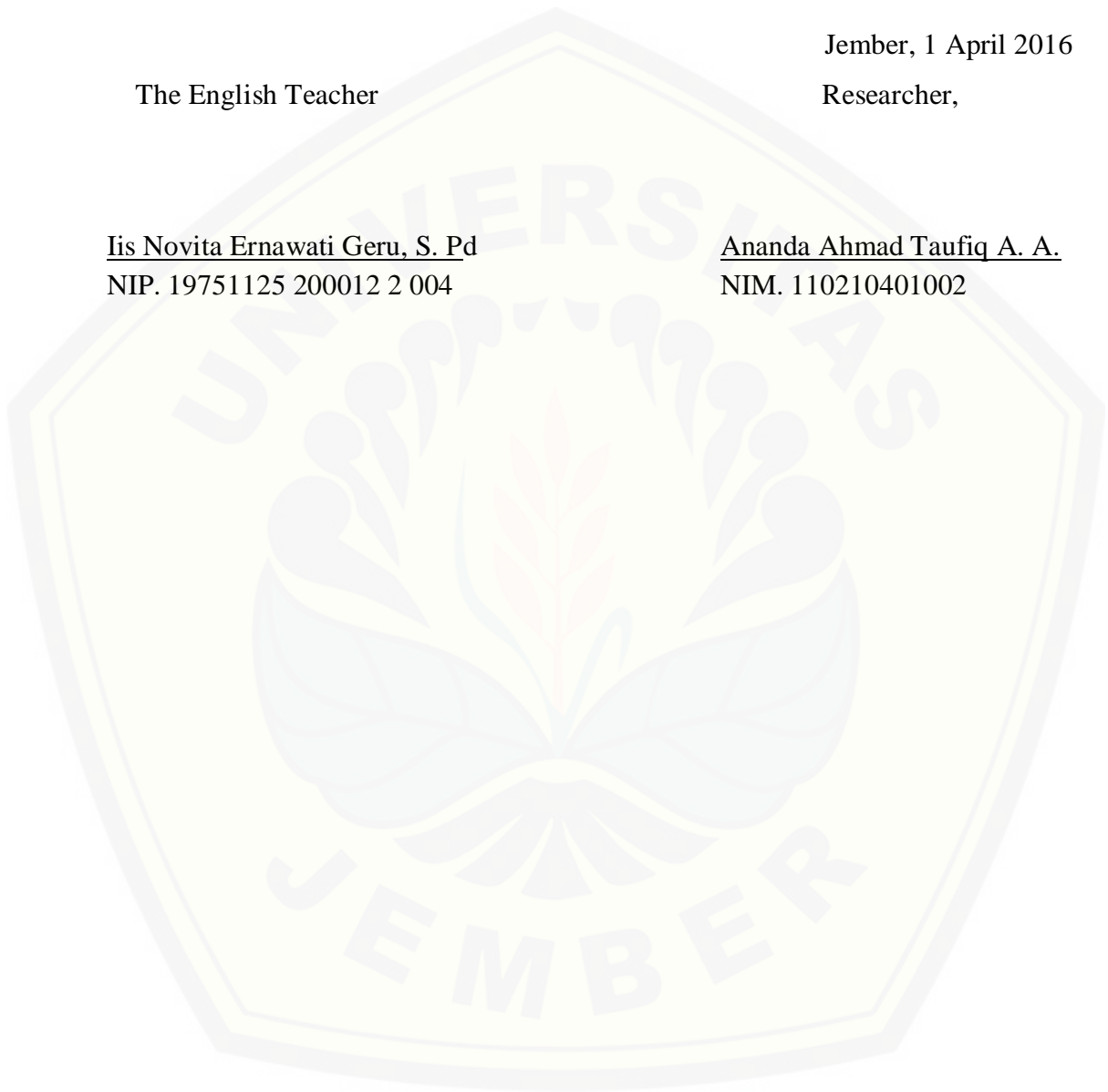
The English Teacher

Jember, 1 April 2016

Researcher,

Iis Novita Ernawati Geru, S. Pd
NIP. 19751125 200012 2 004

Ananda Ahmad Taufiq A. A.
NIM. 110210401002



INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Have you ever had hilarious moment? When?
2. Have you ever read about someone past experience?
3. What do we call a text which tells about past experience?

- **Materials**

A. Review of recount text

1. Definition of Recount Text

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

2. Social Function of Recount Text

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

3. Generic Structure of Recount Text

a. Orientation

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

b. Events

This part retells what happened in chronological order.

c. Re-orientation

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

4. Language Features:

- a. The use of simple past tense
- b. The use of time connectives, such as:
 - First,
 - Next,
 - Then,
 - Soon,

- During,
- After,
- Later,
- Eventually,
- Finally.

c. The use of adjectives

B. Skimming technique

Skimming is a reading technique to find the general information (main idea and topic) quickly. We use skimming to get the main ideas and general overview of the text.

The procedures to skim are:

A. To find the topic of the text:

1. Read the question
2. Read the title of the text
3. Read the first paragraph completely
4. Read the first and last sentences of remaining paragraph
5. Read the last paragraph completely

B. To find the main idea of a paragraph

1. Read the question first
2. Read the first and last sentences of the paragraph
3. Look for the ideas of those sentences
4. Glance your eyes quickly through the remaining sentences to check that you have found the topic sentence

C. Scanning technique

Scanning technique is a technique to find out the specific information that is stated in the text.

The steps to scan the text are:

1. Read the question and find the keyword of the question.
2. Glance your eyes quickly through the text and find the keyword in the text.
3. Locate the key words and read the surrounding text carefully to make sure that it is relevant with the question.

4. Find the sentence that consists of the information you need, then read the whole sentence.
5. Re-read the question and choose the answer from the choices provided.

D. The example of how to skim and scan a recount text

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store.

During my way to the record store, a man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo.

I was so surprised. He was a vocalist of D'Masive.

(Adopted from: <http://freeenglishcourse.info/8-contoh-recount-text-pendek-bahasa-inggris/>)

Question for skimming

1. What does the text tell us about?
 - a. The writers' activity on Saturday
 - b. The writer met someone strange
 - c. The writer didn't realize that he was vocalist of D'Masive
 - d. The witer met the vocalist of D'Masive

Question for scanning

2. Where did the writer actually want to go?
 - a. To the department store
 - b. To the record store

- c. To the Hyatt hotel
- d. To Sunda Steet

TASK 1 (text 1 and text 2)

Choose the best answer by reading the following text!

Question for Skimming. Do it in 20 minutes!

Text 1

Last Saturday, I woke up early but I didn't get up because it was a holiday. Suddenly, my telephone rang. It was my friend, Fanny. She asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Then, we went out. When walked down the street, I saw a piece of pink coupon. I took it because the colour was very interesting, then we read it. We were very shocked because it was a receipt of a four night tour to Lombok for two persons!! The expired date was that day. The most surprising thing is the name of the coupon owner is Fanny Fenita, exactly the same with Fanny's Complete name. My God!! We Thought that maybe that coupon just fell from sky for us.

We went directly to the address of tour agency that printed on the coupon. The tour agency checked it carefully. They told us that the tour will be held two days later. One of the place that we would go is Senggigi beach. We could lay on the white sand to have sun bath. After listening to the explanation carefully, we went home.

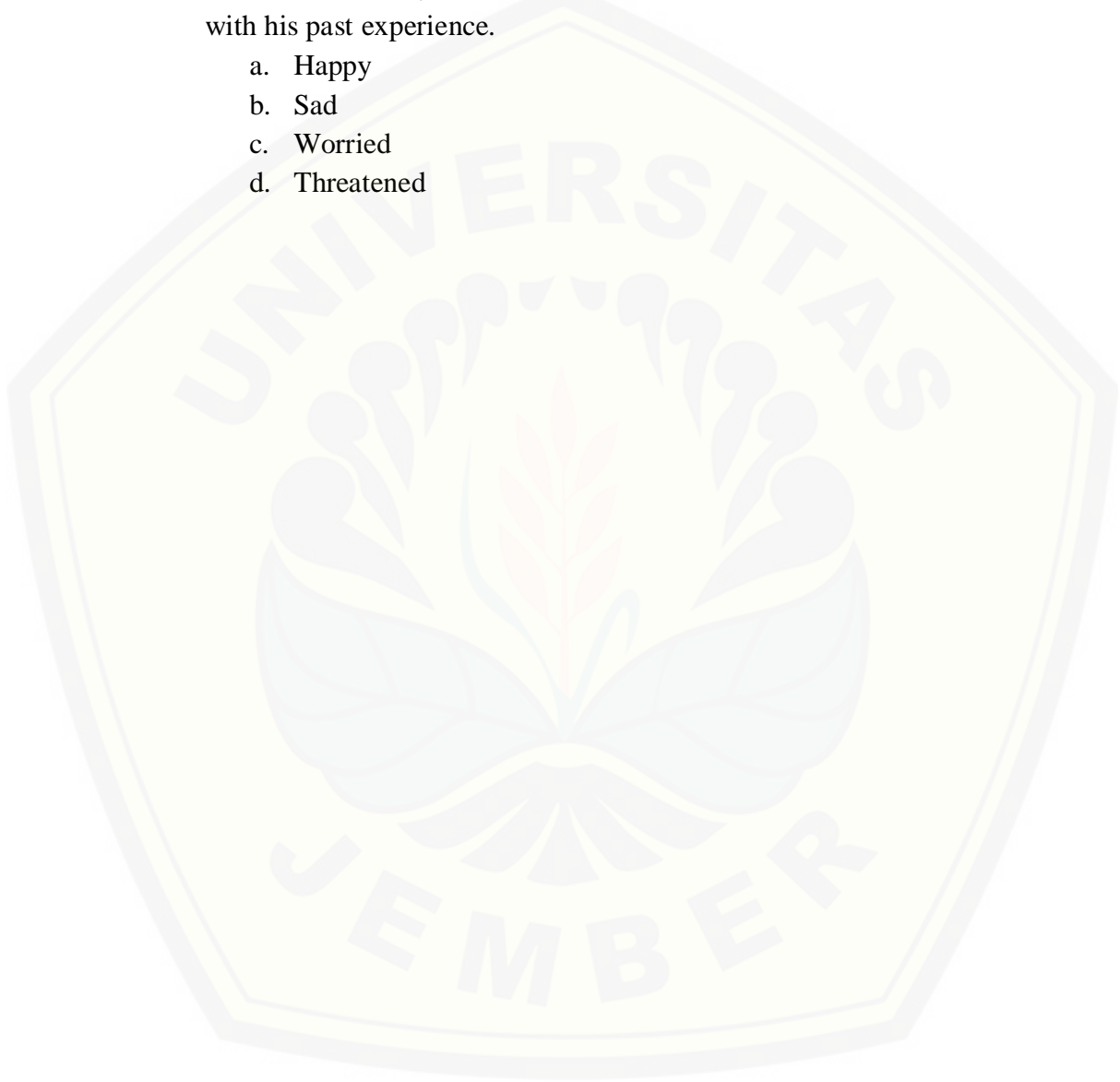
We still couldn't believe what happened.

(196 words)

(Adapted from: *English in Focus: 2008*)

1. What is the appropriate title for the text?
 - a. Magic Coupon
 - b. Trip to Senggigi Beach
 - c. My activity in Lombok
 - d. Unbelievable moment
2. What is the purpose of the above text?
 - a. To describe the writer's past experience
 - b. To entertain the reader with the writer's past experience
 - c. To retell the writer's past experience
 - d. To show the reader the step of the writer's past experience
3. The generic structure of the first paragraph is called as ...
 - a. Identification
 - b. Orientation
 - c. Event
 - d. Re-orientation

4. What does the first paragraph tells you about?
 - a. the introduction of participants
 - b. the description of the characters
 - c. the series of activities
 - d. how the story ends
5. Based on the text, we can conclude that the writer and her friend felt ... with his past experience.
 - a. Happy
 - b. Sad
 - c. Worried
 - d. Threatened



Text 2

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

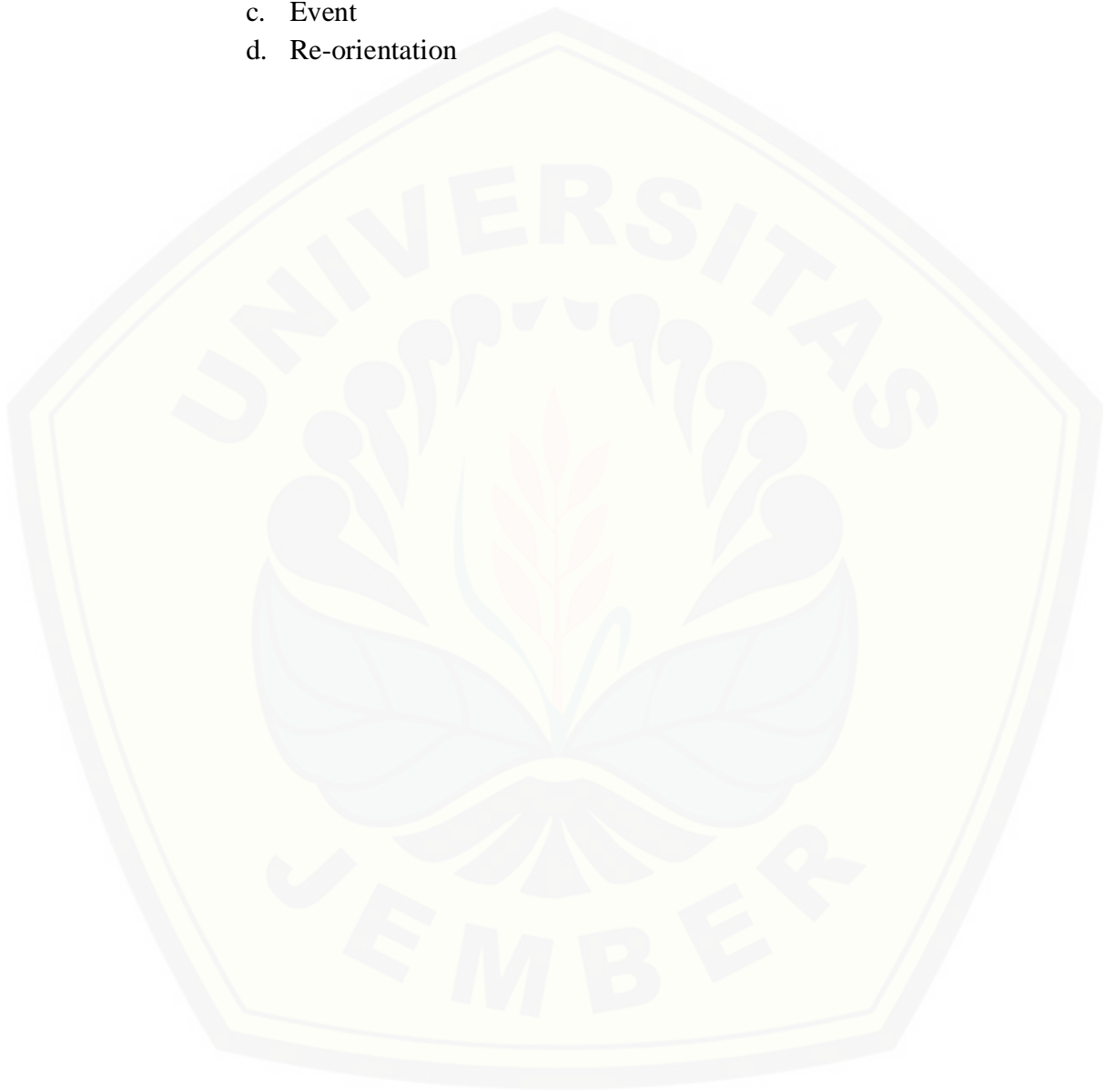
One day later, when I was alone at home, I intended to try my riding ability. So, I tried it bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

(adopted from: ENGLISHINDO.COM ReferensiBelajarBahasaInggris Online)

6. What is the purpose of the above text?
 - a. To retell the writer's past experience
 - b. To describe the writer's past experience
 - c. To entertain the reader with writer's past experience
 - d. To show the reader the step of writer's past experience
7. What does the second paragraph tell you about?
 - a. Introduction of the characters, when, and where it's happened
 - b. The writer's father began to teach him how to ride "honda 75"
 - c. The writer tried to ride by himself and got an accident
 - d. The whiter thought that his father would get angry but not.
8. How old was the writer when his father bought a new motor cycle?
 - a. Eight years old
 - b. Nine years old
 - c. Ten years old
 - d. Eleven years old
9. ... I intended to try my riding ability. The underlined word is similiar with ... (paragraph 3)
 - a. Liked
 - b. Looked

- c. Proven
 - d. Whised
10. What is the generic structure of the first paragraph?
- a. Introduction
 - b. Orientation
 - c. Event
 - d. Re-orientation



TASK 2 (text 3 and text 4)

Choose the best answer by reading the following text!

Question for Scanning. Do it in 20 minutes!

Text 3

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to YogyaKraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's first visit to Prambanan
 - b. the writer's impression about the guide
 - c. the writer's trip to Yogyakarta
 - d. the writer's experience at YogyaKraton

2. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police

3. What are the big temples in Prambanan?
 - a. Angkorwat, Syiwa, and Sudratemples
 - b. Brahmana, Syiwa, and Wisnutemples
 - c. Paria, Brahmana, and Syiwa temples
 - d. Wisnu, Syiwa, and Borobudur temples

4. When did they go home?
 - a. On Saturday morning
 - b. On Friday afternoon
 - c. On Thursday evening
 - d. On Friday evening

5. Why did they only visit Brahmna and Syiwa temples?
 - a. because there was no Wisnutemple
 - b. because Wisnutemple was amazing
 - c. because Wisnutemple was too small
 - d. because Wisnutemple was being repaired

Text 4

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

Answer the questions below!

6. What is the topic of the text?
 - a. Party
 - b. Nice Shopping
 - c. Grandpa's birthday
 - d. Weekend in grandpa's house
7. What did the writer do in the kitchen?
 - a. Cooked meal
 - b. Prepared for lunch
 - c. Roasted a lobster
 - d. Made a cake
8. How many siblings does the writer have?
 - a. One
 - b. Two
 - c. Three
 - d. Four
9. What was the present from the writer?
 - a. Cake
 - b. Flowers

- c. Chocolate
- d. Batik shirt

10. *It* was a big and beautiful cake. The word *It* in paragraph three refers to....

- a. Cake
- b. Batik shirt
- c. Flowers
- d. Chocolate



Answer Key

Example

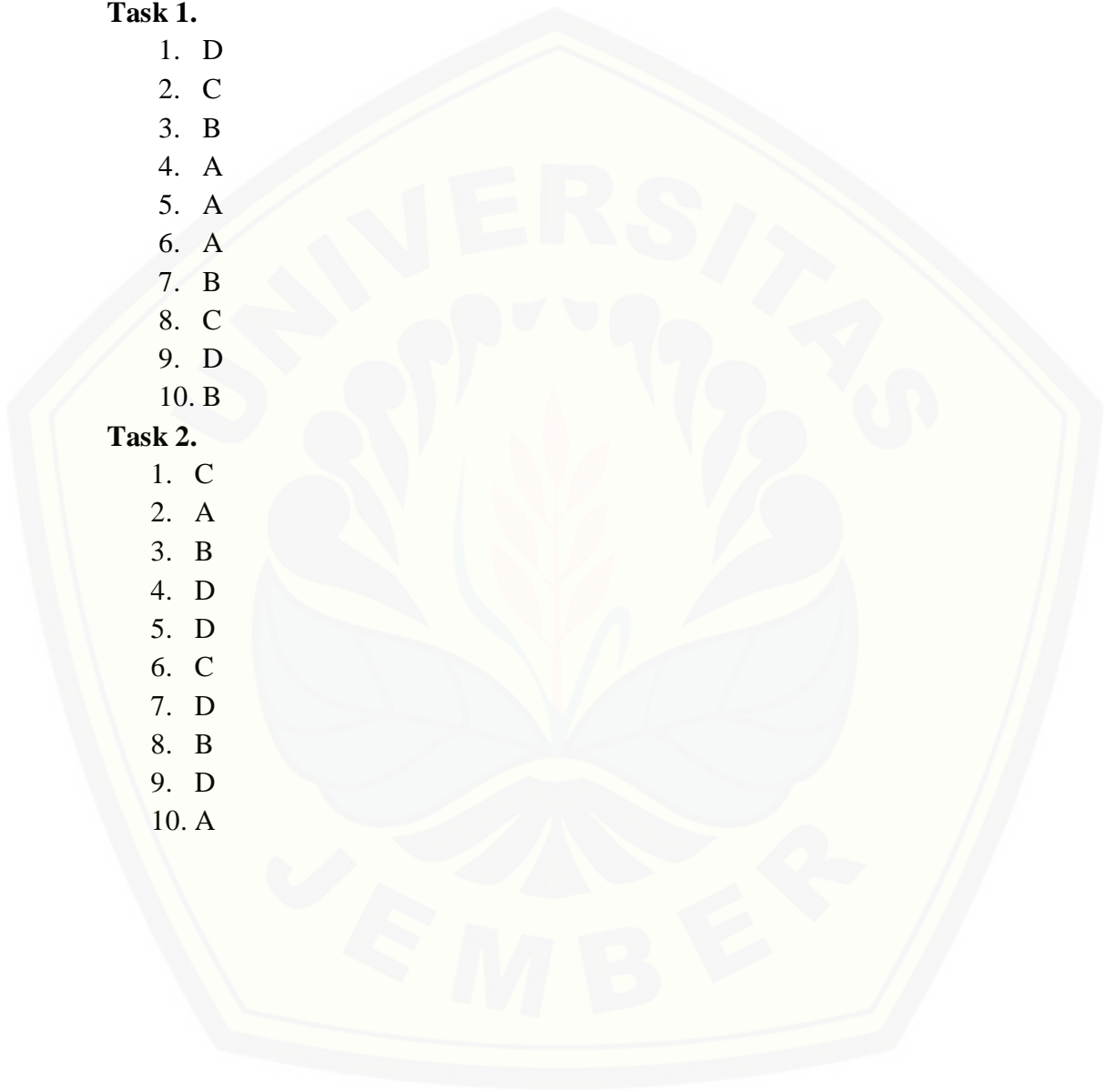
1. D
2. B

Task 1.

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

Task 2.

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



OBSERVATION CHECKLIST FOR THE STUDENTS' ACTIVE PARTICIPATION MEETING 2 CYCLE 1

Instrument : Observation sheet of students' active participation.

Instructions : Give check (√) on the column when the student shows the activity

No.	[Name	1	2	3	4	5	Active	Passive
1.	ARGH			√		√		√
2.	AF	√						√
3	ADS	√	√	√		√	√	
4	AW	√	√	√		√	√	
5	DFS		√					√
6	DRH	√	√	√		√	√	
7	DDJ		√	√	√	√	√	
8	DR	√						√
9	DR		√					√
10	EFF	√	√	√		√	√	
11	FXK		√	√		√	√	
12	HWJ	√		√		√	√	
13	LA		√	√	√	√	√	
14	LBN			√		√		√
15	MRSW	√	√	√		√	√	
16	MWF		√					√
17	MNH	√	√	√	√	√	√	
18	MYE	√		√		√	√	
19	MD	√	√		√		√	
20	MFA		√	√		√	√	
21	MAS	√		√		√	√	
22	MI	√	√	√		√	√	
23	MMPN							√
24	RF		√	√		√	√	
25	RS	√	√	√		√	√	
[26	SA	√		√		√	√	
27	S			√		√		√
28	SNF	√		√		√	√	
29	SAM		√	√		√	√	
30	TFDT	√	√	√	√	√	√	
Total							21	9

INDICATORS:

1. Answering question about the general idea of each paragraph
2. Answering question about the specific information of each paragraph
3. Making or highlighting a note of important points
4. Asking questions relevant to the topic given
5. Submitting their note

READING TEST I

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

Read the following texts carefully and choose the best answer based on the text by crossing the letter a, b, c or d!

I. Text 1

Questions 1-9

My Vacation in Bali

Line 1 I spent the last vacation in Bali with my father, mother and sister. We left Semarang at 12.45.

Line 5 At 7 in the evening, we arrived at Ngurah Rai and directly went to the hotel. The hotel was amazing. Inna Grand Bali Hotel is a big hotel. It's about 5 hectares and located next to Sanur Beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning.

We spent the first day in Bali enjoying our stay in the hotel. We did some exercise in a gym and swam in the hotel's swimming pool.

Line 10 On the second day, we were picked up by a minibus and went to Tanjung Bena Harbor. Then, we took a boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Tayopakeh village. We were amazed by this unique Balinese village. After that, we snorkeled in the sea. The fish and coral were stunning! Late in the evening, we went back to our hotel in Denpasar.

Line 15 The following day, we went shopping at Sukowati. My mom bought a lot of Balinese clothing. I bought a small painting for my bedroom. My sister decided to buy some necklaces made of shells. She said she wanted them as souvenirs for her friends. Finally, we flew back to Semarang in the afternoon.

It was one of the nicest vacations I've ever taken.

(Adapted from: Practice Your English Competence: 2013)

Line 20

1. Where did they buy souvenirs?
 - a. At Inna Grand Bali Hotel
 - b. At Tanjung Bena
 - c. At Nusa Penida
 - d. At Sukowati
2. "The hotel was amazing." (line 4). What is the meaning of the underlined word?
 - a. Very good
 - b. Very dirty
 - c. Near to the beach
 - d. Near to Sanur

3. What is the main idea of paragraph 4?
 - a. The writer's experience when snorkeled in the sea.
 - b. The writer's tour at Nusa Penida.
 - c. The writer's back to the hotel.
 - d. The writer's trip to Sukowati traditional market.
4. What is the purpose of the text?
 - a. To tell of the beauty of Bali.
 - b. To persuade the readers to visit Bali.
 - c. To tell about the writer's vacation in Bali.
 - d. To describe several places of interest in Bali.
5. "It was one of the nicest vacations I've ever taken." (line 20). What does the word *it* refer to?
 - a. Visitation to Sukowati
 - b. Nusa Penida Island
 - c. Vacation in Bali
 - d. Balinese souvenirs
6. What did they do in Nusa Penida Island?
 - a. Enjoyed a unique village, snorkeled, and shopped.
 - b. Enjoyed a unique village and snorkeled.
 - c. Snorkeled and shopped.
 - d. Visited a hotel and snorkeled.
7. "The fish and coral were *stunning*" (line 13). What is the opposite meaning from the italic word?
 - a. Beautiful
 - b. Remarkable
 - c. Gorgeous
 - d. Terrible
8. Which statement is TRUE based on paragraph 2?
 - a. The writer and family spent the night in Ngurah Rai hotel.
 - b. The location between Sanur and the hotel is far.
 - c. The writer and his sister went to Sanur beach in the morning.
 - d. Inna Grand Bali Hotel is an ordinary hotel.
9. How long does the writer need to reach Sanur beach from the hotel he stayed?
 - a. 3 minutes
 - b. 4 minutes
 - c. 5 minutes
 - d. 6 minutes

II. Text 2**Questions 10 – 17**

Line 1 Last holiday had come. At first, I had no idea how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care of my little sister. She was just five months.

Line 5 Luckily, one of my friends, Zaky, didn't have any plans either. So, he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped at some malls in the city and enjoyed window shopping.

Line 10 The next day, I taught Zaky how to play volleyball. It took three days for him to be able to do the service ball.

We spent the last two days by visiting museums in our city: Ronggowarsito and Mandala Bakti Museums. We learned a lot from the things displayed in the museums.

(Adopted from: Practice Your English Competence: 2013)

10. Why didn't the writer have plans to spend his free time?
 - a. He was very busy.
 - b. His parents were busy.
 - c. He didn't know that holiday had come.
 - d. He wanted to spend the holiday at home.
11. How did the writer feel when he knew Zaky didn't have any plans either?
 - a. Sad
 - b. Sorry
 - c. Happy
 - d. Guilty
12. Which statement is TRUE according to the text?
 - a. The writer went around the city by bicycle.
 - b. Zaky learned how to play volleyball from the writer.
 - c. The writer and Zaky visited three museums during the holiday.
 - d. The things displayed at the museums were boring.
13. How many days did Zaky spend to practice serving?
 - a. Five days
 - b. Four days
 - c. Three days
 - d. Two days
14. "We did a lot of things." (line 6).
The italic word refers to.....
 - a. The writer's parents
 - b. The writer and his parents
 - c. The writer and his sister
 - d. The writer and Zaky
15. What does the last paragraph mostly talk about?
 - a. The writer and his friend visited museums in their city.
 - b. The writer's parents were too busy to have a holiday.

- c. The writer's friend learned how to play volleyball.
 - d. The writer and Zaky went to some malls in the city.
16. "..... , while my mother had to **take care** of my little sister" (line 3).
The underlined word can be replaced by.....
- a. Look for
 - b. Look after
 - c. Look down
 - d. Look ahead
17. What is the suitable title for the text above?
- a. My Terrible Holiday
 - b. My Embarrassing Holiday this Year
 - c. My Unplanned Holiday
 - d. My Common Holiday

III. Text 3

Questions 18-25

Line 1 Last week, Rehan's class had a field trip to Kampoeng Wisata Taman Lele. There were twenty five students and two teachers visiting the park. They went there by bus.

Line 5 At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals. There were crocodiles, deer, monkeys and of course, catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the surface of the water.

Line 10 Rehan and his friends also enjoyed riding in a water pedicab and on a flying fox. At the end of their visit, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata Taman Lele. They had to submit the composition on the next school day. The teacher also said that the best composition would get two free tickets to Taman Lele.

Line 15 Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again.

(Adopted from: Practice Your English Competence: 2013)

18. Where did they have lunch?
- a. At the park near the pond
 - b. At the restaurant in the park
 - c. At the restaurant outside the park
 - d. At the park near the water pedicab area
19. What did Rehan do in Taman Lele?
- a. Watching the animals, riding in a water pedicab, having lunch and submitting a composition.
 - b. Watching the animals, riding in a water pedicab, taking flying fox, having lunch and writing a composition.
 - c. Watching the animals, hiking around the park, riding in a water pedicab and having lunch.
 - d. Watching the catfish in the pond, camping in the park and riding in a water pedicab.

20. How many kinds of animals are mentioned in the text?
- Five
 - Four
 - Three
 - Two
21. How did the students go to Taman Lele?
- By water pedicab
 - On foot
 - By bus
 - By plane
22. What would be the prize for the best composition?
- Free tickets to watch film about catfish.
 - Some money from the teachers.
 - A new book from Kampoeng Wisata Taman Lele.
 - Free tickets to Kampoeng Wisata Taman Lele.
23. “They went **there** by bus.” (line 3)
What does the word **there** refer to?
- A pond in the Kampoeng Wisata Taman Lele
 - The restaurant in the park
 - Kampoeng Wisata Taman Lele
 - Rehan’s school
24. What is the purpose of writing the text?
- To persuade the readers to visit Kampoeng Wisata Taman Lele
 - To tell about the writer’s visitation to Kampoeng Wisata Taman Lele
 - To describe some activities done in Kampoeng Wisata Taman Lele
 - To amuse the reader about Kampoeng Wisata Taman Lele
25. Which statement is TRUE based on paragraph 3?
- The teacher asked Rehan and his friends to gather in the park beside the pond.
 - Rehan and his friends did not enjoy their lunch because the food is very terrible.
 - Rehan and his friends had to construct a composition about their visitation.
 - The students who were able to construct the best composition would get nothing.

Answer Key Reading Test 1

- | | | |
|-------|-------|-------|
| 1. D | 11. C | 21. C |
| 2. A | 12. B | 22. D |
| 3. B | 13. C | 23. C |
| 4. C | 14. D | 24. B |
| 5. C | 15. A | 25. C |
| 6. B | 16. B | |
| 7. D | 17. C | |
| 8. C | 18. B | |
| 9. A | 19. B | |
| 10. B | 20. B | |

The Distribution of the Test Items

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

Test Details

Test item : 25

Scoring rubric : $25 \times 4 = 100$

LESSON PLAN
(MEETING 1 Cycle 2)

Subject	: English
School	: SMP Negeri 1 Arjasa
Level / Semester	: VIII / 1
Language Skill	: Reading Comprehension
Genre	: Recount Text
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

3.1 Cognitive Product

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

3.2 Cognitive Process

1. Skimming for finding the topic:
 - a. Reading the question first
 - b. Reading the title of the text
 - c. Reading the first paragraph completely
 - d. Reading the last paragraph completely
 - e. Reading the first and last sentences of remaining paragraph
2. Skimming for finding main idea of a paragraph:
 - a. Reading the question first
 - b. Reading the first and last sentences of the paragraph
 - c. Looking for the ideas of those sentences
 - d. Glancing their eyes quickly through the remaining sentences to check that they have found the topic sentence
3. Scanning for specific information
 - a. Reading the question and find the keyword of the question
 - b. Glancing their eyes quickly through the text and find the keyword in the text
 - c. Locating the key words and Reading the surrounding text carefully to make sure that it is relevant with the question
 - d. Finding the sentence that consists of the information they need
 - e. Reading the whole sentence
 - f. Re-reading the question and choose the answer from the choices provided to find the details of the text.

IV. Learning objectives

4.1 Cognitive Product

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

4.2 Cognitive Process

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

3. Learning Materials :

Enclosed

4. Approach

Task based language teaching

5. Technique

Skimming and Scanning Technique

6. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction		
	- Greeting the students	- Greeting the teacher	1'
	- Giving some leading questions	- Answering the questions	1'
	- Stating the learning objectives	- Responding	1'

2.	<p>Main Activity</p> <p>Pre-reading</p> <ul style="list-style-type: none"> - Asking students to make note and tell them that it will be submitted - Reviewing the definition, generic structures, language features, and social function of a recount text - Explaining the definition of skimming and scanning and giving the example. <p>While reading</p> <ul style="list-style-type: none"> - Giving example of a recount text, and how to skim and scan it - Giving task 1 containing questions about finding general information - Asking the students to read the questions first, reading the text by using skimming technique, and then answering the questions. - Discussing the answers together with the class - Giving task 2 containing questions about finding specific information - Asking the students to read 	<ul style="list-style-type: none"> - Preparing their book and pen, then ready to make a note - Highlighting - Highlighting` - Highlighting - Receiving task 1 - Reading the questions, skimming the text, and answer the questions. - Discussing the task together. - Receiving task 2 - Reading the questions, 	<p>2'</p> <p>4'</p> <p>3'</p> <p>3'</p> <p>1'</p> <p>20'</p> <p>5'</p> <p>1'</p> <p>20'</p>
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	<p>the questions first, reading the text by using Scanning technique, and then answering the questions.</p> <ul style="list-style-type: none"> - Discussing the task together with the class <p>Post-reading</p> <ul style="list-style-type: none"> - Giving a chance for students to ask questions relevant to the topic - Asking students to submit their note - Asking the students' difficulties in doing the skimming technique. 	<p>skimming the text, and answer the questions.</p> <ul style="list-style-type: none"> - Discussing the task together - Asking question relevant to the topic - Submitting their note - Responding 	<p>5'</p> <p>2'</p> <p>2'</p> <p>3'</p>
3.	<p>Closure</p> <ul style="list-style-type: none"> - Drawing a conclusion by doing question and answer about the material. - Parting 	<ul style="list-style-type: none"> - Drawing a conclusion by answering the teacher's questions - Parting 	<p>4'</p> <p>1'</p>

7. Sources and Media

a. Sources

- Practice Your English Competence for SMP/MTS Class VIII, Erlangga Publisher
- ENGLISHINDO.COM Referensi Belajar Bahasa Inggris Online

b. Media

- ✓ Recount Text
- ✓ The students' worksheet

✓ Laptop

8. Evaluation

The written task is enclosed

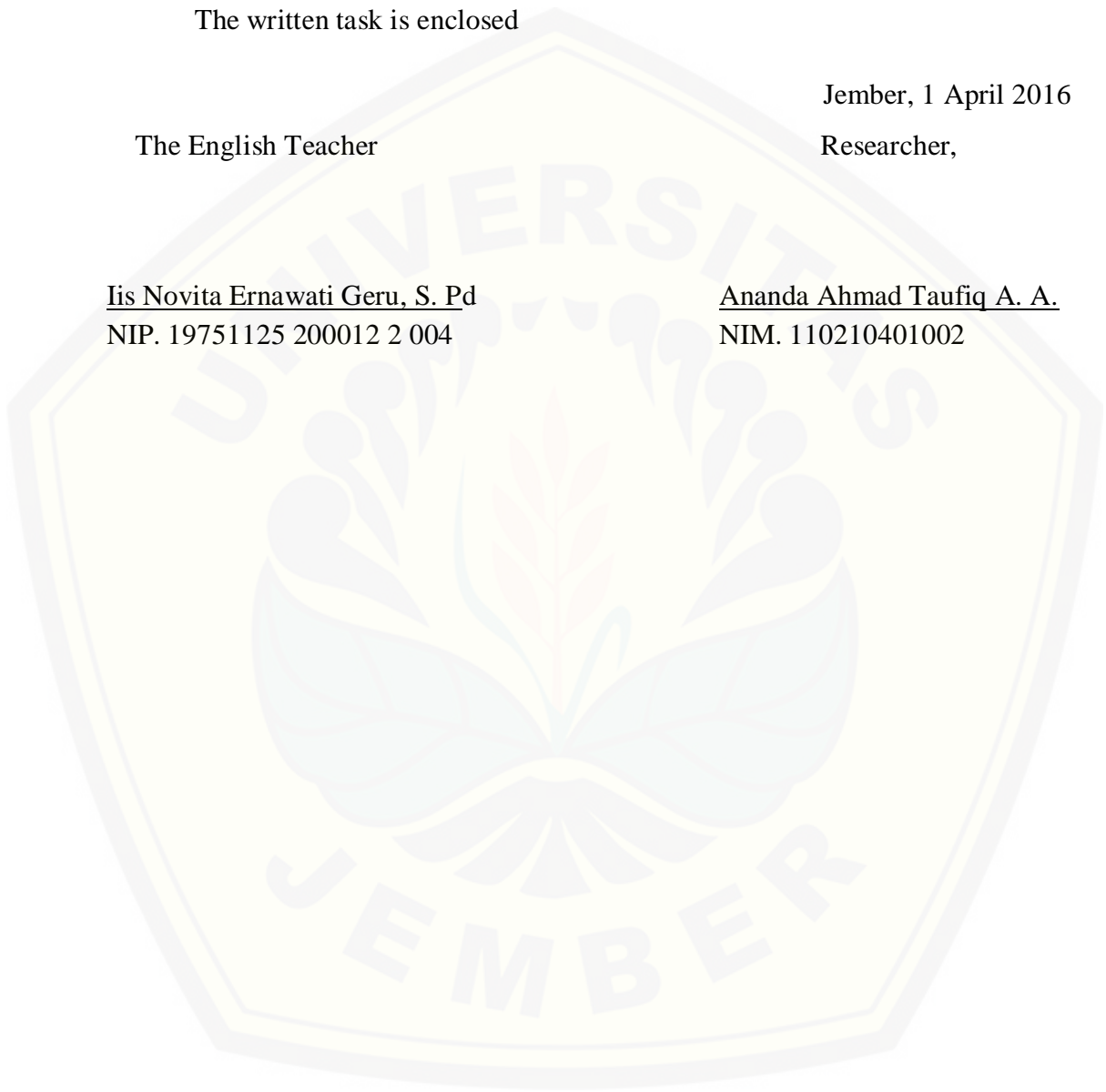
Jember, 1 April 2016

The English Teacher

Researcher,

Iis Novita Ernawati Geru, S. Pd
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INSTRUCTIONAL MATERIALS

- **Leading questions:**

1. Have you ever read someone's past experience about something happen for the first time?
2. What do we call a text which tells about past experience?
3. have you understood about skimming and scanning techniques?

- **Materials**

A. Review of recount text

1. Definition of Recount Text

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

2. Social Function of Recount Text

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

3. Generic Structure of Recount Text

a. Orientation

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

b. Events

This part retells the readers about what happened in chronological order.

c. Re-orientation

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

4. Language Features:

- a. The use of simple past tense
- b. The use of time connectives, such as:
 - First,

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

c. The use of adjectives

B. Skimming technique

Skimming is a reading technique to find the general information (main idea and topic) quickly. We use skimming to get the main ideas and general overview of the text.

The procedures to skim are:

A. To find the topic of the text:

1. Read the question
2. Read the title of the text
3. Read the first and last paragraph completely
4. Read the first and last sentences of remaining paragraph

B. To find the main idea of a paragraph

1. Read the question first
2. Read the first and last sentences of the paragraph
3. Look for the ideas of those sentences
4. Glance your eyes quickly through the remaining sentences to check that you have found the topic sentence

For the clearer explanation, the researcher give several arrows to make the students easier to apply skimming techniques. The right arrows show the step to do question number 1 and the right-left arrows show the step to do question number 2.

Example how to skim:

2) **My Adolescence**

3) I had my adolescence when I was thirteen.
 2) It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.
 2) Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.
 3) That was my bad experience with adolescence, though there were still lots of good experience too.

Source : ENGLISHINDO.COM Referensi Belajar Bahasa Inggris

Question for finding topic:

- 1) 1. What does the text tell you about?
- The writer's experience about adolescence
 - The writer's experience about having acne
 - The writer's bad experience
 - The writer's nice experience

Question for finding main idea:

2. The second paragraph discusses about ... 1)
- The writer had adolescence
 - The writer had acne
 - The writer's mum gave a good medicine
 - The writer had bad experience with adolescence

C. Scanning technique

Scanning technique is a technique to find out the specific information that is stated in the text.

The steps to scan the text are:

1. Read the question and find the keyword of the question.
2. Glance quickly through the text and find the keyword in the text.
3. Locate the key words and read the surrounding text carefully to make sure that it is relevant with the question.

4. Find the sentence that consists of the information you need, then read the whole sentence.
5. Re-read the question and choose the answer from the choices provided.

For the clearer instruction, the researcher give several arrows to make the students easier to apply scanning techniques. All arrows bellow show the step to do the question by using scanning technique.

Example how to scan:

My Adolescence

I had my adolescence when I was thirteen.

2 → It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

- 1 → 3. It was very annoying (paragraph 2). What is the similiar meaning of the underlined word ?
- a. Helping
 - b. Entertaining
 - c. Disturbing
 - d. Growing

TASK 1 (text 1 and text 2)**Choose the best answer by reading the following text!**

Question for Skimming. Do it in 20 minutes!

Text 1

Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I took pictures with those beautiful birds.

After visiting the birds cage, Anto and I went to flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard.

It was so fun. I really enjoyed my time with Anto. (138 words)

(Adopted from: *Ujian Nasional 2013/2014*)

1. What is the appropriate title for the text?
 - a. My Pen Pal Anto
 - b. Visiting My Pen Pal's House
 - c. My Pen Pal's House
 - d. My Pen Pal's Garden
2. What is the purpose of the above text?
 - a. To retell the writer's past experience
 - b. To describe the writer's past experience
 - c. To entertain the reader with the writer's past experience
 - d. To show the reader the step of the writer's past experience
3. The generic structure of the first paragraph is called as ...
 - a. Identification
 - b. Events
 - c. Orientation
 - d. Re-orientation
4. What does the first paragraph tell you about?
 - a. the introduction of participants
 - b. the description of the characters
 - c. the series of activities
 - d. how the story ends
5. Based on the text, we can conclude that the writer feels ... with his past experience.

- a. Funny
- b. Sad
- c. Jealous
- d. Happy

Text 2

Raditya and Dika talked and sang merrily as they walked through the forest.

Suddenly, a bear appeared. Raditya quickly climbed a tree. Dika was so scared when the bear was big and strong. It can also easily kill him. He thought hard and when the bear came near, he laid very still on the ground and controlled his breath. The bear came close to him sniffing and smelling his body all over. Surprisingly, the bear walked away and thought that the man was dead.

Raditya came down from the tree when the bear went away. He asked Dika mockingly, “What did the bear tell you?”. Dika was silenced for a while. “The bear told me to never trust a friend who escapes and leaves you alone when you need him the most,” he said.

The friend realize his mistake and was ashamed of his behaviour. (147 words)

(adapted from: UN SMP 2012/2013)

- 6. What is the purpose of the above text?
 - a. To retell the writer’s past experience
 - b. To describe the writer’s past experience
 - c. To entertain the reader with writer’s past experience
 - d. To show the reader the step of writer’s past experience
- 7. What do we call the second paragraph?
 - a. Introduction
 - b. Event
 - c. Re-orientation
 - d. Description
- 8. How many person(s) are in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
- 9. What is the main idea of the third paragraph?
 - a. Raditya and Dika walked through the forest
 - b. The big strong bear came and treated the people
 - c. Raditya climned the tree
 - d. Dika laid down on the ground

10. What can we learn from the story?
- a. We should learn to climb the tree
 - b. We should never be afraid of anything
 - c. We should always listen to our heart
 - d. We should never leave our friend behind



TASK 2 (text 3 and text 4)**Choose the best answer by reading the following text!**

Question for Scanning. Do it in 20 minutes!

Text 3

In the day when soda float costed less, a 9 years old girl entered a coffee shop and sat at a table. A waiter put the menu in front of her.

“How much is a soda float?”

“One dollar,” replied the waiter

The girl pulled her hand out of her cute little pink purse and studied a number of coins in it.

“How much is a bottle of soda?” she inquired. Some people were waiting for a table now and the waiter was a bit impatient.

“75 cents,” he said brusquely.

The little girl again counted the coins. “I’ll have a bottle of soda,” she said. The waiter brought a bottle of soda, put the bill on the table and walked away. The girl finished the soda, paid the cashier and departed.

When the waiter returned, he began wiping down the table and then swallowed hard at what he saw. There, placed neatly beside the empty dish, were 25 cents – his tip.

(Adapted from: UN SMP 2012/2013)

1. Where did the occurrence take place?
 - a. At the restaurant
 - b. At the cafeteria
 - c. At the coffee shop
 - d. At supermarket
2. What did she buy there?
 - a. A soda float
 - b. A bottle of soda
 - c. A cute little pink purse
 - d. A package of breakfast
3. How much is a bottle of soda?
 - a. 25 cents
 - b. 50 cents
 - c. 75 cents
 - d. a dollar
4. What did she do after she had finished her soda?
 - a. Walked away

- b. Counted the money
 - c. Put the bill on the table
 - d. Paid the cashier
5. Why did the waiter swallow hard?
- a. The girl gave him tip
 - b. He drank a soda float
 - c. The girl didn't have enough money
 - d. She drank a bottle of soda

Text 4

Yesterday, my family and I went to the zoo to see the elephant and other animals. We went by car and left home at 7 a.m. It took us about one and a half hour to get to the zoo.

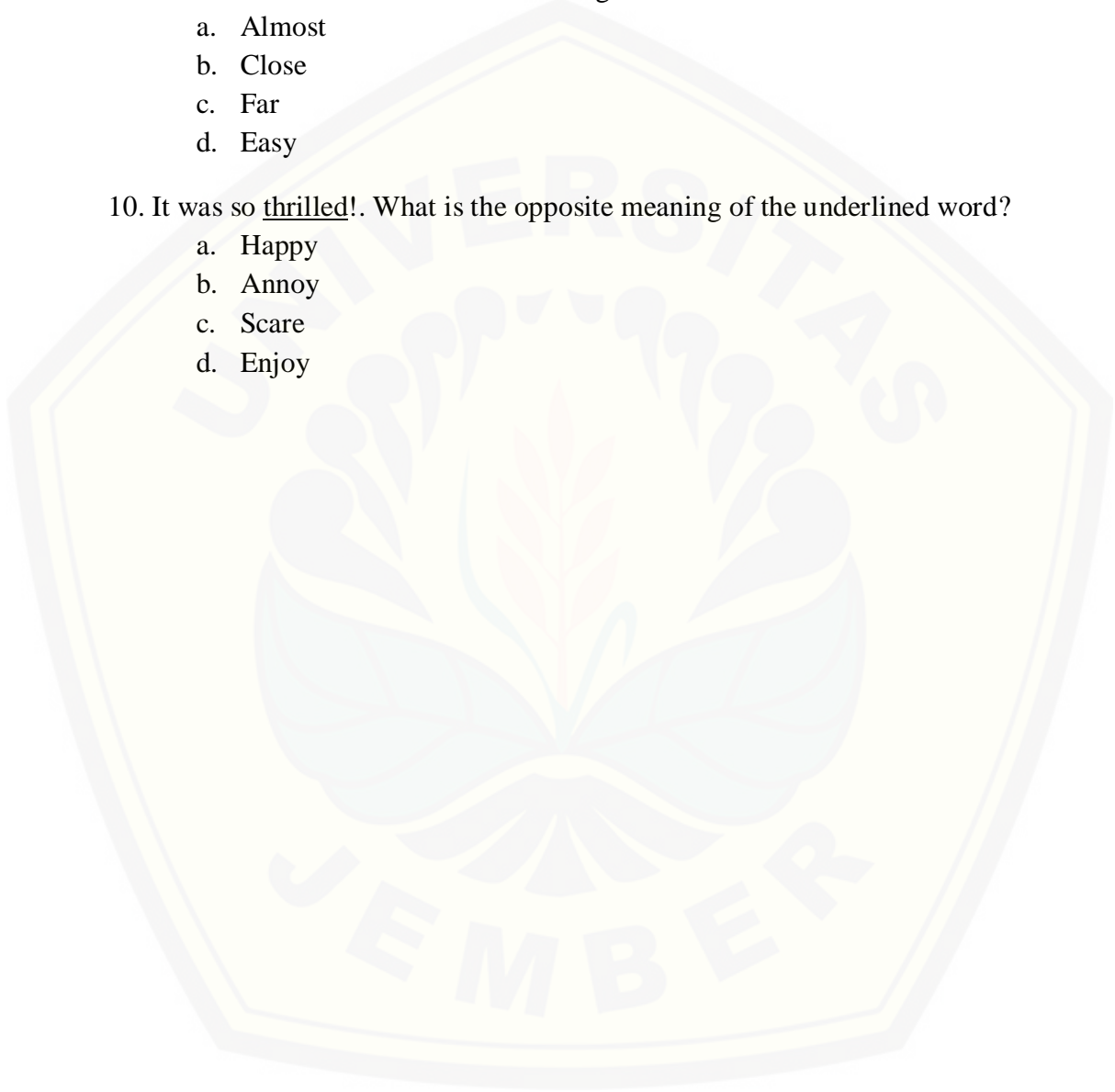
When we get to the zoo, we went directly to the pet shop to buy some animal food. We spent fifteen thousand rupiahs on the food. After getting the food, we first visited the nocturnal house where birds and reptiles-which only come out at night were displayed. It was very interesting. After that, we went for a ride on an elephant. It was so thrilled! My dad nearly fell off when he let go off the rope.

At 12.15 p.m., my mom and my sister prepared for the lunch. We ate our lunch under a big tree near the elephant area. After lunch, we went to the bird park. We fed some of the birds inside the park. When we returned home we were tired but happy because we had so much fun.

(Adapted from: UN SMP 2013/2014)

6. What time did they arrive at the zoo?
- a. At 7.00 a.m
 - b. At 7.00 p.m.
 - c. At 8.30 a.m.
 - d. At 12.15 p.m.
7. What did they do after getting to the zoo?
- a. went to the pet shop
 - b. went for ride on an elephant
 - c. visited the nocturnal house
 - d. went to the bird park
8. Who prepared the lunch?
- a. The writer

- b. The writer's mother
 - c. The writer's father
 - d. The writer's brother
9. My dad nearly fell off when he let go off the rope.(paragraph 2). The underlined word has the same meaning with ...
- a. Almost
 - b. Close
 - c. Far
 - d. Easy
10. It was so thrilled!. What is the opposite meaning of the underlined word?
- a. Happy
 - b. Annoy
 - c. Scare
 - d. Enjoy



Answer Key

Example

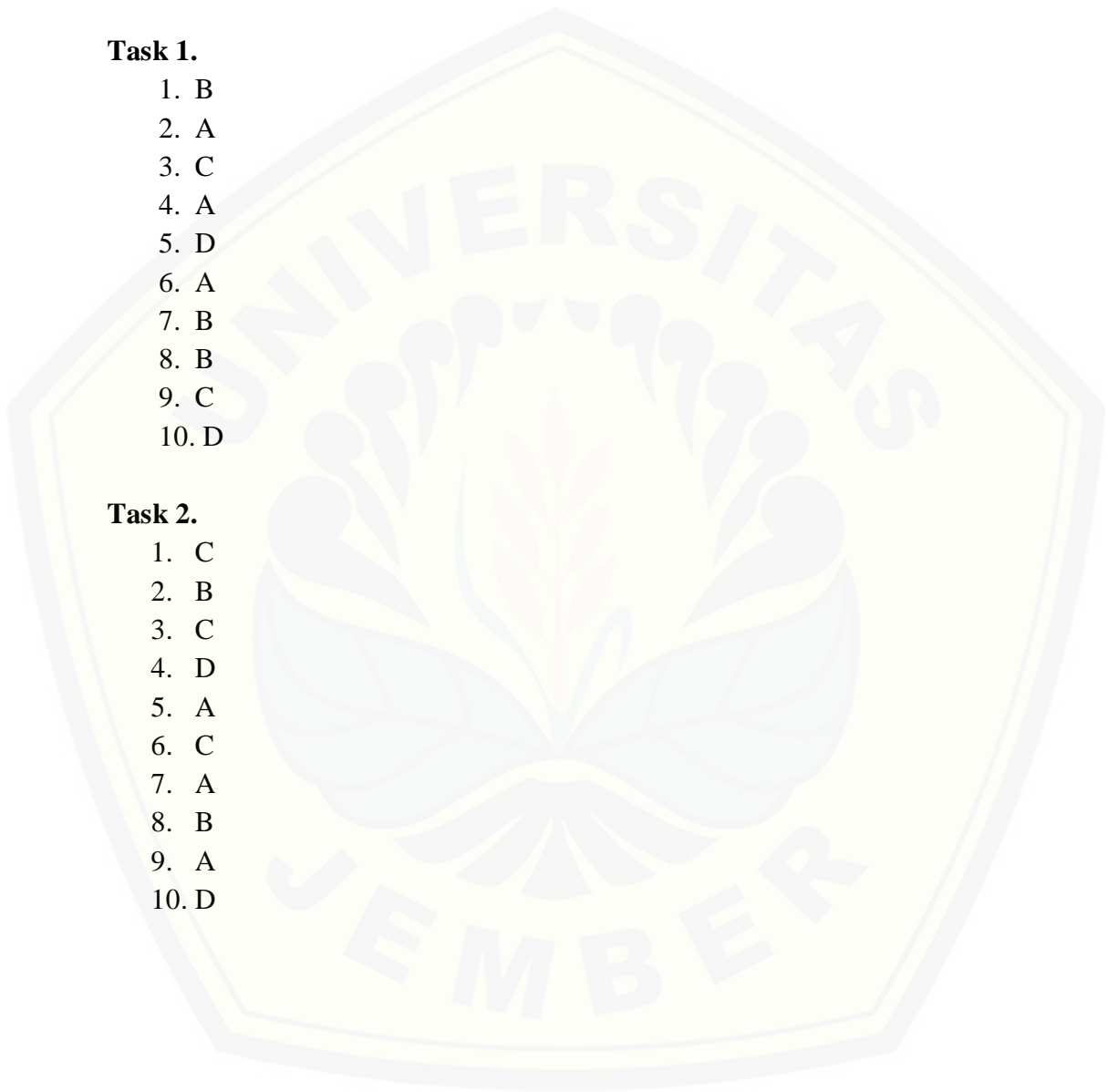
1. A
2. B
3. C

Task 1.

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

Task 2.

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



OBSERVATION CHECKLIST FOR THE STUDENTS' ACTIVE PARTICIPATION MEETING 1 CYCLE 2

Instrument : Observation sheet of students' active participation.

Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	ARGH	√		√		√	√	
2.	AF	√		√		√	√	
3.	ADS	√	√	√		√	√	
4.	AW		√	√		√	√	
5.	DFS	√	√	√		√		√
6.	DRH			√		√	√	
7.	DDJ	√	√	√	√	√	√	
8.	DRO			√		√		√
9.	DR	√		√		√	√	
10.	EFF		√	√		√	√	
11.	FXK	√		√		√	√	
12.	HWJ		√	√		√	√	
13.	LA		√	√		√		√
14.	LBN	√	√	√		√	√	
15.	MRSW		√	√		√	√	
16.	MWF	√	√					√
17.	MNH	√		√	√	√	√	
18.	MYE	√		√		√	√	
19.	MD		√	√		√	√	
20.	MFA	√	√	√		√	√	
21.	MAS	√		√		√	√	
22.	MI		√	√		√	√	
23.	MMPN			√		√		√
24.	RF	√	√	√		√	√	
25.	RS	√	√	√		√	√	
26.	SA	√		√		√	√	
27.	S			√		√		√
28.	SNF	√		√		√	√	
29.	SAM	√	√	√		√	√	
30.	TFDT	√	√	√	√	√	√	
Total							24	6

INDICATORS:

1. Answering question about the general idea of each paragraph
2. Answering question about the specific information of each paragraph
3. Making or highlighting a note of important points
4. Asking questions relevant to the topic given
5. Submitting their note.

LESSON PLAN
(MEETING 2 CYCLE 2)

Subject	: English
School	: SMP Negeri 1 Arjasa
Level / Semester	: VIII / 1
Language Skill	: Reading Comprehension
Genre	: Recount Text
Time Allocation	: (2x40 minutes)

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III. Indicators

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 - a. Reading the question and find the keyword of the question
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 - c. Locating the key words and read the surrounding text carefully to make sure that it is relevant with the question
 - d. Finding the sentence that consists of the information they need
 - e. Reading the whole sentence
 - f. Re-reading the question and choose the answer from the choices provided to find the details of the text.

IV. Learning objectives

4.1 Cognitive Product

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

4.2 Cognitive Process

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

3. Learning Materials :

Enclosed

4. Approach

Task based language teaching

5. Technique

Skimming and Scanning Technique

6. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	Set Induction - Greeting the students - Giving some leading questions - Stating the learning objectives	- Greeting the teacher - Answering the questions - Responding	1' 1' 1'

2.	<p>Main Activity</p> <p>Pre-reading</p> <ul style="list-style-type: none"> - Asking students to make note and tell them that it will be submitted - Reviewing the previous materials about recount text - Reviewing the definition of skimming and scanning. <p>While reading</p> <ul style="list-style-type: none"> - Giving example of a recount text, and how to skim and scan it - Giving task 1 containing questions about finding general information - Asking the students to read the questions first, reading the text by using skimming technique, and then answering the questions. - Discussing the answers together with the class - Giving task 2 containing questions about finding specific information - Asking the students to read the questions first, reading the text by using scanning technique, and then answering the questions. 	<ul style="list-style-type: none"> - Preparing their book and pen, then ready to make a note - Highlighting - Highlighting - Highlighting - Receiving task 1 - Reading the questions, skimming the text, and answer the questions. - Discussing the task together. - Receiving task 2 - Reading the questions, skimming the text, and answer the questions. 	<p>2'</p> <p>4'</p> <p>3'</p> <p>3'</p> <p>1'</p> <p>20'</p> <p>5'</p> <p>1'</p> <p>20'</p>
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	<ul style="list-style-type: none"> - Discussing the task together with the class <p>Post-reading</p> <ul style="list-style-type: none"> - Giving a chance for students to ask questions relevant to the topic - Asking students to submit their note - Asking the students' difficulties in doing the skimming technique. 	<ul style="list-style-type: none"> - Discussing the task together - Asking question relevant to the topic - Submitting their note - Responding 	<p>5'</p> <p>2'</p> <p>2'</p> <p>3'</p>
3.	<p>Closure</p> <ul style="list-style-type: none"> - Drawing a conclusion by doing question and answer about the material. - Parting 	<ul style="list-style-type: none"> - Drawing a conclusion by answering the teacher's questions - Parting 	<p>4'</p> <p>1'</p>

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a. Sources

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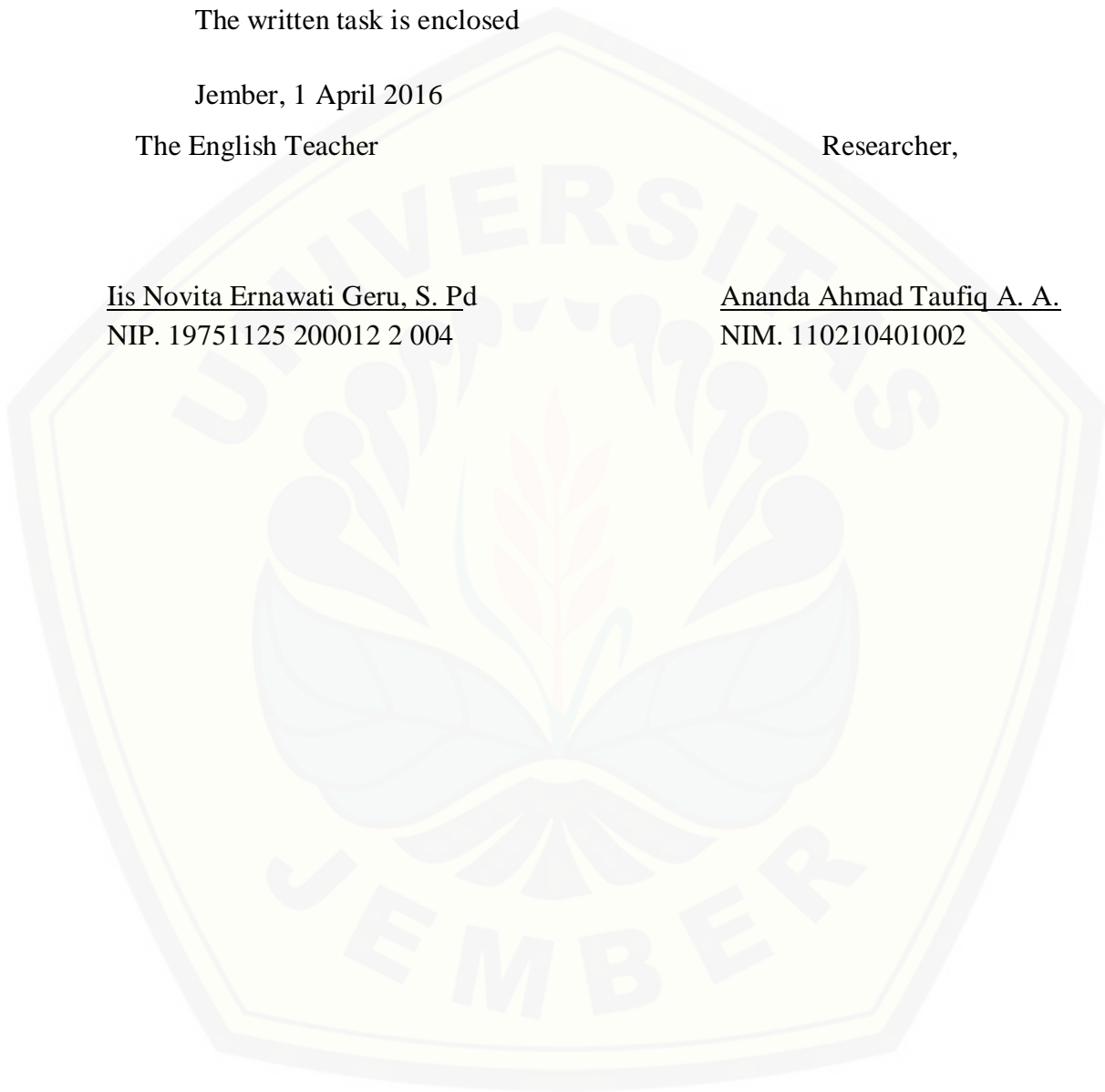
Jember, 1 April 2016

The English Teacher

Researcher,

Iis Novita Ernawati Geru, S. Pd
NIP. 19751125 200012 2 004

Ananda Ahmad Taufiq A. A.
NIM. 110210401002



INSTRUCTIONAL MATERIALS

- Leading questions:

1. Have you ever had an unforgettable moment? When?
2. Have you ever read about someone past experience?
3. What do we call a text which tells about past experience?
4. Do you know about skimming and scanning techniques?

- Materials

A. Review of recount text

1. Definition of Recount Text

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

2. Social Function of Recount Text

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

3. Generic Structure of Recount Text

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This part retells what happened in chronological order.

c. Re-orientation

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

4. Language Features:

- a. The use of simple past tense
- b. The use of time connectives, such as:
 - First,
 - Next,
 - Soon,

- During,
- After,
- Later,
- Eventually,
- Finally.

c. The use of adjectives

B. Skimming technique

Skimming is a reading technique to find the general information (main idea and topic) quickly. We use skimming to get the main ideas and general overview of the text.

The procedures to skim are:

A. To find the topic of the text:

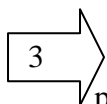
1. Read the question
2. Read the title of the text
3. Read the first and last paragraph completely
4. Read the first and last sentences of remaining paragraph

B. To find the main idea of a paragraph

1. Read the question first
2. Read the first and last sentences of the paragraph
3. Look for the ideas of those sentences
4. Glance your eyes quickly through the remaining sentences to check that you have found the topic sentence

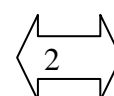
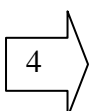
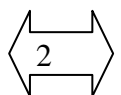
For the clearer instruction, the researcher give several arrows to make the students easier to apply skimming techniques. The right arrows show the step to do question number 1 and the right-left arrows show the step to do question number 2.

Example how to skim:



A year ago, Ryan got a Persian cat, Grace, from his mother. He was busy preparing everything for his new pet. As time went by, Grace showed many things to Ryan and his family. Grace knew that Ryan is the one who cares her a lot.

One afternoon, Ryan's mother was very surprised to see Grace. That same day, Grace didn't move from her cage when she and Ryan's sister got home.



However, when Ryan's motorcycle was heard from the front yard, Grace ran to the window to watch her master came. As Ryan entered the house, Grace walked toward him and followed her master everywhere he went.

In the evening, when Ryan was lying on his bed, she jumped to the bed, lifted her front legs to Ryan's back and started to massage her master! What a surprise!

3

(Adopted from: UN SMP 2013/2014)

1

1. What does the text mainly tell us about?
 - a. Nursing a pet
 - b. A Persian cat
 - c. Taking care a pet
 - d. A Persian pet cat
2. What is the main idea of paragraph two?
 - a. Grace massaged Ryan's back
 - b. Grace knew who really cares her
 - c. Grace showed a surprising attitude
 - d. Grace was brought to Ryan's family a year ago

1

C. Scanning technique

Scanning technique is a technique to find out the specific information that is stated in the text.

The steps to scan the text are:

1. Read the question and find the keyword of the question.
2. Glance your eyes quickly through the text and find the keyword in the text.
3. Locate the key words and read the surrounding text carefully to make sure that it is relevant with the question.
4. Find the sentence that consists of the information you need, then read the whole sentence.
5. Re-read the question and choose the answer from the choices provided.

For the clearer instruction, the researcher give several arrows to make the students easier to apply scanning techniques. All arrows show the step to do question number 3

Example of how to scan:

A year ago, Ryan got a Persian cat, Grace, from his mother. He was busy preparing everything for his new pet. As time went by, Grace showed many things to Ryan and his family. Grace knew that Ryan is the one who cares her a lot.

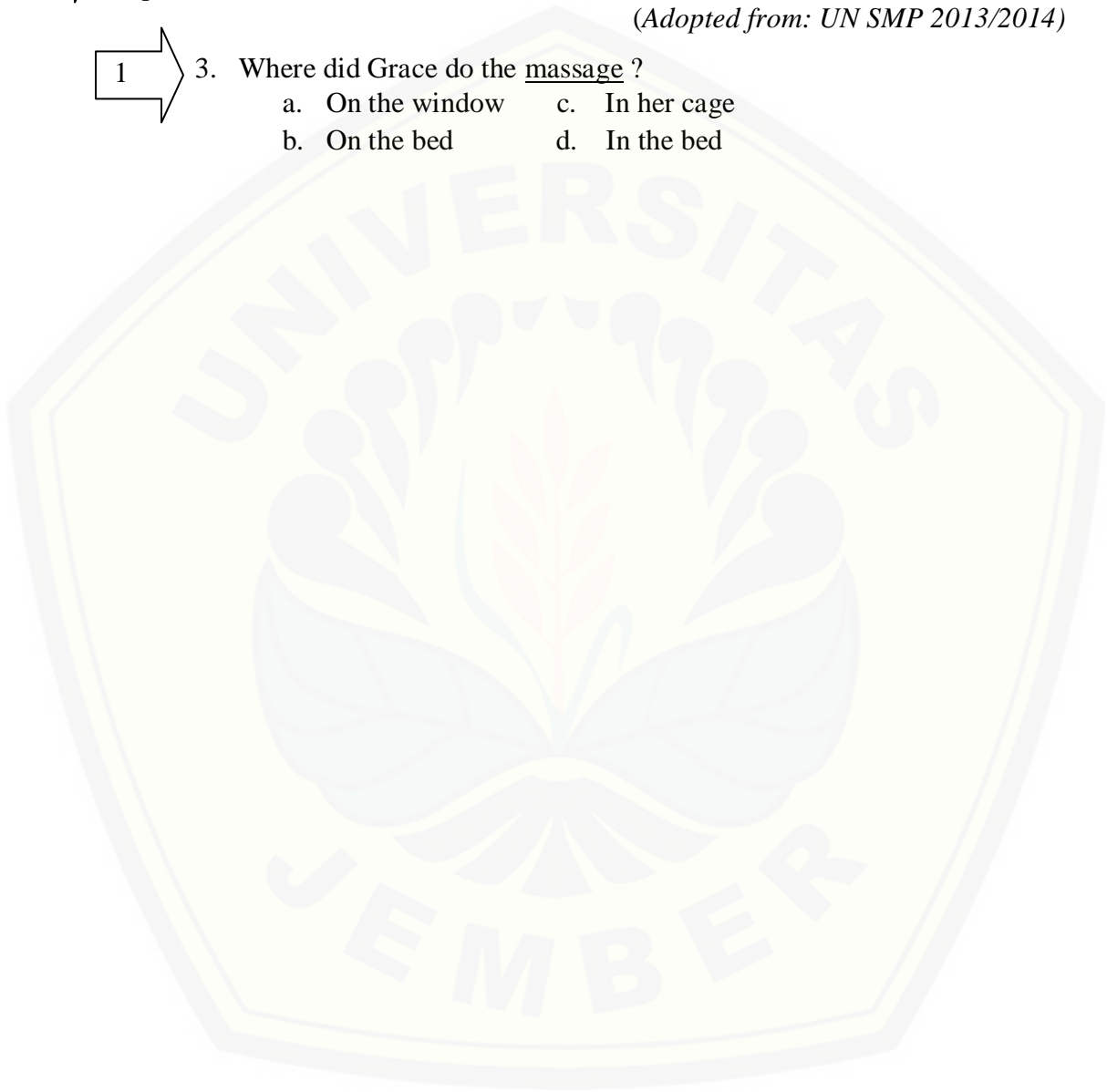
One afternoon, Ryan's mother was very surprised to see Grace. That same day, Grace didn't move from her cage when she and Ryan's sister got home.

However, when Ryan's motorcycle was heard from the front yard, Grace ran to the window to watch her master come. As Ryan entered the house, Grace walked toward him and followed her master everywhere he went.

2 → In the evening, when Ryan was lying on his bed, she jumped to the bed, lifted her front legs to Ryan's back and started to massage her master! What a surprise!

(Adopted from: UN SMP 2013/2014)

- 1 → 3. Where did Grace do the massage ?
- a. On the window
 - b. On the bed
 - c. In her cage
 - d. In the bed



TASK 1 (text 1 and text 2)

Questions for Skimming. Do it in 20 minutes!

Text 1 for question number 1-5

I have a hamster named Scruffy. I got him from a pet shop in the mall. I named him Scruffy, because he always scratched his cage.

Since the first time I got Scruffy, I have fallen in love with him. He is a nice hamster. I put a wheel on his cage. He loves to exercise with it. He often sleeps all day and runs on his wheel all night. That is the one I don't like. It makes me feel lonely when he sleeps all the time. But I can't do anything because I know that hamsters are nocturnal.

I spend my spare time with Scruffy. I talk about anything to him. I feel that he could understand me.

One day, I got confused because I lost my bicycle key. I tried to find it everywhere, but I couldn't find it. I got tired and sat on my bed. I talked to Scruffy. Suddenly, he jumped back four many times. When I opened his cage he ran quickly under my bed and he came up bringing my bicycle key. I was very surprised. This made me feel sure that Scruffy understood my words.

(Adapted from: SMP 2013/2014)

1. What does the text mainly tell us about?
 - a. An interesting moment with a pet hamster
 - b. An experience to take care of a pet
 - c. An exercise with a hamster
 - d. The tips to raise a hamster
2. What is the main idea of the second paragraph?
 - a. Scruffy was nocturnal
 - b. Scruffy slept all the time
 - c. The writer exercised scruffy
 - d. Scruffy found the lost key
3. The generic structure of the first paragraph is called as ...
 - a. Identification
 - b. Orientation
 - c. Event
 - d. Re-orientation
4. What does the first paragraph tell us about?
 - a. the introduction of participants
 - b. the description of the characters
 - c. the series of activities

- d. how the story ends
5. What is the main idea of the last paragraph?.
- a. Scruffy was nocturnal
 - b. Scruffy slept all the time
 - c. The writer exercised scruffy
 - d. Scruffy found the lost key

Text 2 for question number 6-10

When I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night.

One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank God, a friend finally came and helped me. He, then called others, and I was saved.

(adopted from: UN SMP 2011/2012)

6. What is the purpose of the above text?
- a. To retell about the writer's past experience
 - b. To describe the writer's past experience
 - c. To entertain the reader with writer's past experience
 - d. To show the reader the step of writer's past experience
7. What does the second paragraph tell us about?
- a. The writer used to play hide and seek with friends
 - b. The writer couldn't think clearly
 - c. A friend finally came and helped the writer
 - d. The writer was trying to find a place to hide and fell into the river.
8. Which paragraph shows the re-orientation of the above story?
- a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. None
9. Which paragraph shows the event?
- a. First paragraph
 - b. Second paragraph
 - c. Second and third paragraph
 - d. Third paragraph

10. What is the generic stucture of the first paragraph?
- a. Introduction
 - b. Orientation
 - c. Event
 - d. Re-orientation



TASK 2 (text 3 and text 4)

Questions for scanning. Do it in 20 minutes!

Text 3 for question number 1-5

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk.

Suddenly, there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy. He tried to look for him for days.

Finally, four weeks later, when Tom was out for a coffee at Motorway Cafe, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

(adopted from: UN SMP 2011/2012)

1. When did the story begin?
 - a. Last week
 - b. Last month
 - c. Last summer
 - d. Four weeks later
2. "That was the last time he saw Paddy". (paragraph 2) The word he refer to
 - a. Father
 - b. Tom
 - c. Rabbit
 - d. Paddy
3. How did Paddy get lost?
 - a. He felt bored and took a walk
 - b. He was hungry and searched for a food
 - c. He followed motorbike riders away
 - d. He saw a rabbit and ran after it
4. He tried to look for him for days. (Paragraph 2) the underlined word can be replaced by...
 - a. Search
 - b. See
 - c. Saw
 - d. Call
5. When did they find their dog?
 - a. A month later
 - b. Two month later
 - c. Three month later
 - d. Four month later

Text 4 for question number 6-10

One day, a boy got up with the feeling that the day was going to be unlucky day for him.

He found that it was already 6.50 a.m., he rushed into the bathroom. In a hurry he did not see a piece of soap lying on the floor, he stepped on it and slipped.

Then, he went into the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

(adopted from: UN SMP 2011/2012)

6. ... he stepped on it and slipped. (paragraph 2)The word it refers to...
 - a. The floor
 - b. The feet
 - c. The soap
 - d. The bathroom
7. What time did he get up?
 - a. Ten to seven
 - b. Ten past seven
 - c. Fifty to seven
 - d. Fifty past seven
8. "He gulped down the tea without realizing that it was very hot ..."(Paragraph 3).The word it refers to
 - a. The tongue
 - b. The toast
 - c. The tea
 - d. The coffee
9. What happened with the boy when he got his breakfast?
 - a. He burned his toast
 - b. He did not prepare it
 - c. His breakfast was not ready
 - d. He hurt his tongue
10. What happened before he went to the bus stop?
 - a. Taking a bath
 - b. He getting dressed
 - c. His teacher got angry
 - d. The bus was gone

Answer Key

Example

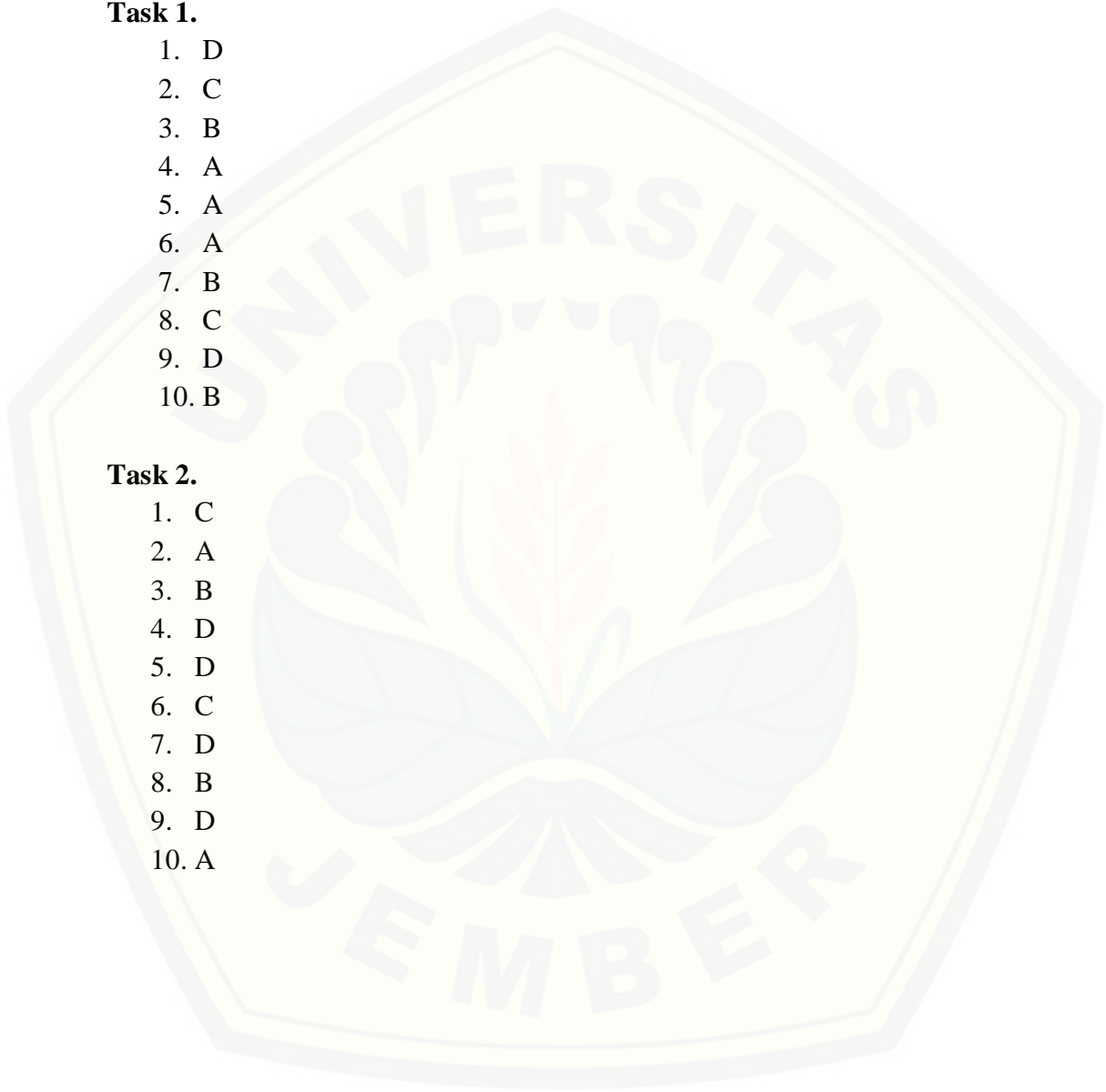
1. D
2. B

Task 1.

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

Task 2.

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



OBSERVATION CHECKLIST FOR THE STUDENTS' ACTIVE PARTICIPATION MEETING 2 CYCLE 2

Instrument : Observation sheet of students' active participation.

Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	ARGH		√	√		√	√	
2.	AF		√	√		√	√	
3	ADS	√	√	√		√	√	
4	AW	√		√		√	√	
5	DFS	√	√	√		√		√
6	DRH			√		√	√	
7	DDJ	√	√	√	√	√	√	
8	DRO			√		√		√
9	DR	√	√	√		√		
10	EFF	√		√		√	√	
11	FXK		√	√		√	√	
12	HWJ	√		√		√	√	
13	LA	√		√	√	√	√	
14	LBN	√	√	√		√	√	
15	MRSW	√		√		√	√	
16	MWF			√		√		√
17	MNH		√	√	√	√	√	
18	MYE		√	√		√	√	
19	MD	√		√	√	√	√	
20	MFA	√	√	√		√	√	
21	MAS		√	√		√	√	
22	MI	√		√		√	√	
23	MMPN			√		√		√
24	RF	√	√	√		√	√	
25	RS	√	√	√		√	√	
26	SA		√	√		√	√	
27	S			√		√		√
28	SNF		√	√		√	√	
29	SAM	√	√	√		√	√	
30	TFDT	√	√	√	√	√	√	
Total							25	5

INDICATORS:

1. Answering question about the general idea of each paragraph
2. Answering question about the specific information of each paragraph
3. Making or highlighting a note of important points
4. Asking questions relevant to the topic given
5. Submitting their note

READING TEST II

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

Read the following texts carefully and choose the best answer based on the text by crossing the letter a, b, c or d!

I. Text 1

Questions 1-9

Once, a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but was allowed to sit on the master's lap.

The donkey grew jealous of the lapdog. Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the china from the table. He then started jumping around and frolicking like a little dog and finally plunked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable, and gave him a beating he did not forget for the rest of his life.

1. What does the text tell about?
 - a. A farmer and a lapdog
 - b. A farmer and a donkey
 - c. The lazy donkey
 - d. The jealous donkey
2. What is the main idea of the second paragraph?
 - a. The donkey work hard all day
 - b. The donkey grew jealous of the lapdog
 - c. The lapdog grew jealous of the donkey
 - d. The lapdog stayed with his master all day
3. What does the donkey want?
 - a. To be loved
 - b. To be lapped
 - c. To live in farmer's house
 - d. To wag his tail

4. What is the main idea of paragraph 3?
 - a. The donkey wanted to be loved by its master
 - b. The dog's habit is liked by the master
 - c. The things done by the donkey to be loved
 - d. The way the farmer treated the donkey
5. What can we learn from the text?
 - a. It is good to help others.
 - b. It is good to share things with others.
 - c. It is not good to be envious to others.
 - d. It is good to keep your promise.
6. Perhaps if I behave like the dog,...(paragraph 2). What does the word I refer to?
 - a. The farmer
 - b. The master
 - c. The donkey
 - d. The lapdog
7. The donkey worked hard all day, *hauling* heavy loads. What is the synonym of the italic word?
 - a. Bring
 - b. Moving
 - c. Cathing
 - d. Loading
8. Where was the farmer when the donkey rush up to him?
 - a. In the kitchen
 - b. At the table
 - c. In the farm yard
 - d. In his House
9. ... and gave him a beating he did not forget for the rest of his life.(paragraph 3) What does the similiar meaning of the underlined word?
 - a. Until the end
 - b. For the break
 - c. For a while
 - d. at that time

II. Text 2

Questions 10 – 17

It was the beginning of July, My parents and I were in a plane heading home from our vacation.

A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightning sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly.

People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and I.

(Adopted from: UN SMP 2011/2012 package e45)

10. What is the suitable title of the text?
 - a. Travelling by plane
 - b. Went home by plane
 - c. An incredible plane
 - d. A plane turbulence
11. Where did the story take place?
 - a. In a plane
 - b. In a bus
 - c. In a train
 - d. In a ship
12. What was the writer's mother doing during the turbulence?
 - a. She was praying for help
 - b. She was calming the writer down
 - c. She was holding her husband's hand
 - d. She was crying for fear
13. What does paragraph 2 tell about?
 - a. The plane would land
 - b. The turbulence happened
 - c. The plane landed safely at the airport safely
 - d. The writer went home by plane
14. The turbulence was caused by ...
 - a. The flight size
 - b. The flight height
 - c. The bad weather
 - d. The machines damage
15. "My parents and I were in a plane *heading* home from our vacation (line 6). The italic word has similar meaning with ...
 - a. Directing
 - b. Capitaling
 - c. Going
 - d. Flying
16. we were going to land in the airport in a few minutes" paragraph 2). The underlined word can be replaced by.....
 - a. Soon
 - b. Later
 - c. Quickly
 - d. Fastly
17. What is the generic structure of the third paragraph?
 - a. Introduction
 - b. Orientation

- c. Events
- d. Re-orientation

III. Text 3

Questions 18-25

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store.

We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. He said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and when I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

(Adopted from: Practice Your English Competence: 2013)

18. What is the most suitable title for the text?
 - a. A busy friday
 - b. A tiring friday
 - c. A terrible friday
 - d. An embarasing friday
19. What does the text tell about?
 - a. An embarrassing day
 - b. Shopping with mother
 - c. the writer and his friend
 - d. my friend and his motorcycle
20. When did the story happened?
 - a. Friday in the morning
 - b. Friday at noon
 - c. Friday in the evening
 - d. Friday at night
21. How did they go to the department store?
 - a. By motorcycle
 - b. On foot
 - c. By bus
 - d. By plane
22. Why did the writer went home for the first time??
 - a. Because the writer frustated waiting his friend

- b. Because his friend left him alone
 - c. Because his cell phone was broken
 - d. Because his mother ask him to go home
23. Why did the writer go back to the department store?
- a. Because he want to look for his friend
 - b. Because his friend call him
 - c. Because his mother asked him to go back
 - d. Because he want to buy cassette
24. What does the second paragraph talk about?
- a. The writer went to the department store with his friend
 - b. The friend choose the clothes for so long time
 - c. The writer's phone was broken
 - d. The writer went back to the department store
25. What does the third paragraph talk about?
- a. The writer went to the department store with his friend
 - b. The friend choose the clothes for so long time
 - c. The writer's phone was broken
 - d. The writer went back to the department store

Answer Key of Reading Test 2

1. D	11. A	21. A
2. B	12. B	22. A
3. A	13. A	23. C
4. C	14. C	24. B
5. C	15. A	25. D
6. C	16. A	
7. D	17. C	
8. B	18. D	
9. A	19. A	
10. D	20. C	

The Distribution of the Test Items

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

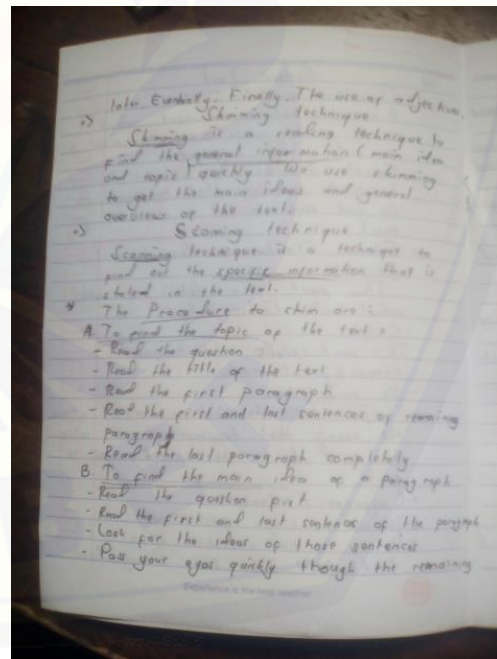
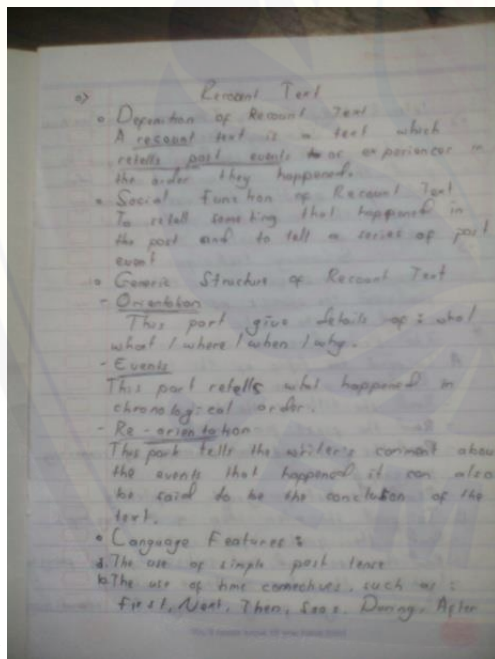
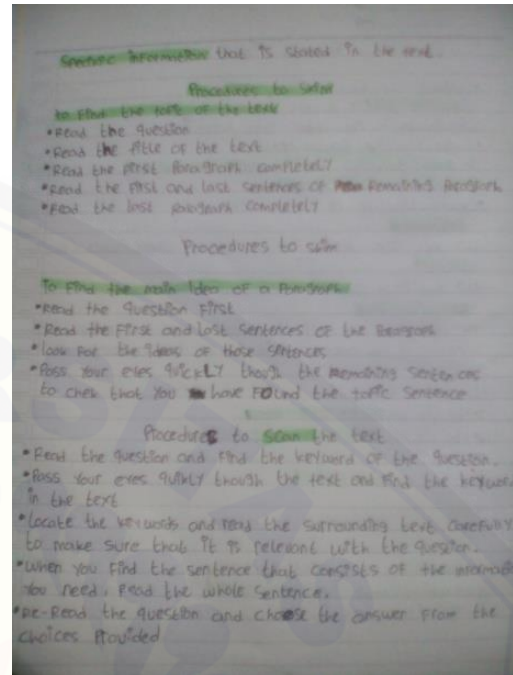
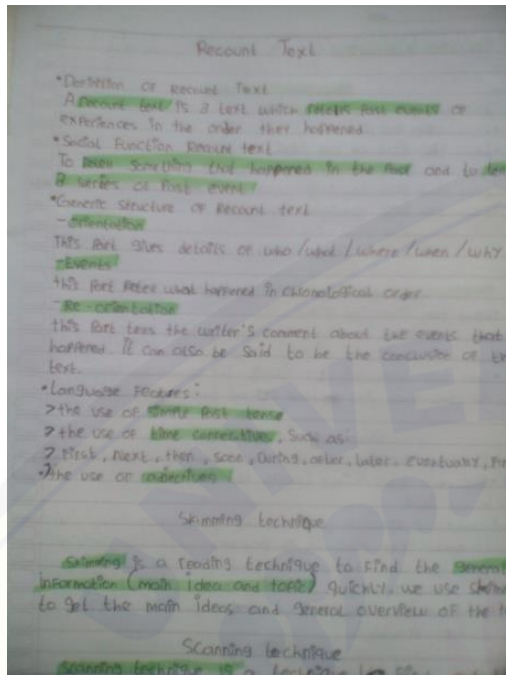
Test Details

Test item : 25

Scoring rubric : $25 \times 4 = 100$



Students' Note



Recount Text

Definition of Recount Text
 A **recount** text which relates past events or experiences in the order they happened.

Social function of Recount Text
 To **relate something that happened in the past and to tell a series of past events.**

Generic structure of Recount Text

- **Orientation**
 This part gives details of: who/what/where/when/why
- **Events**
 This part relates what happened in chronological order
- **Re-orientation**
 This part tells the writer's comment about the events that happened. It can also be said to be the conclusion of the text.

Language features

- > The use of simple past tense
- > The use of time connectives, such as: First, Next, Then, Soon, During, After, later, Eventually, Finally
- > The use of adjectives

Skimming technique
Skimming is a reading technique to find the **general information** (main idea and topic) quickly. We use skimming to get the main ideas and general overview of the text.

Scanning technique
Scanning technique is a technique to find out the **specific information** that is stated in the text.

Procedures to skim

To Find the topic of the Text

- Read the question
- Read the title of the text
- Read the first paragraph completely
- Read the first and last sentences of remaining paragraph
- Read the last paragraph completely

Procedures to skim

- Find the main idea of a paragraph
- Read the question first
- Read the first and last sentences of the paragraph
- Look for the ideas of those sentences
- Move your eyes quickly through the ~~text~~ remaining sentences to check that you have found the topic sentence

Procedures to scan the Text

Read the question and find the keyword of the question.

- Move your eyes quickly through the text and find the keyword in the text.
- Locate the key words and read the surrounding text carefully to make sure that it is ~~now~~ relevant with the question.
- When you find the sentence that consists of the information you need, read the ^{whole} ~~whole~~ sentence.
- Re-read the question and choose the answer from the choices provided.

The example of how to skim and scan a ~~recount~~ ^{recount} text

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

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

The next day, they visited Chinatown. They shopped for lots of clothing made of silk. Then,