

**IMPROVING STUDENTS READING COMPREHENSION ON
DESCRIPTIVE TEXT USING SKIMMING TECHNIQUE AT THE
TENTH GRADE OF MA NURUL MUTTAQIN WEDI KAPAS
BOJONEGORO IN ACADEMIC 2018/2019**

SKRIPSI

By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
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APPROVAL SHEET

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LEGITIMATION

SKRIPSI

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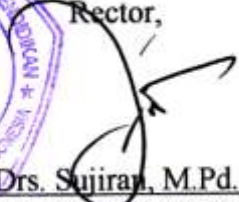
This is to certify that the sarjana's skripsi
has been approved by the board of examiners
as the requirement for the degree of sarjana in English Language Education
August 22th 2019.

Board of Examiners:

1. Chair : Ima Isnaini Taufiqur Rohmah, S.Pd., M.Pd
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CHAPTER I

INTRODUCTION

This chapter covers the general account of the present study. It consists of background of the study, research problem, objective of the research, significance of the study, and definition of key terms.

A. Background of the Study

Reading is a basic communicative skill that has some sub-activities before and after reading to comprehension the content of it was considering the activity to content the instruction, process, text, and purpose with the act the reading practice. The reading practice was critical to be effective in reading comprehension teaching learning and vocabulary from school till junior and high school even in university.

Teaching in includes all activities of providing education to others. According to Brown (2007) that “ teaching is showing or helping someone to learn how to do something, giving instruction, guiding I the study of something, providing the knowledge, causing to know/understand”. It means that that the teacher instructs the students to learn something which affects them in such a way that learning process.

Mostly, reading is a key skill for most students in a foreign language from the pre-elementary until university and it should, therefore, take its place alongside the development of the other there skills of language; they are listening, speaking and writing. The greatest use at the end of language study is reading since most materials are printed, so it can

be a basis for individual learning about theirs. Further, the ability to read will be most convenient to use. Reading remains a valid goal in the second language classroom in the teaching-learning activity.

Teaching reading to EFL learners differently and it is difficult for learners. Because they have some words or sentence that are difficult and different from own language, the many elements that must exist in teaching reading to the students of English as a foreign language are reinforcement, language development, learning style and most importantly, reading as skill in its own right. It is based on the support in teaching reading strategy in the classroom.

Teaching reading comprehension is often discussed in terms of being a process involving the integration of decoding ability, vocabulary prior knowledge of the topic consider, and relevant strategies to make sense of a text and understand it (Tale and Yokota quoted by Westwood (2001) . It is generally agreed by educators that even in the earliest stages, comprehension must be the central focus of teaching students to read and not something to be emphasized only after children have learned how to decode and identify a word.

Reading covers four concepts; they are alphabetic/decoding, fluency vocabulary and comprehension. To understand the text in teaching-learning, comprehension is one of the specific components in teaching reading. Comprehension is the goal of reading. Snow (2002) stated that reading comprehension is the goal of reading. Comprehension

is the process of simultaneously extracting and constructing extracting and constructing meaning thought interaction involvement with written language.

Based on Kurikulum Tahun 2013 (K13), teaching and learning English in high school should be based on the stress of four language skills; those are listening, speaking, reading and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken a language when they do it.

There are multiple reasons why some students have difficulty with reading comprehension. Some students have difficulty because they have not truly read fluently. When a student who is struggling to read correctly, they are not focusing on what they are reading students reading comprehension includes cognitive: clarification, guessing, deductive reasoning, practice, memorization, and monitoring. All of the cognitive ability is being put into properly calling out the correct words and little effort is put into the meaning of what is being read. This is especially true for students who have disabilities (Woolley, 2011).

Skimming is defined as a quick movement of the eyes through a text or article to get the gist of the main idea of the text. It is reading sections only, skipping to find the next section of interest (Stephen, 1995). Skimming is reading at the fastest speed which a person can accomplish, it is used when a reader wishes to cover material in a hurry (Lakshmi, 2006).

In this research, the writer takes four main aspects of reading comprehension. They are the main idea, supporting detail, vocabulary, and inference because it is based on the writer observation and found the problem to the tenth grade students of MA NURUL MUTTAQIN WEDI KAPAS BOJONEGORO. The students cannot even understand the information in a simple descriptive text because they still have limited vocabulary.

According to Mickuleky and Jeffries (2004), skimming is high-speed reading that can save time get through lots of material quickly. Besides, Whorter (2005) said that skimming reading selectively to get general main idea that an article. In skimming, readers do not look for specific information but only for what an article. In skimming, readers do not look for specific information only for general information.

In this research, the skimming technique is teaching strategy which helps the teacher to teach materials to be presented to the students and other people in real learning. The teacher will suit before teaching this technique by prepare some material and each other the support in the teaching learning process. Skimming is used when the students seeking more of a general impression of what the text is about. It means that skimming does not read word for word but just skim over the text and read enough to get the message. For applying the skimming technique on descriptive text, the writer uses the topic of descriptive text about animals, tourist attraction, idols, etc.

The successfully skimming technique is when the students can analyze the text from the read and the text to find the main idea, supporting detail, vocabulary, and inference and that they found in the text wrote it in the box.it strategy can help the students in getting a deep understanding to comprehend the text and have to think critically the text given and to figure out the writer's unstated meaning because it can motivate the students to increase their reading comprehension.

Based on the explanation above, the writer is interested in conducting or having research on skimming technique under the title :

“IMPROVING STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT BY USING SKIMMING TECHNIQUE AT TENTH GRADE OF MA NURUL MUTTAQIN WEDI KAPAS BOJONEGORO”

B. Research Problem

Based on the explanation of the background of study above, the research problem of the study follows: How can the skimming technique improve reading comprehension on a descriptive text at the tenth grade of MA NURUL MUTTAQIN WEDI KAPAS BOJONEGORO.?

C. Objective of Study

Based on the research problem, the objectives of the research is to find out: To know that skimming technique can improve at the tenth grade of MA NURUL MUTTAQIN WEDI KAPAS BOJONEGORO.?

D. The Significances of Study

The significances which are expected from this research are as follows :

1. Theoretically

Theoretically, this study will motivate the students to practice more than they did before and encourage them to learn English by improving their reading comprehension.

2. Practically

The result of this study will be useful to examine how far the students' mastery of reading skill and comprehension, and also as a reflection to increase and develop the teaching method in teaching reading.

3. Pedagogically

Pedagogically, the result of the study hopefully can be useful as the source of reference for the future researcher.

E. Definition of Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

1. Reading comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek & Espin, 2012).

2. Descriptive text

Descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place and or event to the readers or hearers (Knapp & Watkins, 2005).

3. Skimming

Skimming is a quick type of superficial reading that completed to get the overall gist of the material. (Mildered R, 2009).

CHAPTER II

LITERATURE REVIEW

To conduct research, there are some theories needed to explain some concept or terms applied in the research concerned. This study also uses some concern terms that need the theoretical explained. The theoretical elaboration on the concepts and term used will be presented in the following.

Reading Comprehension

1. Definition of Reading

Reading is one language skills which are classified under receptive skills. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009). According to Stephanie (2007), reading is a dialogue between the reader and the author. Reading is the process of using one's eyes and mind to understand the literal as a process because it involves both conscious and subconscious actions by the reader (Thomas, 2009).

Reading is considered as the most important skill, second or foreign language students must master. Comprehension and reading go hand in hand, reading comprehension is defined as the ability to understand and decode what has been read. To understand what is read, readers must be able to cognitively process the words by drawing a message (Stephanie, 2007). Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode.

2. Purpose of Reading

Like any language skill, the purpose of reading is comprehension and creating meaning which involves the combination of the reader's background knowledge and the information in the text.

Knutson (1997) notes "having a purpose means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment". In Knutson's broader sense, as noted by Knutson. Reading purpose can be divided into studying (or learning) and entertainment (or fun). Anderson (2014) also mentions three typical purposes for reading: reading for pleasure, reading for information, and reading to learn something new.

3. Types of Reading

In our work, we focus on skimming while there are others which are the following:

a. Intensive reading

It is the type involves short reading passages followed by textbook activities to develop comprehension and particular reading skills, most textbooks used to teach FL or SL reading use intensive reading approach. According to Nation (2009), intensive study of reading texts can be a means of increasing learners knowledge of language features and their control of reading strategies.

b. Extensive reading

It is contrasted with intensive reading. Which means reading many books without the focus on classroom exercise that may test comprehension skills. Mary and Brenda (1986) also defined extensive reading, as it is a faster reading of longer passages to develop an understanding of writer's organizational strategies, improve reading speed, and focus on the main ideas.

4. Reading Processing Models

Understanding a written text involves three main models: Bottom-up, Top-down, and Interactive Models.

a. Bottom – up Model

The readers begin with the smallest elements and build up a comprehension of what is being read. That is, the students start with the fundamental basis of a letter and sound recognition, which allows for morpheme recognition, building up the grammatical structures, the sentence, and longer the text. Thomas (2009) maintained that bottom-up suggest that a reader takes meaning from the text itself, from each word and sentence and from how that text-only conveys meaning; this model is thus associated with phonics. In this approach, information is first processed in the smallest sound units and then moves to letters, word, phrases and full sentences.

This model is supported by a phonics approach in which teachers and researchers suggest that for readers to be successful they must be able to break a word down into its smallest parts and individual sound. It focuses mostly on intensive reading.

b. Top-down Model

The readers begin with the largest elements and work down towards smaller elements to build the comprehension of what is being read. In other words, the reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made.

For Thomas (2009), a top-down approach reading is directed by the brain (associated with schema theory) that readers bring their prior knowledge and experiences to the text as they read and that this influence how they understand and interpret a text. The top-down model is supported by a meaning-based/whole language approach to reading. And it is focused on extensive reading.

c. Interactive Model

This model combines elements of both bottom-up and top-down models to search comprehension. In others, word reading is an interactive process of bottom-up and top-down processes.

A. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Wren and watts (2002) define a descriptive text as painting pictures with words. By reading a descriptive text, readers feel that see the description just like they see pictures. The descriptive text has the purpose to describe an object or a person that the writer is interested in.

Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a descriptive that classifies and describe things in general and specific terms. The descriptive text draws attention to the characteristics of a particular thing.

Descriptive is a type of text which describes an object (living or non-living things) such as person, place or thing. Three things have to know, they are communicative purposes, generic structure, and grammatical features.

1. Social Function

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

2. Generic structure

It consists of two parts they are (a) identification; identification, that is the statement that consists of one topic to be described, and (b) description,

Type of the text that is taught in this study is descriptive. Students are expected to be able to know the characteristics of descriptive text below.

Tabel 2.1 The Characteristics of Descriptive Text.

Title	Erlenmeyer flask
Identification	<p>An Erlenmeyer flask is a type of laboratory flask which features a flat bottom, a conical body, and a cylindrical neck. It is named after the German chemist Emil Erlenmeyer (1825-1909) who created it in 1860.</p>
Description	<p>Erlenmeyer flasks have wide bases, with sides that taper upward to a short vertical neck. They may be graduated, and often spots of ground glass or enamel are used where they can be labeled with a pencil. It differs from the beaker in its tapered body and narrow neck.</p> <p>The mouth of the Erlenmeyer flask can have a beaded lip that can be stopped using a piece of cotton wool, rubber bung, or similar. Alternatively, the neck may be fitted with a female ground glass joint to accept a glass stopper.</p> <p>The tapered sides and narrow neck of this flask allow the contents of the flask to be mixed by</p>

	<p>swirling, without risk of spillage, making them suitable for titrations. Such features similar make the flask suitable for boiling liquids. Hot vapors condense on the upper section of the Erlenmeyer flask, reducing solvent loss. Erlenmeyer flasks' narrow in microbiology for the preparation of microbial cultures. It has that most significant impact on oxygen transfer.</p>
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which consists of the details description about the object that is identified in identification.

3. Grammatical Feature

In descriptive text, it is focuses on specific participant, uses of attributes, declarative sentence, and simple present tense.

B. Skimming Technique

1. Definition of Skimming

Skimming is a fast reading technique that a reader can finish in a short time and it is very helpful when a reader wants to finish to read the material quickly (Fry, 1963). Moreover, Brown (2004) explains that skimming is the process of quick coverage of reading matter to establish its gist or main idea. In this technique, a reader takes the main idea from the material without reading the whole sentence or all the word in the text.

In the practice of skimming, the reader should focus on the ideas and skip the unimportant words or sentences, marginal and unimportant part.

In the skimming technique, the readers are looking for the gist and what is the writer's message in the text without reading details of the text. In short, the reader only read a preview and an overview of the material. According to Hancock (1987), in skimming a reader read the introductory information, the headings and subheadings, and the summary, if it's provided. When the students get the message or the material, the first thing that they will read is the introduction of the text and then go on the next paragraph until they get the meaning of the text.

Simanjuntak (1988) states that skimming is a skill that requires concentration, superior vocabulary, and adequate comprehension skills. When the student's concentration in the message that they are going to read, it will make them find the meaning of the new vocabulary in the text easily. Besides, the students should often practice the skimming technique develops students' skill to comprehend the main ideas of the text.

2. The Process of Skimming

According to Arundel (1999) "skimming is a strategy of rapidly moving the eyes over the text to get only the main ideas and general overview of the content". There are some steps that the reader can do in skimming as follows:

1. Read the title. In the skimming technique, the title can be a possible summary of the content.
2. Read the introduction. Usually, in the introduction, we can find the main ideas of the text easily.
3. Read the paragraph completely. Sometimes in the text, there are some subheadings then we can read each paragraph to look for the relation among them.
4. Read the first sentence of each remaining paragraph. Sometimes in the text, the main ideas of the text can be found in the first sentence. Other possibilities, the writer puts the main idea in the last sentence if he begins the sentence with a question.
5. Dip into the text. To look for the clue words that answer who, what, when, why, where, and how, then looking for the proper noun, unusual words, etc.
6. Read the final paragraph completely. After a reader does the previous steps he can read the last paragraph of the text.

Those steps are really helpful for the students who want to get the idea of the passage or text in a brief time. Mikulecky (1990) states that skimming is an important skill because students can save times; students can quickly decide what to read and what not to read.

Furthermore, Fry (2000) explains that the steps to skim a text are :

- Read the first several paragraphs

- Leave out the material (read only the key sentence)
- Find the main idea
- Read fast.

To summarize, skimming is all that is necessary to obtain the information the readers want. Skimming technique requires students to comprehend the text or passage. Students should try to go as fast as possible and leave some pieces of the material. Skimming is done when the reader did not have enough time to read and they want to master the material as fast as possible.

3. The Implementation of Skimming

the implementation of skimming in the classroom the researcher explained the steps taken in the classroom :

The first instruction to be learned in a descriptive text by using the skimming technique is the students read the title based on each text. From this activity, students explore information about the title.

Second, read the introduction of the text. Third, read all subheadings until the last sentences. From the activity, students think more related to the title to another as the content and some important things such as vocabulary, message, and tenses.

Fourth, read the first sentence and also read the last sentence in each paragraph. Fifth, the students go back again through the text and

the students will find some important clues to find the characteristics of descriptive text and the last is read the last paragraph.

So, they will find the answer from the questions in the text and share their answer and ideas actively. Before the students do the steps of skimming technique, first, the teacher explains the definition, structure, language features and the example of descriptive text. Then, after the students get the point and understand about teacher explanation, the students analyze the descriptive text as material from the handout of teacher given and do the procedure of skimming technique by the teacher instruction. The teacher gives 15 minutes for speed reading. Next, the students answer the question based on the text. To see the students comprehend the text, the teacher gives them an assessment in multiple-choice forms in each cycle.

C. Review of Relevant Research

This subchapter contains a review of previous research performed by another researcher about the issue, namely the implementation of the skimming technique that was applied in improving the students' reading comprehension of descriptive text. Here are samples of previous research that can be seen below:

The study was conducted by Gideon Setyo Santoso (2017) is entitled *“THE USE OF SKIMMING TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT AT EIGHT GRADE OF SMP IMMANUEL BANDAR LAMPUNG”*

The result of the study showed that the skimming technique is effective to use in teaching reading comprehension of descriptive text. The objectives of this research.

This was quantitative research applying one group pretest-posttest design based on the experimental class. The population in this research was the second/eighth-grade students SMP Immanuel Bandar Lampung in the academic year of 2015/2016. The samples of this research are the students of class VIII B as the tryout class and VII-A as the experimental class.

The total score of students reading comprehension test increased from 1,643 up to 2,083 and the mean score increased from 56.7 to 71.8. It was also found that the t-ratio is higher than t-table ($16.652 > 2.042$) and two-tailed significant showed that $p < 0.05$ ($p=0.000$). The result indicated that there was a significant difference in student reading comprehension achievement after being taught through the skimming technique. Based on the data obtained from the questionnaire, it was found that students respond to the skimming technique is positive. The researcher suggested that future researchers should analyze the use of skimming technique in other text genres, conduct similar research in a smaller group of data collecting subject. The different between Gideon Setyo Santoso and this research is only the subject and research design. Her subject is the eighth grade student at junior high school and her research design is quasi-experimental study. But, the researcher's subject is the tenth grade student at senior high school and the research design is classroom action research. Meanwhile, the similarity

between the researcher's and Gideon, Setyo Santoso research is the variables of the research, such as reading comprehension of descriptive text and skimming technique.

D. Rationale

Students' reading skill can be increased by using a certain technique and effective reading strategy. Therefore, the students must recognize the most effective reading strategy to improve their reading comprehension.

By applying the skimming technique appropriately, the students can find a lot of specific information and main idea from certain monologue texts, especially the descriptive text. They can directly and quickly identify the specific information in the texts without reading the whole passages. The researcher assumes that teaching reading through skimming technique can improve students' reading achievement in descriptive text. The technique encourages the students to be aware of their purpose of reading and motivate them to identify the specific information and main idea in the texts effectively. This has a purpose to get the ideas and specific information of the text quickly.

According to Brown (2004), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Skimming is regarded as a desirable reading skill and it is taught in most development reading courses because it helps students to get information easily in an efficient way.

E. Hypothesis

Based on the rationale above, the hypothesis that was submitted in this research was the skimming technique can increase the students' reading comprehension in reading the descriptive text. the researcher states his hypotheses as follows:

H₁: There is a significant difference in students' reading comprehension of descriptive text after being taught through the skimming technique.

H₀: There is no significant difference in students reading comprehension of descriptive text after being taught through the skimming technique.

CHAPTER III

RESEARCH METHOD

This chapter covers the description of research method including research setting research design, procedure of the research, instrument of the research, technique of collecting data, and technique of analyzing data.

A. Research Setting

This research was done conducted at MA NURUL MUTTAQIN at class tenth grade. Which located in Desa Wedi Kapas Bojonegoro. This research was implemented in the second semester in March until April of the academic year 2018/2019.

The reason researchers chose this school for research is described below:

1. The number of students class tenth grade is 20 students consisting of 11 female and 9 male in MA NURUL MUTTAQIN good to do research.
2. The problem of research on skimming technique was never done in this school. Implementation of research in the academy in the second semester of 2018/2019.

B. Research Design

This research uses classroom action research (CAR) because this research focuses on specific problems and certain groups of students in certain classes. According to Arikunto Suharsimi (2009), classroom action

research is action research which is carried out at the classroom aimed to improve learning practice quality. Mills (2003), defined action research has any systematic inquiry conducted by teachers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.

Based on the definition above the implementation of classroom action research is enable since it can diagnose and solve the problem in teaching and learning activity. Furthermore, CAR is a sequence research activity, that has a purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting. Therefore, there are elements in CAR :

1. Research is an activity to improve an object by using an appropriate methodology rules for getting data and information and then analyze to solve a problem.
2. Acting is an activity that is done for a certain purpose, in cycle sequence form activity.
3. Class is a group of students when at the same time, receive the same lesson from their teacher.

The procedure of research was conducted by making classroom action research method. The procedure of research have three meeting where

divided into two cycles. Involves of four phases : planning, acting, observing and reflecting.

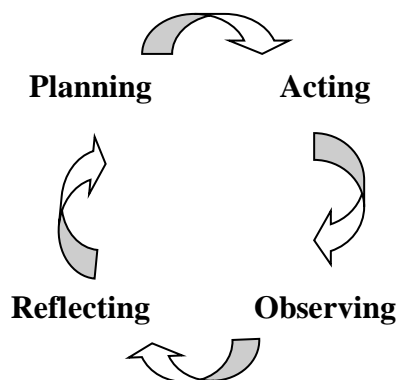


Figure 3.1 Stage of Classroom Action Research According to Kemmis and McTaggart (1988)

C. Procedure of the Research

Procedure of the research consists of planning, acting, observing and reflecting :

1. Planning

Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, the teaching media used, and the task given to the students as the evaluation of the applied technique. It deals with making observation sheets and field note used to collect the data during the learning teaching process as well as designing the criteria of success used in this study.

2. Acting

As the second step of the conducted cycle, acting is the plan deals with the application of the skimming technique. During the action of the strategy, observation is also conducted simultaneously to gather the data needed in the study and make sure that the learning-teaching activities being conducted in line with the prepared lesson plan.

3. Observing

The third step is observing. Observing is the process of recording and collecting data about many aspect or event which happened during the implementation of the action. In this stage, the observer observed the teaching learning process of the activities done by the teacher and the students.

4. Reflecting

In reflecting on an action, the activity focuses on analyzing the collected data from each cycle is to determine whether or not the following cycle is necessary to be conducted.

D. Instrument of the Research

The instruments used to collect data in the research is:

1. Test

The test was arranged based on indicators that wanted to be achieved in the learning activity. The result of this test was used to find out the achievement of the tenth grade students in reading comprehension reading of descriptive text during the implementation of skimming technique MA

Nurul Muttaqin Wedi Kapas Bojonegoro. Type of this test was multiple choice.

2. Observation Sheet

A sheet of observation of the students' activity contained supervision to the students' activity during the learning in the classroom.

3. Interview

The interview is a question and answer activity done by the writer that asked the principal and to the English teacher to collect the data about the students and learning process.

E. Technique of Collecting Data

To get complete information the study were used as the data collecting technique is as the following:

1. Test

The test is a sequence of questions of exercises as well as another tool used to measure ability, intelligence knowledge, talent owned by individual or group (Arikunto, 2006). Kind of the test used by the researcher to measure the students' ability in reading comprehension of descriptive text is the achievement test. According to Arikunto (2006), an achievement test is a test used to measure someone's attainment after learning something.

In this case, the researcher used a written test of multiple choices that was conducted at the end of action accustomed to the content of material

that has been taught by the students. To conduct the test, the researcher analyzed by using the following scoring rubric:

a. Validity of the test

Validity means the extent to which an instrument measures what should be measured (Donald Ary, 2010). Validity is the level to which score on a test enable on to make meaningful interpretation (Donald Ary, 2010). Meanwhile according to Donald Ary (2010) validity is “the extent to which an instrument measured what it claimed to measure. To find the validity of the text, the researcher uses the correlation of Pearson Product Moment. Formula Pearson Product Moment is r_{xy} :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad (\text{Arikunto, 2012})$$

Where :

r_{xy} = product moment correlation

N = count test subject

$\sum X$ = the number of score points (x)

$\sum Y$ = total score variable (y)

$\sum X^2$ = the number of score points squared (x)

$\sum Y^2$ = total score variable (y)

$\sum XY$ = multiplying the numbere of items and score variable (y)

The scale to measure the validity of the test according to Sugiyono, (2014) as follows:

Table 3.1 Validity of the Test

Scale	Level of Validity
0.00 - 0.20	Not valid
0.20 - 0.40	Less valid
0.40 - 0.60	Valid enough
0.60 - 0.80	Valid
0.80 - 1.00	Very valid

To judge the validity of each item could be seen from the column corrected item total correlation (r_{count}) compared with r_{table} . If $r_{\text{count}} > r_{\text{table}}$ the item was valid. Based on trying out instrument of students reading comprehension which was conducted to 20 respondent with 25 multiple choice questions related to descriptive text, it was obtained that 20 items were valid and 5 items were invalid. The invalid items were removed and students reading comprehension instrument using 20 valid question, it could be seen in appendix that there were 5 numbers of item which were invalid, that is number 8, 10,11,17, and 23.

b. Reliability of the test

Reliability indicates how consistently a test measure whatever it does measure. Reliability formula is also called the formula Kuder Richardson 20.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right) \quad (\text{Arikunto, 2012})$$

Where :

r_{11} = reliability of the instrument

p = the proportion of subjects who answered the correct item

q = the proportion of subjects who answered the wrong item ($q = 1 - p$)

$\sum pq$ = amount by multiplying the p and q

n = the number of items

s = standard deviation of the test

Reliability test conducted to determine the consistency of the interval among the variables and instruments. The point about item tested was matter which valid. Looking for reliability interval method used was Kuder Richardson with KR-20.

According to Budiyono (2003), the criteria of instrument reliability (r_{11}) was stated as follow:

- If r_{11} was higher than 0,70 ($r_{11} > 0,7$) it means that the instrument was reliable.
- If r_{11} was lower than 0,70 ($r_{11} < 0,7$) it means that the instrument was unreliable.

2. Observation

Observations are made to get the information needed. The researcher collected data by observing class situations and conditions in the teaching and learning process. The researcher sat behind the class and recorded class activities in the teaching and learning process. The researcher collects data with observations made and records everything that can be captured by the feelings of the researcher. In this activity, the

researcher observes student attitudes, class conditions, teaching and learning process.

3. Interview

The interview would be conducted to get information about the students' ability at reading comprehension correctly before giving treatment and after giving treatment. So, the interview would be only conducted in analyzing the situation. The English teacher and some of the students will be interviewed.

F. Technique of Analyzing Data

In completing the numerical data, the researcher tries to get the average of students reading score before the implementation and every cycle order to know how well the skimming technique in the classroom.

It is the formula.

Then, the researcher tries to get the class percentage which the target score of the minimal mastery level criterion-*kriteria ketuntasan minimal* (KKM). It is the formula:

$$P = \frac{F}{N} \times 100\%$$

(Sudijono,2008)

P : the class percentage

F : total percentage score

N : number of students

Classroom Action Research (CAR) is able to be called successful if it can exceed the criteria which have been determined. In this research, the research will succeed when there is 75% of students could pass the assessment score ≥ 70 based on the minimal (KKM).

If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.