

**THE EFFECTIVENESS OF SKIMMING AND SCANNING
STRATEGIES IN IMPROVING STUDENTS' READING
COMPREHENSION**
(An Experimental Research of Second Grade at Mts Thoriqotul Falah
Talangkembar in Academic Year 2018/2019)

SKRIPSI

By

PUJI MITA RAHAYU

NIM: 15120030



**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2019**

LEGITIMATION



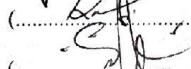

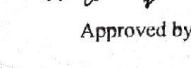
SKRIPSI

**THE EFFECTIVENESS OF SKIMMING AND SCANNING
STRATEGIES IN IMPROVING STUDENTS' READING
COMPREHENSION**
**(An Experimental Research of Second Grade at Mts Thoriqotul Falah
Talangkembar in Academic Year 2018/2019)**

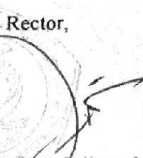

By
PUJI MITA RAHAYU
NIM: 15120030

This is to certify that the sarjana's thesis
has been approved by the Board of Examiners
as the requirement for the degree of Sarjana in English Language Education
20th August 2019

Board of Examiners

Chair	: Ima Isnaini Taufiqur Rohmah, M.Pd.	()
Secretary	: Fitri Nurdianingsih, M.Pd.	()
Member	: 1. Refi Ranto Rozak, M.Pd.	()
	2. Dr. M. Ali Ghufroon, M.Pd.	()
	3. Yuniarta Ita Purnama, S.Pd, M.Pd.	()

Approved by


Rector,

Drs. Sujiran, M.Pd
NIDN 0002106302

CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses about background of the study, statement of the problem, objectives of the study, limitation, significance of the study and definition of key terms.

A. Background of the Study

Reading is an immensely necessary expertise to comprehend by English language learners. If the comprehension in reading fails, students will need to improve their comprehension. Moreover, the reason for teaching reading to the students is because it belongs to the basic language skill in English. Students are expected to be able to read text book written in English because it is a foreign language for Indonesian students. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text that is called reading text. Similarly, McDonough (2003) stated that reading is the most important foreign language skill, particularly in cases where students have to read English for their own specialist subject. Therefore, reading is very important to teach to students.

Related to the explanation above, McWhorter (2004) defines that reading is thinking. It is an active process of identifying important ideas and comparing, evaluating, and applying. Reading is one of the four skills that students should learn besides listening, speaking and writing. In academic studies, students should have good reading skills to get some information or knowledge from textbooks, article or magazines written in English. Reading process means not only “read”

but tries to make interaction between the reader and the text. Simply, reading is defined as “the active process of understanding print and graphic texts”, Souhila (2014). The skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary.

Reading comprehension is the problem of the students' reading skill of second grade at Mts Thoriqotul Falah Talangkembar. The student cannot focus on what they read during the reading activity. They still have difficult to get the point of reading text, and difficult to understand what the meaning of the text. The student of second grade at Mts Thoriqotul Falah Talangkembar difficult about application of the teaching learning method, because effective teaching English as a foreign language requires the use of effective learning method. The another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word. For that reason, many psychologists and researchers, to mention few such as Beale (2013), Macleod (2013), and Brown (1994) assume that those who always struggle and find reading comprehension as a problematic issue is due to the fact that most of students lack their reading strategies that may help them to overcome their reading problems.

Due to the problems above, this research tries to use the strategies in reading it is skimming and scanning strategy. Nuttall (1996) argues that scanning and skimming do not remove the need for careful reading, but they enable the reader to select parts of the text, that are worth spending time on. Thus, skimming strategy is required in helping students in comprehending a text, getting detailed information and other reading tasks. And scanning is very useful for students to

find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text. The teacher's task is to help them process linguistic information more efficiently and build up confidence which is the key to fluent reading.

Therefore, the researcher wants to share skimming and scanning strategies to improve students' reading comprehension and to try to gather all the details at the stage and to identify the general idea to concentrating too hard and specifics and previous research related to reading comprehension. This research is going to establish how the effectiveness of skimming and scanning strategies in improving students' reading comprehension.

B. Statement of the problem

The research questions are formulated as follows:

1. How effective is teaching reading comprehension by using skimming and scanning strategies?
2. Is there any significant improvement of students' reading comprehension after being taught through skimming and scanning strategies?

C. Objectives of the study

The objectives of the study can be stated as follows:

1. To find out the effectiveness of skimming and scanning strategies in reading comprehension
2. To find out if there is any significant improvement of students' reading comprehension after they are being taught through skimming and scanning strategies

D. Limitation

In this study, the researcher focused on the effectiveness of skimming and scanning strategies in improving students' reading comprehension the second grade Mts Thoriqotul Falah Talangkembar.

E. Significance of the study

By conducting this study, the researcher wishes the result would be useful for:

1. For teacher

This study is supposed to be one of the references for teacher in Junior High School to use skimming and scanning strategies in teaching reading comprehension. And it will give teachers strategy in improving students' reading comprehension.

2. For students

In the other side, this study is expected to help students get a general idea of what is the topic of the text and to get a specific piece information.

3. The readers

The study of this research will be a good knowledge and reference for the readers who want to teach a reading comprehension by using skimming and scanning strategies in their medium.

4. For the researcher

The result will be a useful reference. As a teacher candidate, she should know how to teach reading skill using skimming and scanning strategies to help students comprehending a text, getting detailed information and other reading task.

F. Definition of key term

1. Skimming

According to Maxwell (1969) cited in Diaz, S & Laguado, J (2013), skimming as getting the main idea or gist of a selection quickly in a written text where the student develop powers of inference through systematic practice which encourages them to anticipate of a text. While Harmer (2001), skimming is a strategy in looking over a text to get a quick idea of the meaning of a text.

From the definition above, it can be concluded that skimming is the strategy that can help you to get through a text quickly, save time to read and finding the main ideas in a text to get an impression of its content. Example of skimming: the newspaper, magazines, business and travel brochures

2. Scanning

According to Maxwell(1970) in Diaz, S & Laguado, J (2013) states with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses. Moreover, Brown (2003) explains that scanning is the process of quickly searching for particular piece or pieces of information in a text.

According the definition above, it can be conclude that scanning is strategy to find specific information quickly, skip over unimportant words

so that you can read faster and use a useful strategy after having read a text as well.

Example of scanning: a Google search list on the internet, a bus/airplane schedule, a conference guide, a graph.

3. Reading

Alyousef (2006) defines reading as the process where "the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Rios and Valcarcel (2005) assert that reading is a process that begins with the decoding of symbols, continues with the understanding of the written piece and finishes with the internalization of the information thanks to the background knowledge and experience.

According to the definition above, it can be concluded that reading is an important skill to help people learn from human knowledge and to get information from the text into meaning.

4. Comprehension

Mikulecky (2004) said that comprehension is part of life. After you read, you make connections between what you are reading and what you already know. According to Gebhard (1996) that comprehension can be understood as the recognizing words. While Savage and Mooney (1997) that comprehension is cognitive activity, the ability to derive meaning and understanding from printed language.

From on the statement above, it can be conclude that comprehension is interpretation and understanding about what is read and how to remember it.

5. Reading comprehension

According to Indrayani (2014) has stated that reading comprehension as the process to get precise understanding of the writer's message trough simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement. According to Partnership (2005) cited in Diaz, S & Laguado, J (2013), reading comprehension is about understanding a text which is read through the process of constructing meaning from a text.

From the definition above, it can be concluded that reading comprehension is how the student get the information of reading text, understanding and comprehends the content of the subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented the definition of reading, comprehension, reading comprehension, teaching reading, testing reading, definition of skimming, definition of scanning, the advantages of skimming, the advantages of scanning, and procedure of teaching reading comprehension by using skimming and scanning strategies, review of previous study and research hypothesis.

A. Reading

1. Definiton of Reading

Reading is one of important skill that must be mastery by the English learner beside of speaking, writing and listening. We should develop our ability in reading the English text. Through reading the text we will have the knowledge as input to our brain, and then we can produce writing text as the output. Reading is also receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear, Harmer (2001).

According to Burhan (2012), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. Reading is a physic activity because the parts of the body, our eyes particularly do it. And reading is mental activity because the perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

While Grabe (1991) argues that reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectation, make inferences about the text, skim in a head to fill in the context, etc. Cline et.al (2006), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Further, Cline et.al (2006) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

From the definitions above, it can be concluded that reading is a set of process in understanding the content of written text by extracting the words.

2. Comprehension

In reading process, the readers need comprehension to construct the representation of the passage in the readers' mind. According to White (1997) states that comprehension involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meaning. By comprehension ability, reader will be able to get the particular information

from the text. There are three categories of comprehension level which are proposed by Rasinski and Brasell (2008):

a. Literal Comprehension

Literal comprehension is the lowest level and simplest form of locating information in the text since the information is stated directly in the text. It includes the process of understanding the ideas and information explicitly stated in the passage.

b. Interpretative Comprehension

Interpretative comprehension understands the ideas and information which are not explicitly stated in the passage. Inferences are the ideas which the readers receive when they go beneath the surface to sense relationship, put the facts and ideas together, draw conclusion and make generalization and also detect the mood of the materials. The abilities needed by readers are:

- a) Defining the reason with information presented to understand the author's tone purpose and attitude,
- b) Inferring factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage, and Summarizing the content of story.

c. Critical Comprehension

Critical comprehension is analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statement

automatically when the reader reads the text. In this category, readers need ability, such as:

- a) Personally reacting to information in a passage indicating meaning to the reader,
- b) Analyzing the quality of written symbols of information in the terms of some standards.

From the statement above, it can be conclude in comprehension the readers must be able to distinguish the text, whether it is important or meaningful for them or not, and whether it is a fact or just opinion.

3. Reading Comprehension

According to Merisuo and Storm (2006) states that reading comprehension is a complex process: the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. While, Santoyo and Morales (2000) reading comprehension is the process in which the reader forge understanding of the printed word thanks to the prior exposure to the target language and practice.

According to Rios and Valcarcel (2005) reading comprehension is taking relevant information effectively from the written text. Moreover, Rativa, Pedreros, and Nuñez (2012) state in their study that reading comprehension occurs when the reader is a strategy user and incorporates his/her current knowledge. With the help of the learner's prior knowledge

and experience, the interpretation of information in a text leads to reading comprehension achievement.

From the theories above, it can be concluded that reading comprehension is a complex process in which the reader interacts with the text and employs his/her previous knowledge, experience and information to extract the significant important information, understand the intentions of the writer, and goes beyond what is written to guess at hidden, unstated or implied meaning on the text.

4. Teaching Reading

There are many reasons why getting students to read is an important part of the teacher's job. In first place, many of them want to be able to read texts in English either for their careers, for study purpose or simply for pleasure.

According to Harmer (2001) there are some principles behind of the teaching reading.

- a. Reading is not a passive skill.
- b. Students need to be engaged with what their are reading
- c. Students should be encouraged to responds the content of reading text, not just to the language.
- d. Prediction is a major factor in reading.
- e. Match the task to the topic.

The teacher should guide the student how to read the text and understanding it well by using many ways. There are some ways of

reading that can be used by the reader. The main ways of reading as follows Grellet (1981) :

- a. Skimming: quickly running one's eyes over a text to get the gist of it.
- b. Scanning: quickly going through a text to find a particular piece of information.
- c. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading: reading shorter texts, to extract specific information. This is more accuracy activity involving reading for details.

Based on the statement above, this research is using skimming and scanning strategies. It has two strategies that can help readers quickly gain information from a book, magazine, newspaper or website without having to read every word.

5. Testing Reading

To make an assesment in a testing reading there are some kinds of test, they are short-answer items, multiple-choice items, matching item etc. Harris (1969) state that the same general type of test long used to measure the reading ability of native speakers of English will work with equal effectiveness with foreign learners of the language. Such a content, each followed by a series of multiple-choice comprehension item. By a judicious selection of his passages and a careful working of his items, the test writer

is able to test the examinee's of the author's purpose, attitude, and method-
in fact, all the abilities listed in the previous section.

B. Skimming and Scanning strategy

1. Definition of Skimming

Macleod 2013) in Abdel (2014) wrote that skimming involves a
through overview of a text and implies a reading competence. The reader
needs to know every single word in the text, when they are reading. Some
of the words are not so important to understand that the reader, and
sometimes do not really connect to the idea being searched. Skimming is
one of strategies that require readers to read quickly in order to get an
overview or the general idea or gist of a section.

According to Djuwarsih (2006), skimming is a skill of getting
general idea of a text. It means that we need only short time to read the
text. It is because general idea of the text usually is located at certain lines
or certain sentences of the text. In other word, we only need to read certain
parts or lines of the text quickly. It is also supported by Djuharie (2008)
who claimed that skimming refers to look at the text quickly for getting
the main idea from the text. It may be true that by using skimming, readers
don't need to read the whole text. They only need to look at the text
quickly and find the main idea of the text. So, they wouldn't waste their
time when they are reading the text.

According to Liao (2011), skimming is done at a speed three to
four times faster than normal reading. Readers often skim when they have
masses of materials to read in a limited amount of time. In skimming,

readers only have to take the most important information and the main idea rather than read all of the words Sutz & Weverka (2009). As skimming is related to speed, Abdelrahman and Bsharah (2014) propose that to improve reading speed, readers also need to increase concentration, improve memory and recall, and reduce sub vocalization, interruptions, procrastination and stress. They also provide the procedure of the skimming technique into three steps as follows Abdelrahman & Bsharah (2014): read first sentence of paragraph, read last sentence of paragraph, read key words in between

They further added two skimming patterns in the process Abdelrahman & Bsharah (2014):

- a. For formal style, and this is typical of most text books (with long involved sentences and long paragraphs), therefore readers should read using the three steps outlined above.
- b. For informal style (shorter sentences and paragraphs), the readers should read using first two steps only.

In teaching, the students are taught to skip words and learn to select key words or phrases to captivate important information with concentration and practice. To conclude, because skimming strategy deals with the process of rapid coverage of reading a text to determine its gist or main idea Brown (2003), therefore, students are likely to depend more on top-down processing Ueta (2005). This is done so that they do not have to translate detailed information in the text. And so, it is typically

recommended to read the first and the last sentence of the paragraph, because the main idea of the text is usually stated in those parts.

From the statement above, it can be conclude that skimming is another high-speed reading strategy that can help you to get the information quickly. You skim to get the general information, not specific details. You should read the only parts of the text and run your eyes quickly over the lines it can be help you to answer the question.

2. The Advantages of Skimming

There are some advantages skimming and scanning building on Grellet (1981) in Winarti (2010), there are as follow:

- a. Skimming can help the students go through the reading material quickly in order to get gist of the text.
- b. Skimming help the students to know the text is organized.
- c. Skimming can help the students to get an idea of the tone or the intonation of the writer.

It means that, by reading using skimming the students can make reading material easier and students to know how the text is organized and the students can improving an idea of the tone or the intonation of the writer.

3. Definition of Scanning

To define its counterpart, scanning is more a limited activity, only retrieving information relevant to a purpose. Vaezi (2006), states that scanning is reading rapidly to find specific a piece of information. According to Casey (2003), scanning is a device used to locate details-

specific information that may be asked at the end of the assignment. Therefore, scanning is very useful for students to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text.

Brown (2001) said that scanning means quickly searching for some particular pieces of information in a text. It is said that by using scanning, reader only needs to extract specific information without reading throughout the whole text. Scanning is usually used to look for names or dates, or to list a certain number of supporting details. When we want to know some specific information from the text, we should not read the whole passage carefully. We need only to locate the information we want from the passage. So that it can help readers get certain information from the text easily. It is because readers usually tend to read the whole text carefully. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

From the statement above, it can be conclude that scanning is very high-speed reading that you do when you are looking for a specific piece of information and learn to skip unimportant words. When you scan, you have a question in mind. You do not read every word, only key words that will answer your question.

4. The Advantages of Scanning

There are some advantages of scanning. There as follow:

- a. Scanning help the students only try to locate specific information.

- b. Scanning help the students to follow the linearity of the passage.
- c. Scanning help the students to used the time efficiently.

Based on the statement above, reading using scanning can help the students to get information from the book and the students can used the time efficiently.

C. Procedure of Teaching Reading Comprehension by Using Skimming and Scanning strategies

In this procedure of teaching reading comprehension by using skimming and scanning strategies, the writer of the research used three phase strategies. The three phases of teaching reading comprehension of three steps are:

1. Pre-reading activities was conducted

Greeting the students, checking the attendance list, giving the motivation students, and asking the students make some questions related to the sub theme.

2. Whilst-activities was conducted

Presenting some unfamiliar words, distributing the copy of the text to each student, asking the students to read quickly each paragraph, asking the students to comprehend and to find the general information in the text. Such as read the title and the illustrations, asking the students to find the specific information quickly without read whole of the text. Such as setting, date, symbol and number, asking the students to find the key points in the summaries, asking the students to get the social message from the author of the text and asking the students to answer the questions from of the text

3. Post-reading activities was conducted

Summing up the lesson, evaluating each student by asking question and giving them quiz to asses each student in comprehension the reading text and closing.

The researcher can be concluded the procedure of teaching reading comprehension by using skimming and scanning strategies used three phase strategies to help in this research.

D. Review of Previous Study

There are some studies about the effectiveness of skimming and scanning strategies in improving students' reading comprehension which can support this research, and have inspired the researcher to do this kind of research. One of them is about the way to improve students' reading comprehension. There is, indeed, a way to increase students' ability in reading comprehension; one of them is by teaching skimming and scanning strategy. Gebhard (1996) states that skimming and scanning techniques are hoped to help students to comprehend the reading. Because skimming is a strategy to get general information of a paragraph text quickly and scanning is a strategy to get specific information quickly without reading the whole text.

The first previous study is conducted by Muawanah (2011) which entitled 'Improving Students' Reading Comprehension Ability of Recount Text through Scanning and Skimming Technique at the Second Grade of SMPN 1 Gedong Tataan Pesawaran'. The writer used one group pretest-posttest design and selected two classes, one as try out class and another as the experimental class. The result of the research indicated that there was a significant improvement of students'

reading comprehension ability of recount text after being taught through scanning and skimming technique. The researcher also suggested that the teacher should introduce the text before giving the material to the students.

The second previous research was conducted by Hutabarat (2012), which intended to find out the effect of applying skimming technique on grade XI students' reading comprehension of SMA Methodist 7 Medan. The population of the research was the Grade XI students of SMA Methodist 7 Medan which consisted of 95 students. The researcher took 30 students of each class randomly as the samples. In collecting the data, the researcher utilized the multiple choices test as the instrument. The result of the study was that the students who were taught by applying skimming technique had better reading comprehension scores and it also helped the students to get the main idea easily. It was also found that there was significant effect of applying skimming technique on students' reading comprehension, so that the teachers were advised to apply the most suitable reading technique for students.

The third previous study is a study of teaching reading comprehension of hortatory exposition text using skimming and scanning to the eleventh grade students of SMAN 7 Kediri in academic year of 2014/2015. It was conducted by Anjarwati (2015) to find out how the implementation of teaching reading comprehension of hortatory exposition text using skimming and scanning strategies. The research design in the study was a qualitative research and she applied case study technique. In collecting the data, the researcher used observation, questionnaire, interview, and documentation. She involved the students and the English teacher to participate in the study.

From the findings of the research, it was concluded that the teacher should explain the steps of skimming and scanning in the beginning of reading activity so the students would not face any confusion in applying these techniques. It was also concluded that skimming and scanning make the students easier and quicker in comprehending the text.

To summarize, based on the previous studies above, it can be stated that all above mentioned studies reaffirmed the importance of the use of precise reading technique to improve students' reading comprehension, in this case is the skimming and scanning strategies. All of the researches above mentioned that speed reading technique, especially skimming and scanning can help students to improve the students' reading comprehension and understand the text more quickly. However, there are still some issues which have not been investigated, those are the detailed information about what the most improved reading aspect after the students were being taught through skimming and scanning strategies is and how the students' response after being taught through skimming and scanning strategies. This research also focused on the application of skimming and scanning strategies in guiding the students reading comprehension. Therefore, this research would be carried out to investigate the effectiveness of skimming and scanning strategies in improving students' reading comprehension.

E. Research Hypothesis

Ho: Skimming and scanning strategies is not effective in improving students' reading comprehension

H₁: Skimming and scanning strategies is effective in improving students' reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the method of the research design, population, sample, technique of collecting data, research instruments, and technique of analysis the data

A. Research Design

. Research design is a plan or program made by a researcher, as the activity target that will be done Suharsimi (2002). This study was conducted by using an experimental research. According to Creswell (2008) an experimental design is the traditional approach to conduct quantitative research. In this research have two variables and two groups. The two variables were skimming and scanning strategies as independent variable and reading comprehension as dependent variable. Then, there were two groups, namely one group as the experimental group taught by using skimming and scanning strategies and another one as the control group taught by the lecture method (without using skimming and scanning strategies). The design of the research is shown in Table 3.1.

Table 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	√	Skimming and Scanning strategies	√
Control	√	Without Skimming and Scanning strategies	√

The experimental class was given the treatment. In this group, the teacher taught by using skimming and scanning strategies. Meanwhile, in the control class the teacher taught by using lecture method. The teacher taught not how to get to know the general meaning of the passage, the structure of the passage, and an idea of the intention of the writer.

Before the treatment, a pre-test was administrated to the two groups to ensure the homogeneity. After the treatment, a post-test was administrated.

B. Subject of the Research

There are several steps in selecting the subject of the research, such as:

1 .Population

According to Sugiyono (2013) that population is a general area which consists of object/subject who has certain quantitative and characteristic that implemented by researcher for studied and concluded. The population of this research was Grade VIII students of Mts Thoriqotul Falah Talangkembar in academic year 2018/2019. There are two classes of Grade VIII with the total number of 52 students. In this research, the writer chooses Grade VIII students because at this level they studied reading comprehension.

Table 3.2 Population of the second grade students of Mts Thoriqotul Falah Talangkembar

No	Class	Total
1	VIII A	27
2	VIII B	25
	Total	52

2. Sample

According to Gay (1987) “samples are usually drawn by random samples, each a student of the population has an equal chance of being selected for the samples”. Kothari (2004) stated:

Samples can be either probability samples or non-probability samples. With probability samples each element has a known probability of being included in the sample but the non-probability samples do not allow the writer to determine this probability. Probability samples are those based on simple random sampling, systematic sampling, stratified sampling, cluster/area sampling whereas non-probability samples

are those based on convenience sampling, judgment sampling and quota sampling techniques.

The teacher determines two classes to become the sample of the research. The two classes with students were selected randomly. The first class is VIII A as the experimental class and the second class is VIII B as the control class. Each of two classes VIII A consisted of 27 students and VIII B 25 students out of each class randomly selected by lottery technique.

Table 3.3 Sample of Population

Class	Number of students
Control class	25
Experimental class	27

C. Technique of Collecting Data

1. The Activities of the Experimental Class

In this experiment, the researcher conducted several activities.

They were:

a. Pre-Test

Pre test was given before doing the experiment. First, the researcher came to the chosen class and conditioned herself and explained to the students what they were going to do. It was begun with distributing the instruments and asking them to do the pre test.

b. Treatment

The treatment was conducted after the administration of the pre-test. The experimental group was taught by using skimming and scanning strategies to improve reading comprehension. Then

they were given an explanation about skimming and scanning strategy and the rule of skimming and scanning strategies.

c. Post-Test

Having taught the students about reading comprehension with Skimming and Scanning strategies, the researcher gave the students a post-test in order to see the results whether the technique was effective or not.

2. The Activities of the Control Class

a. Pre test

Pre test was given before doing the experiment. First, the researcher came to the chosen class and conditioned herself and explained to the students what they were going to do. It was begun with distributing the instruments and asking them to do the pre test.

b. Treatment

In the treatment, the students were given reading material based on the textbook. They are asked to read a text and understood the content of the text.

c. Post test

Post test was given after conducting the activity above. The test given to the students was the same as the pre-test

D. Research Instruments

According to Arikunto (2006) research instrument is an instrument that can indicate an amount of data that is assumed to be used to answer questions and test hypothesis. Arikunto (2002) there are so many methods to collect data. The general methods are questionnaire, interview, observation, test, rating scale, and documentation. An instrument to collect data in this research is a test.

Sugiyono (2013) instrument of research is tool that used to measure nature or phenomenon. Creswell (2008) explains that “Instrument is a tool for measuring, observing, or documenting quantitative data”. In collecting the data, the researcher gave multiple – choice test which taken from the English Reading Comprehension test from the Internet and made his questions for the test. It was administered as the instrument to obtain the data.

1. Try out

According to Monly (1967) “a try out is necessary since the result will be used to make sure that the measuring instrument has such characteristics as validity and reliability”. Harris (1969) also states that “try out is a kind of pre-testing which provides opportunities for the test makers to try out the test direction and to check the estimated time required for examinees to work the items of the test.

In this try out test, the researcher used 50 items of multiple-choice test. It was a multiple–choice test. The text consists of 7 texts with the total number 50 questions. It means if the student could answer all the questions correctly they will get score 100. The students were given 90 minutes to finish the test. After they finished, the test papers were collected and the

researcher started to score and analyze the result to find out the validity and reliability of the question

2. Validity

In a research, the researcher should verify the validity and reliability of the instrument that will be used. An instrument is valid if it could be used to measure what should be measured Sugiyono (2013). Messick in Budiyono (2003) state that “validity is an integrated evaluative judgement of the degree to which empirical evidence and theoretical rational support the adequacy and appropriateness of inference and actions based on test scores or other modes of assessment”. To test the validity of the instrument is using this formula :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2}(N\sum Y^2 - (\sum Y)^2)}$$

Budiyono (2003)

Where:

R_{xy} : the coefficientss of correlation between variable X and Variable Y

N : the total of subjects of experiment

$\sum xy$: the amount of multiplication between X and Y

X^2 : the square from X score

Y^2 : the square from Y score

The item is valid if **rcount** is more than **rtabel** (**rcount**> **rtabel**)

3. Reliability

According to Richard (1992) reliability is a measure of the degree to which a test gives consistent result. A research instrument should be tested whether it is reliable or not. To test the reliability of an instrument can using this formula by Kuder Richardson:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s_t^2 - \sum pq}{s_t^2} \right)$$

Budiyono (2003)

Where:

r_{11} : the instrument of reliability index

n : the total of items

$\sum pq$: jumlah hasil perkalian antara p dan q.

s_t^2 : the variant of total score that is taken from tryout

The instrument is reliable if the index of question is more than 0,70

($r_{11} > 0,7$)

E. Technique of Analysis the Data

The gathered data was used to find out the differences of students' achievement in experimental class and controlled class. In the line with this, the researcher used statistic calculation through SPSS (statistic Product and Statistic Solution). Based on Suherman (2015) SPSS is a statistics computer program that could process the statistical data in fast and precise to get the wanted output.

Santosa (2006) says that SPSS as a tool that has many strengths, especially for social aspect application.

In this research the analysis of pre-test to know the first ability of both of classes. The post-test knows the differences of students' reading comprehension using skimming and scanning strategies and lecture method. And before the researcher account T-test, the researcher will account normality, homogeneity, and T test. The formulas of as follows:

1. Normality and Homogeneity Test

a. Normality Test

The normality test will be analyzed by Kolmogorov Smirnov. Some steps for normality test are as follows:

1). Formulating the statistical hypothesis

H_0 = sample with normal distribution

H_1 = sample with non-normal distribution

2). Normality test will use SPSS program 19.0 version, it uses Kolmogorov-Smirnov test

3). Deciding the significance level $\alpha = 5\%$

4). Analysis criteria

In SPSS analysis, if H_0 is accepted if the significance level > 0.05 , and H_0 is rejected if the significance level < 0.05

Calculate the Chi square (χ^2), the formula:

$$x^2 = \sum \left(\frac{O - Ei}{Ei} \right)^2$$

Determine the distribution normality with test criteria, if $x^2 count > x^2 table$, so the data is not normal and other way if $x^2 count < x^2 table$, so the data is normal distribution.

b. Homogeneity Test

Sudjana (2003) Homogeneity test is used to know whether the data are homogeneous or not. The formula is

$$F = \frac{vb}{vk}$$

Where:

Vb: bigger variance

Vk: smaller variance

The hypotheses in homogeneity test are:

Ho: homogeneity variance = $\sigma_1^2 = \sigma_2^2$

Ha: non homogeneity variance = $\sigma_1^2 \neq \sigma_2^2$

These are some steps in the homogeneity test:

1). Formulating the statistical hypothesis

H_0 = Homogeneous sample

H_1 = non-homogeneous sample

2). Deciding the significance level $\alpha = 0.05$

3). Statistical analysis, it uses SPSS, it is by Homogeneity test

4). Assessment criteria

Based on the analysis of SPSS, H_0 is accepted if the significance level > 0.05 , and H_0 is rejected if the significance level < 0.05 .

2. Pre-Test

If the purpose of pre-test that to know the first ability from controlled and experiment class. It means that the both of the classes are the same condition (balance) or not. The analysis will be analyzed by using independent t-test with the requirement of normality and homogeneity tests. The data is not normal and homogeny, it cannot analysis in independent t-test. The some requirements of independent test are follows:

- a. If $t\text{-table} \leq t\text{-count} \leq t\text{-table}$. The controlled class and experiment class has not significance differences and significance level < 0.05
- b. If $t\text{-count} \leq t\text{-table}$ or $t\text{-count} \geq t\text{-table}$ and significance level > 0.05 , the controlled class and experiment class have significance differences.

3. T-Test

T-test analysis is used to count if there is a significant difference between experimental and control class after given the treatment.

- a. Formulating the statistical hypothesis

In this research, some hypotheses are used as follows:

H_0 = the result of students reading comprehension by using skimming and scanning strategies is the same as the result of lecture method

H_1 = the result of students reading comprehension by using skimming and scanning strategies is better than the result of lecture method

The end of mark from the both classes is compared in order to understand the better skimming and scanning strategies based on the results of students learning.

b. Deciding the significance level $\alpha = 5\%$

c. Statistical analysis

The statistical analysis will be analyzed by SPSS program 19.0 versions, it uses Kolmogorov-Smirnov test

d. Deciding T_{table}

t distribution table is searched on $\alpha = 5\% : 2 = 2.5\%$ (2 side tests) with the freedom degree (df) $n-2$

e. Deciding T_{count}

The value of T_{count} is resulted from T_{count} by using SPSS program 19.0 versions, it uses Kolmogorov-Smirnov test

f. The assessment criteria of T_{count} and T_{table}

H_0 is accepted if $-t_{table} \leq -t_{count} \leq t_{table}$

H_0 is rejected if $-t_{count} < -t_{table}$ or $-t_{count} > t_{table}$

g. Significance assessment criteria

Based on the SPSS analysis result, H_0 is accepted if the significance level > 0.05 , and H_0 is rejected if the significance level < 0.05 .

F. Statistical Hypothesis

The researcher formulated the statistical hypothesis that consists of null hypothesis (H_0) and alternative hypothesis (H_1). The difference between skimming and scanning strategies and lecture method to teach reading at the second grade students of MTs Thoriqotul Falah Talangkembar

The hypothesis of this study is as follow:

H_0 : There is no significant difference in reading skill students who are taught using skimming and scanning strategies and students who are taught using lecture method at the second grade of MTs Thoriqotul Falah Talangkembar

H_1 : There is any significant difference between the students who are taught using skimming and scanning strategies and the student who are taught using lecture method at the second grade of MTs Thoriqotul Falah Talangkembar.