



**THE EFFECT OF USING SKIMMING AND SCANNING TECHNIQUES ON  
THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SMAN 1 PESANGGARAN BANYUWANGI**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2014**



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Presented as One of the Requirements to Obtain the Degree of S1 of the English  
Language Education Study Program, Language and Arts Education Department, The  
faculty of Teacher Training and Education Jember University

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**2014**

## **LETTER OF STATEMENT**

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Jember, 30 May 2014

Li'ismawati

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## **DEDICATION**

This thesis is proudly dedicated to the following people:

1. My beloved parents, Bapak Mulyono and Khoiriyah (Almh)
2. My beloved brother and sister, Mohammad Anwari and Siti Suli'ah

## **MOTTO**

**“Books are the plane, the train, and the road. They are the destination and the journey. They are home.”**

**(Anna Quindlen)**

## **APPROVAL SHEET**

### **THE EFFECT OF USING SKIMMING AND SCANNING TECHNIQUES ON THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMAN 1 PESANGGARAN, BANYUWANGI**

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

Jember, 30 May 2014

The Writer



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## SUMMARY

**The Effect of Using Skimming and Scanning Techniques on the Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Pesanggaran, Banyuwangi;** Li'ismawati, 100210401081; 2014; 53 pages; English Language Education Study Program of language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This experimental research was intended to know whether or not there was a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi in 2013/2014 academic year. The design used in this research was quasi experimental research, with pretest and posttest non - equivalent group design. The researcher used skimming and scanning techniques as a technique which was effective in teaching learning process. Those two techniques were appropriate to use in teaching reading especially for reading comprehension. The skimming technique was used to find general information of the text by reading selectively to get the main idea of reading material. Moreover, scanning was used to locate specific information based on the key words to find the specific information of the text.

This research was conducted to investigate the effect of using skimming and scanning techniques on the students' reading comprehension achievement, using two classes of eleventh grade students at SMAN 1 Pesanggaran, Banyuwangi as the research respondents. Those two classes were determined based on their recent scores of reading test (homogeneity test). To determine the both groups as experimental group (XI IPA 3) and control group (XI IPA 5), the researcher used lottery. The number of research respondents was 68 students, with 34 students for each class. The researcher used 2 lesson plans to conduct the teaching in two meetings for each group, that was taught reading. The experimental group got a treatment by using skimming and scanning techniques to enhance their reading comprehension

achievement, while the control group got no treatment, meaning that the researcher in this class taught reading in conventional way by using reading aloud technique that was used by English teacher in SMAN 1 Pesanggaran, Banyuwangi.

There were two kinds of data in this research, namely primary data and secondary data. The primary data of this research were collected from the students' scores of reading pretest and posttest, while secondary data were collected from interview and documentation. The result of interview and documentation were used to support the primary data. The scores from the result of reading pretest and posttest were used to compare the students' reading comprehension of the two groups after the treatment. Based on the results of students' score analysis through Independent Sample t-test that were analyzed by using SPSS, the mean score of the experimental class was 83.1176, while the mean score of the control class was 77.6471. The degree of freedom was 68. The value 68 here was the total number of students from both classes (the experimental and the control groups). Moreover, in the output of t-test column showed sig. value was 0.000. It was lower than 0.05. It means that the mean scores of two groups were different. According to the mean score of two groups, we could see that there was a significant difference between the mean scores of the experimental and the control groups. It proved that the null hypothesis in this research "There is no a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi" was rejected and the alternate hypothesis "There is a significant effect of using skimming and scanning techniques on the eleventh grade students' reading comprehension achievement at SMAN 1 Pesanggaran, Banyuwangi" was accepted.

Based on the research result above, it could be concluded that skimming and scanning techniques can be recommended to the English teacher as teaching techniques in reading comprehension class and to give variation in teaching learning process of reading.