

**THE EFFECT OF SKIMMING TECHNIQUE TOWARD STUDENTS' READING  
COMPREHENSION OF ANALYTICAL EXPOSITION TEXT THE SECOND YEAR OF  
SMAN 1 CERENTI**

**A THESIS**

*Intended to Fulfil One of the Requirements for the Award of Sarjana Degree in English  
Language Teaching and Education*



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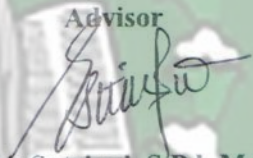
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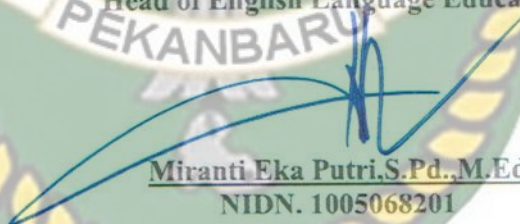
### THE EFFECT OF SKIMMING TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT THE SECOND YEAR OF SMA NEGERI 1 CERENTI

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THESIS

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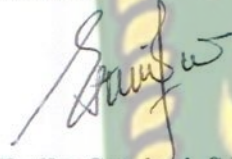
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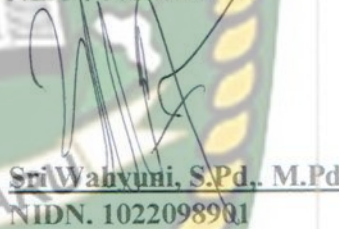


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## LETTER OF NOTICE

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It is ready to be examined

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Finally, the writer admits that this thesis is still far from perfect. Therefore, suggestion and comment for reader are highly appreciated, may Allah SWT always bless and guide us. Aamin

Pekanbaru, 15 April 2019  
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## ABSTRAK

Zulma Yunilda, 2019. Pengaruh Teknik Skimming Terhadap Siswa Membaca Pemahaman Teks Eksposisi Analitik Tahun Kedua SMA Negeri 1 Cerenti.

**Kata Kunci:** Pemahaman Membaca, Teknik Skimming, Teks Eksposisi Analitik.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik skimming terhadap pemahaman membaca siswa teks eksposisi analitik tahun kedua SMA Negeri 1 Cerenti.

Desain penelitian dari penelitian ini adalah penelitian eksperimental. Yang memiliki dua variabel. Variabel pertama adalah teknik skimming sebagai variabel bebas, dan variabel kedua adalah kemampuan membaca sebagai variabel terikat. Sampel penelitian ini adalah 62 siswa kelas dua SMA Negeri 1 Cerenti. Penelitian ini menggunakan penelitian eksperimen sejati. Selanjutnya, ada dua kelas dalam penelitian ini. Ada kelas eksperimen dan kelas kontrol teknik pengumpulan data yang diterapkan oleh observasi peneliti, pre-test, pengobatan dan post-test.

Data dianalisis dengan menggunakan paired t-test melalui program SPSS. Dari data ke 5,381 dan df adalah 19. Untuk membandingkan baik di level 5%. Berdasarkan tabel t, dapat dianalisis bahwa untuk lebih tinggi dari tabel pada 5%. dengan kata lain,  $5,831 > 0,456$ . Ini berarti bahwa hipotesis nol ( $H_0$ ) ditolak, sedangkan hipotesis alternatif ( $H_a$ ) diterima. Ditemukan bahwa ada pengaruh yang signifikan menggunakan teknik skimming terhadap pemahaman membaca siswa teks eksposisi analitik tahun kedua SMA Negeri 1 Cerenti.



## ABSTRACT

Zulma Yunilda, 2019. *The Effect of Skimming Technique Toward Students Reading Comprehension of Analytical Exposition Text The Second Year SMA Negeri 1 Cerenti.*

**Key Words:** *Reading Comprehension, Skimming Technique, Analytical Exposition Text.*

The objective of this research is to find out the effect of skimming technique toward students reading comprehension of analytical exposition text the second year of SMA Negeri 1 Cerenti.

The design of this research was experimental research. Which have two variable. The first variable was skimming technique as independent variable, and the second variable was reading comprehension as dependent variable. The sample of this research was 62 students of the second year SMA Negeri 1 Cerenti. Further, there were two classes in this research. There were experimental class and control class. To obtained the data the researcher give the students reading test, the reading test consisted 10 items in essay question. The technique of collecting data applied by the resercher observation, pre-test, treatment and post-test.

The data was analyzed by using paired t-test through SPSS 20 version program. Based on the data  $t_o$  5.381 and  $df$  is 19. To compare either at level 5 %. Based on  $t$  table, it can be analyzed that  $t_o$  is higher than  $t$  table at 5 % . in other words,  $5.831 > 0.456$ . It means that null hypothesis ( $H_o$ ) was rejected, while the alternative hypothesis ( $H_a$ ) is accepted. It found that there is significant effect of using skimming technique towards students reading comprehension of analytical exposition text the second year of SMA Negeri 1 Cerenti.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Problem

In learning English, one of the main skills that students need to acquire is reading. The aim of teaching is to make students able to read the text effectively and efficiently. They do not only understand the structure of the text but also comprehend the meaning of the text. In this case, since English is not our first language, many students have difficulties in gathering and comprehending the idea of a reading passage.

Furthermore, reading is useful activity because students can get knowledge, news, and develop their creativity. For example, reading a book allows students to exercise and cultivate their creative thinking skill. Through reading activity, students can improve their own language and experience. So, reading is basic activity to development of knowledge for students.

Basically, reading cannot be separated from comprehension. Reading comprehension is a process of constructing and understanding meaning from the text. It means the students should be interact to the text that they read. It is not only relate with the students ability in reading but also their ability in understanding the text. Moreover, reading comprehension also one of the language skills that should be mastered by the students.

Factually, learning English as foreign language is not easy activity for students, especially reading. Students not only have to read but also have to understand the text. In real phenomenon is students still have low skill in reading comprehension. It cause students not use technique to read something in order to help comprehend the text. So, a teacher is need an appropriate technique to increas students reading comprehension.

There are many techniques to help students get the good skill in reading comprehension. They are SQ4R, Scanning, Skipping, Selecting, Skimming. Skimming is a technique in looking over a text to get a idea and the gist of text quickly. Therefore, skimming is a way of reading only to get the main idea, which in this case is not always at the beginning of the paragraph, because sometimes it is in the middle, or at the end of a paragraph. In this skimming activity, we can jump over parts, facts, and details that are not really needed, so we only focus and quickly master the main ideas. Using skimming, students will easily get basic information and ideas in a text quickly.

Based on the explanation above, skimming is a very good technique in comprehending it because it gives the reader to predict the purposes of the text as well an identify the main idea of the text. This is the reason why the researcher decided to choose skimming as a technique to improve reading comprehension of the students.

In reading, the students learn several genres in second semester such as Descriptive Text, Narrative Text, Recount Text, News Item, Procedure Text Analytical Exposition Text. The this research, the researcher apply skimming technique in analytical exposition text. In analytical exposition text they should be able to find the main idea, key word, general information and headline. In addition, analytical exposition text contains the author's thoughts about things that happen around us, both objects, events, or places.

Based on the researcher's observation at SMA Negeri 1 Cerenti, the researcher found some students problem. The students difficulties to comprehend analytical exposition text and the students are not able to find the main idea, key word, general information and headline because the student cannot comprehend the text well. So, from the statement before students need an appropriate technique from teacher to increase their reading comprehension in order to able to comprehend the text and answer question based on the text.



Based on the explanation above, the researcher is interest to carry out the research entitled “THE EFFECT OF SKIMMING TECHNIQUE TOWARD STUDENTS’ READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT THE SECOND YEAR OF SMAN 1 CERENTI”.

## **1.2 Setting of The Problem**

Based on the researcher’s observation at SMA Negeri 1 Cerenti, the researcher found some students problem. The students difficulties to comprehend analytical exposition text and the students are not able to find the main idea, key word, general information and headline because the student cannot comprehend the text well. So, from the statement before students need an appropriate technique from teacher to increase their reading comprehension in order to able to comprehend the text and answer question based on the text.

## **1.3 Limitation of The Problem**

Based on the setting of the problem, there were many ways in teaching reading to solve the students’ problem in reading text. Therefore, in this research, the researcher focuses on students’ problem in understanding analytical exposition text and to find out the main idea, key word, general information and headline.

The researcher chooses reading comprehension to help the students to find information in the text. By reading text, help the students to develop their knowledge. So that the ressearcher use the technique to help students in comprehend the text. In this research the researcher used analytical exposition text for teaching learning process, the researcher asked to students to comprehend the text through the generic stucture such as thesis, arguments, and reiteration. The analytical exposition text are also appropriate with the syllabus for senior high school the second year the following curriculum SMAN 1 Cerenti.

#### **1.4 The Formulation of The Problem**

Based on the limitation of the problem above, the writer formulates the problem of this study as follows:

Is there any significant effect of skimming technique toward students' reading comprehension of analytical exposition text the second year of SMAN 1 Cerenti?

#### **1.5 The Hypothesis**

Based on the description above, hypothesis of the research were as follow:

##### **1.5.1 Null Hypothesis**

Ho: There is no significant effect of skimming technique toward students' reading comprehension of analytical exposition text at the second year of SMAN 1 CERENTI.

##### **1.5.2 Alternative Hypothesis**

Ha: There is a significant effect of skimming technique toward students' reading comprehension of analytical exposition text at the second year of SMAN 1 CERENTI.

#### **1.6 The General Objectives of the Research**

The general objectives of the research is to know the effectiveness of using skimming technique toward students' reading comprehension of analytical exposition text at the second year of SMAN 1 CERENTI. To improving the reading comprehension can help the students in their language learning.

#### **1.7 The Needs for the Research**

1. This research could give contribution to the English teacher as input in teaching reading comprehension of analytical expository text.
2. The benefits of the research for students are to know their ability in reading comprehension
3. For the researchers, to add insight knowledge and to get degree.
4. For the other researchers, this research as reference.

### 1.8 The Definition of Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

1. **Reading** is according to Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background to build meaning.
2. **Reading Comprehension** according to Heilman & Blair (1981: 242) state that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language.
3. **Skimming** is covering the territory faster and identifying significant words and ideas (Michigan, 2000).
4. **Analytical Exposition Text** according to Anderson and Anderson (1997; 123), Analytical Exposition is a piece of text that presents one side of an issue.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Reading

##### 2.1.1 The General Concept of Reading

Sheng (2000) defines reading as a process of communication between the writer and the reader to understand written symbols or print symbols involving letters, word phrases, clauses and understanding. According to Heilman (1981: 265) reading is a process of understanding ideas through interaction interpretation with the meaning of language. According to Nunan (1989: 33) reading is seen from a process of giving meaning with written symbols from the smallest units (individual letters) to larger ones (words, clauses, or sentences).

Another definition states by Rumelhart in Aebersold and Field (1997: 5) that reading relates to text readers, and interactions between readers and text. In addition to. Davies (1995: 5) says reading is a personal activity. It is a mental cognitive process that involves between the reader and the text and tries to follow and respond to messages from someone's writer. In more classical terms, reading is a meaningful interpretation of print symbols and verbal symbols (Nuttal, 1982: 42). This understanding shows that reading is a result of interaction of graphic symbols that represent the language and language skills of the reader, therefore the reading process also makes the connection between the reader and the text. This is in line with Hudelson in Murcia (2001: 154) the process of reading involves the action of the reader when interpreting rigorously and is influenced by the past experience of the reader, language background, and cultural frame work, as well as the reader's purpose

for reading. In addition, Howarth (2006) in Susanti (2013) says reading is the same as its communicative form with others, meaning reading is an interaction between the author through text. As Hodgson as cited in Tarigan (2008, p. 7), reading is a process carried out by the reader to obtain information conveyed by the author. While Nunan (2003:68) states that reading is a process of smooth reading to combine information from the text and their own background to build meaning.

From those statements, it can be inferred that reading is a mental or cognitive process which involves the reader, the text and the interaction between the reader and the text and reading also is a process to obtain information from the author. Besides, in this process the reader decodes written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences) in order to get the meaning from the text.

### **2.1.2 Kinds of Reading Skill**

#### **1. Perspective**

The reading texts concern with language components such as letters, words, punctuations, and other graphemic symbols (bottom-up process).

#### **2. Selective**

The reading materials consist of a very short stretch of language such as picturecued task, matching, true/false, multiple choice etc.

#### **3. Interactive**

The reading text cover one or two paragraph; so the students interact with the paragraphs through comprehension techniues. Interactive reading may cover anecdotes, short narratives, descriptions, excerpts,

from longer texts, questionnaires, memos, announcements, directions, recipes, etc.

#### 4. Extensive

The reading text deal with professional articles, essays, technique reports, short stories, journals, research papers, and books. The text providers can be students or teachers.

(adapted from Brown, 2004:189).

## 2.2 Reading Comprehension

### 2.2.1 The General Concept of Reading Comprehension

Reading comprehension is one of the skills in learning English and is very important to understand especially for students who study English. Reading comprehension is a process to improve reading knowledge.

Grellet (1998: 3) states that reading comprehension is understanding written text or managing the necessary information as effectively as possible. In addition, White (1997:22) 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. Moreover, Howel (1993: 182) writes that comprehension the action of combining information in the previous parts to build a meaning.

Another definition comes from 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.



Klinger, Vaughn, and Boardman (2007:8) state, “Reading comprehension is a multi-component, highly complex brings to the text as well as variable related to the text itself”.

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 information/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.

### **2.2.2 Levels of Reading Comprehension**

According to Burns, Roe, & Ross (1984: 177) reading comprehension is divided into four levels namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

#### **1. Literal Comprehension**

Literal comprehension is the most obvious comprehension involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension is directly stated in a selection.

#### **2. Interpretative Comprehension**

Interpretative comprehension includes reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. At this level, the readers go beyond what is said and read. The readers must be able to read critically and analyze what has been read. Interpretative comprehension includes the thinking process such as drawing conclusions, making generalization, and predicting outcomes.

### 3. Critical Comprehension

Critical comprehension is evaluating written material which is comparing the ideas that have been discovered with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It must be an active reader in questioning, searching for facts, and suspending judgment until all of the materials are considered. The reader must evaluate the person who wrote the material, the author's purpose, point of view, competence, styles and tone.

### 4. Creative Comprehension

Creative comprehension goes beyond the materials presented by the author. It requires the readers to think as they read and also use their imagination. It is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. When a reader reads creatively, he creates a new idea, solution to problem, and a new way of looking at something from the ideas of the text.

#### 2.2.3 Factors in Extensive Reading

There are four factors stated by Hammer (2007) which contribute to the success of this kind of extensive reading:

1. Library. Students need to access all kinds of books' collection, so there must be library at school. The library should have a range of different genres.
2. Choice. The students free to choose what they read. It makes the students more enthusiasm if they have made their own decisions.
3. Feedback. There must be a feedback on what they have read either verbal or in written form.

4. Time. We need to give students time for reading just to get the students comfortable with the activity.

## 2.3 Skimming Technique

### 2.3.1 The General Concept of Skimming Technique

There are many kind of techniques that support the teaching of reading but the writer only took one of them for this research that is skimming technique.

Skimming is one of the effective techniques that are useful to enhance the reading comprehension. Kustaryo (1988: 5) stated that it was a technique for finding the "gist" of what the author told me without much detail. Besides, a certain amount of practice is necessary in order to skim and fulfill the purposes. To skim by reading key words, the students should be convinced that some words can be skipped words and reading can be continued. With concentration and practice, students can select key words or phrases, in order to absorb the materials rapidly. If these skills are mastered and practiced, students will find that skimming, when used will help them in their study. Skimming can improve students' understanding of a text or reading because skimming reads quickly to find the main idea of a reading and can facilitate training students in reading activities.

Maxwell (1969) defines skimming as a quick idea or idea in written text where students develop the power to draw conclusions through systematic practices that encourage them to anticipate the content of text. Similarly (Allen, 1997) shows that skimming techniques are useful tools for students to manage text key words that allow them to interpret text faster and progressively in the reading process.

Gebhard (1996, p.203) states that speed reading is reading to find general ideas from a text. When you read the newspaper, you're probably not reading it word-



by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research. According to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea. According to Arundel in Reading and Study Skill Lab (1999), skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content. McWhorter (2010:5) says that skimming is reading selectively to get a general idea of what an article is about. According to Nutall (1996), skimming is the 'process of rapid glancing through a text either to search for a specific piece of information (a name, a date) or to get an initial impression of whether the text is suitable for a given purpose' (p. 49).

Based on the theories above, it can be concluded skimming technique is speed reading to find general idea from the text and skimming technique could be used by the students to comprehend the text well.

### **2.3.2 The Procedure of Applying The Skimming Technique in Comprehending Reading Text**

Here the detail description of applying the skimming technique in comprehending reading text adopted from Otong (2008:46). Step in skimming are:

1. Make sure that we know what information is being sought. Ask yourself questions.
2. Our eye movements quickly from row to row, sentence to sentence.
3. Stop. If we feel we have found what we are looking for.
4. Slowly read part of the line or sentence that tells us what we want to know.

5. Think about what question we are trying to answer  
does the information we find answer our question?
6. Note the answers to the questions we have asked.

### 2.3.3 The Purpose of Skimming Technique

Widiatmoko (2001: 19) states that speed reading is a combination of motor skills (eye movements) or visual abilities with one's cognitive reading. Skimming is a type of reading that makes our eyes move quickly paying attention to written material to find and obtain information (Tarin 2008: 33). Furthermore, according to the Admin (2012: 26) fast reading is read to find out the general content or to know part of a reading. Based on some statements above, the researchers conclude that quick reading or skimming is a technique or strategy that functions assist students in finding important information in a text.

### 2.3.4 The Advantages of Skimming Technique

There are some advantages skimming building on Grellet (1981:19) in Winarti (2010:15), 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 because they did not read whole of the text, because it makes bored. In addition this echnique can improve their reading comprehension to get the information from text with quickly way.

## 2.4 Analytical Exposition Text

### 2.4.1 The General Concept of Analytical Exposition

Djuharie (2009; 121) state that analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Djuharia (2007:13) defined analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers. Mumpuni (2008, p. 132) states that the text of analytical exposition is a text that talks about a case against a particular point of view and suggests a suggestion at the end of the argument. Coffin (2001, p 5) states that analytical exposition texts are oral or written texts that aim to convince listeners that something is case. Analytical exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, research report etc. In addition, according to Purwati and Yuliani (2006, p. 114), Analytical exposition is prepared to convince readers and listeners that something is the case. Wahidi (2009, p. 10) also explains that analytical exposition is a text about the circumstances around us to convince the reader that something is case.

### 2.4.2 Generic Structure of Analytical Exposition Text

Social function of it is to give the readers an argument or opinion from writer about the topic. According to Gerot and Wignel (1995: 197) the organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion.



In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

2. Arguments, it consist of a point and elaborate sequence.

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

3. Reiteration, testate the position more forcefully.

This is the last part of analytical exposition text. *Re-iteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

#### 2.4.3 Grammatical Features of Analytical Exposition Text

Gerot and Wignell (1995: 198) state that significant grammatical features of analytical exposition text are as follows:

1. Focus on generic human and non-human participants,
2. Use of simple present tense,
3. Use of relational process,
4. Use of internal conjunction to stage argument,
5. Reasoning through causal conjunction or normalization.

According to explanation above, the example of analytical exposition text is as follows:

#### **The Importance of Breakfast**

##### **Thesis**

Why is breakfast important? "Breakfast like a King, Lunch like a Prince and Dine like a Pauper" It's a well-known phrase, but do you follow it?

### **Argument**

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

### **Argument**

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

### **Re-iteration**

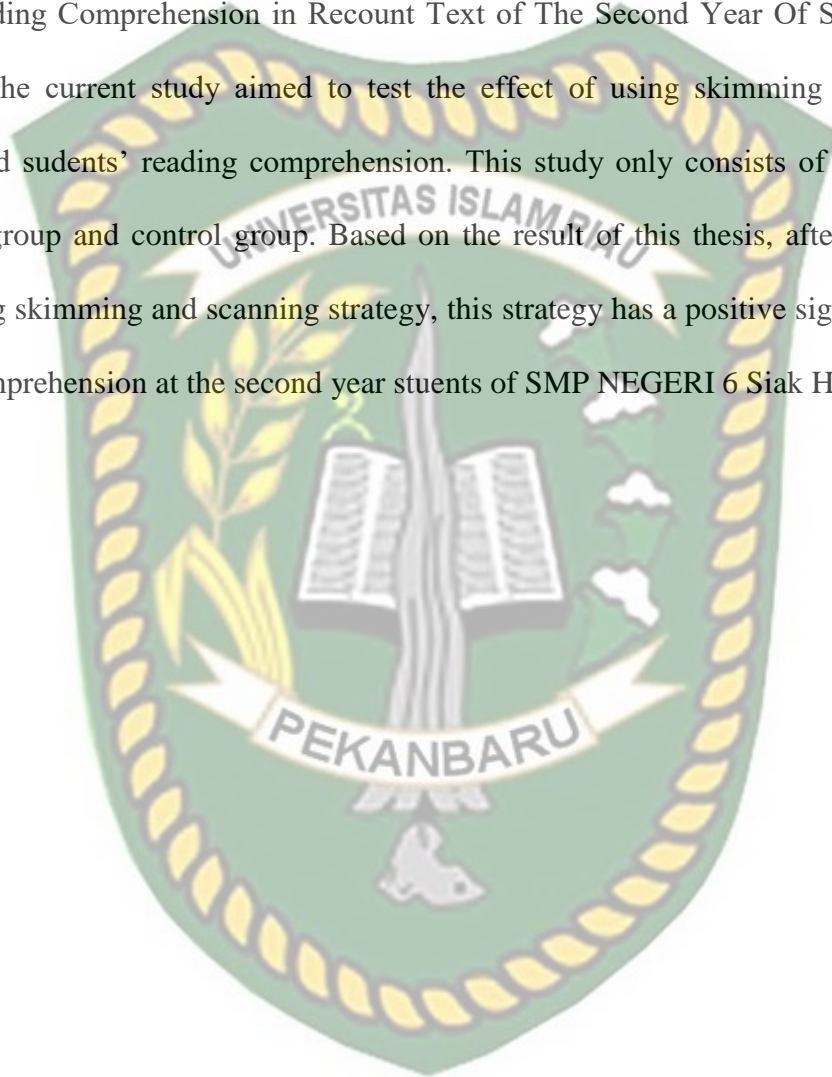
Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

## **2.5 Past Study**

**Hutabarat, Benny Jefri Wijaya and Arifin, Tina Mariany.** The title is “The Effect of Applying Skimming Technique on Grade XI Students’ Reading Comprehension”. In this study, after analyzing the data, it was found was that the scores of the students were taught by applying Skimming Technique is higher than those who were taught without applying Skimming Technique. The students who were taught by applying Skimming Technique had better reading comprehension scores and helped the students to get the main idea easily. It

means that there was an improvement on the students' reading comprehension by applying Skimming Technique.

**Inggriyani, Megy(2017)** at Siak Hulu is a students of SMP NEGERI 6 Siak Hulu has research this strategy with title "The Effect of Skimming and Scanning Strategy Towards Students' Reading Comprehension in Recount Text of The Second Year Of SMP NEGERI Siak Hulu". The current study aimed to test the effect of using skimming and scanning strategy toward students' reading comprehension. This study only consists of two group as experimental group and control group. Based on the result of this thesis, after the students taught by using skimming and scanning strategy, this strategy has a positive significant effect on reading comprehension at the second year stuentns of SMP NEGERI 6 Siak Hulu.





## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

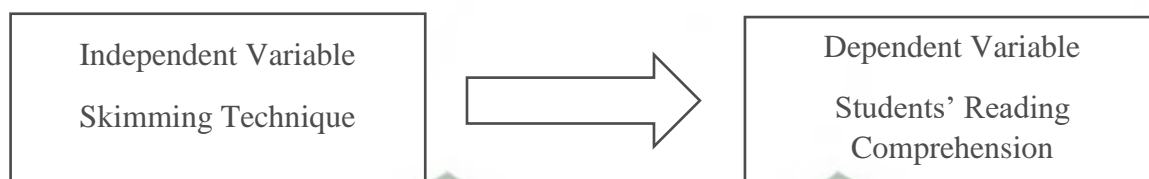
The design of this research was experimental research. Which have two variables and two classes. According to (Hatch and Farhady, 1982), the experimental research is a method of research that can truly test hypothesis concerning with cause and effect relation in the experimental research. It is taken two classes as sample of the research, an experimental class and control class.

Both of groups administer pre-test at beginning in order to know the score of students' reading comprehension before treatment. After that, an experimental class taught by skimming technique and control class without technique. In the and, both of class administer the post-test in order to know the score of students' reading comprehension after treatment. The result of pre-test and post-test is analyzed to know the effect of skimming technique toward students' reading comprehension at second year of SMAN 1 Cerenti.

This research consist of two variables. The first variable was the skimming technique as independent variable (X) and the second variable was students' reading comprehension as dependent variable (Y). The variables of this research can be drawn as follow:

**Table 3.1**

**Research Design**



**Table 3.2**

**Sub Research Design of Experimental Class and Control Class**

Class	Pre-test	treatment	Post-test
Experiment	Reading Test	Skimming Technique	Reading Test
Control	Reading Test	-	Reading Test

**3.2 Location and Time of The Research**

This research was taken at the second year of SMAN 1 Cerenti. It located in A.Yani Street, Kompe Berangin, Taluk Kuantan, Pekanbaru.

The time of this research was in academic year 2018/2019. The interval time for carrying out this reseearch was on February-March 2019.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of this research was the second year of SMAN Cerenti. There were seventh classes. So, the total of the second year of SMAN Cerenti is 206.

**Table 3.3**

**The Population of the Students**

No.	Classes	Number of Stuentns
1	XI MIPA 1	31
2	XI MIPA 2	32
3	XI MIPA 3	30
4	XI IPS 1	32
5	XI IPS 2	28
6	XI IPS 3	23
7	XI IPS 4	30
<b>Total</b>		<b>206</b>

#### 3.3.2 Sample

Because the number of sample was large, this research did not allow to for all the numbers of population. It was taken two groups, an experimental class and a control class. According Sugiyono (2010: 118) sample is part of the number and characteristics possessed by the population. In this research, the researcher will use



the random sampling to get the sample. The sample of the research consist of two classes, they were experimental class and control class which have the same ability.

**Table 3.4**

**Sample of The Research**

No.	Class	Number of Students
1.	XI MIPA 2	32
2.	XI MIPA 3	30
<b>Total</b>		<b>62</b>

### 3.4 Instrument of the Research

The instrument of the research was reading test. The most of items of the test was adopted from students' text English Text Book and internet. The test was about reading analytical exposition text, the test were given by the researcher to students is pre-test, post-test. It is to find out students' in comprehending the text.

**Table 3.5**

**The Blue Print of Pre-Test**

No.	Topics	Indicators	Item Number
1.	Smoking Should be Banned in Public Area	General Information, Key word, Headline	1-10
2.	Learning English	General Information, Key	1-10

		word, Headline	
<b>Total</b>			

**Table 3.6**

**The Blue Print of Post-Test**

No.	Topics	Indicators	Item Number
1.	Social Media Are Bad for Teenagers	General Information, Key word, Headline	1-10
2.	Global Warming is it an end to our world?	General Information, Key word, Headline	1-10
<b>Total</b>			

### 3.5 Research Materials

The resesarch used the analytical exposition text material that was adopted from the students' English Text Book(Bahasa Inggris Kelas XI SMA/MA/SMK/MK) and Internet resources. After giving pre-test, the writer do the treatment by using skimming technique in reading comprehension. After the researcher do the treatment, the researcher gave the post-test for students. The material can be seen from blue print below:

**Table 3.7**

**Reaearch Materials**

No.	Meeting	Topics
1.	First meeting (Pre-test)	1. Smoking Should be Banned in Public Area 2. Learning English
3.	Second Until Fifth meeting	1. Is Smooking Good for Us? 2. Corruption and Indonesian Culture 3. The Dangerous of Using Drugs 4. The Importance of Sleep
5.	Sixth meeting (Post-test)	1. Social Media Are Bad for Teenagers 2. Global Warming is it an end to our world?

**3.6 Research Procedure**

In this research the procedure of collect the data were divide into two phase: the first is the procedure of collect data for experimental class and the second was procedure of control class. Procedure of experimental was different with control class. Experimental taught by skimming technique in the treatment, the procedure of treatment for the classes as follows:



### 3.6.1 Research Procedure of Experimental Class

#### 1. Pre-Test

The Pre-test has done for the first meeting before the researcher give the treatment for experimental group. In the Pre-test, researcher explains what is the students going to do and distribute the reading test for one class, which to know the students comprehension in reading before treatment and after giving the score to the students result test.

#### 2. Treatment Meeting II

In the second meeting topic was about Is Smoking Good for Us?. Whilst teaching: the researcher gave the analytical exposition Text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the

students' answer. Finally, the researcher asks to the students their difficulties during learning process.

### Meeting III

In the third meeting topic was about Corruption and Indonesian Culture. Whilst teaching: the researcher give the analytical exposition text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the students their difficulties during learning process.

### Meeting IV

In the third meeting topic was about The Dangerous of Using Drugs. Whilst teaching: the researcher give the analytical exposition text sheet for each students. After that, the researcher explained to the students about

analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the stuendts their difficulties during learning process.

### **Meeting V**

In the third meeting topic was about The Importance of Sleep. Whilst teaching: the researcher give the analytical axposition text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction



for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the students their difficulties during learning process.

### **3. Post-Test**

In the last meeting, the researcher gave the post test. In this Post-test same with Pre-test. The test was essay questions which consist of two reading texts with 10 questions each text by using 5W+1H question. The text used analytical exposition text. The researcher gave 5 score in each correct answer. Therefore, the total maximum score is 100 point. It aimed to know the was increase on the students comprehension in reading. Is there any significant effect in students' reading comprehension analytical exposition text between the result in pre-test and post-test.

## **3.6.2 Research Procedure of Control Class**

### **1. Pre-Test**

The pre-test carry the early background ability of the students are select the sample. The test item used for Pre-test is reading comprehension in analytical exposition text. Pre-test given before treatment.

### **2. Teaching Reading in Control Class**

The researcher explains to the students what they will do comprehend the text without using skimming technique, teacher guide the readers what they shall comprehend of the text such as finding analytical exposition, thesis, argument, reiteration. The teacher asks the students to read the text and answer the question.

## **2. Post-Test**

Post-test for control group start at the end the meeting, the items use for this test that take from item of previous pre-test. The result of the post-test in control group compared with the result post-test in experimental group.

### **3.7 Technique of Collecting Data**

In this research, the researcher used pre-test, post-test to collecting the data. There are the instruments were used in this research:

#### **3.7.1 Pre-Test**

At the first meeting, students were given a pre-test to both of class. It was given to know the student's score in reading before treatment. Pre-test was conducted 10 items of essay questions from two reading topics.

#### **3.7.2 Post-test**

The aim of post-test was to know increasing of students' score in reading comprehension after treatment. Post-test also has 10 items, in form essay questions.

After the students did the test, the researcher then took the total score from result of the reading comprehension test. the classification of students' score can be shown below:

**Table 3.8**

**Classification of Students' Score**

Score	Categories
90-100	Excellent
81-89	Very Good
71-80	Good
60-70	Fair
30-39	Poor

(Huges and Arthur, 2003) in Megy Inggriani

### **3.8 Technique of Analyzing Data**

The order to find out whether there is a significant effect of skimming technique toward students reading comprehension of analytical exposition, the data are analyzed statistically. In analyzing the data the resesarcher used score of exerimental and control class. The technique of analyzed data use t-test formula are analyzed by using paired T-test SPSS 20 version and find the validity, reliability, normality and homogeneity.

The T-table was employed to know whether or not there is significant difference between the mean score of both exerimental and control class. The T-test obtain value is consult with the value of t-table at the degree of freedom (df)=(N-1)

Statistically Hyphotheses are:

$$H_a = t_o > t\text{-table}$$

$$H_o = t_o < t\text{-table}$$



$H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect of skimming technique toward students' reading comprehension of analytical exposition text at the second year of SMAN 1 CERENTI.

$H_o$  is accepted if or  $t_o < t\text{-table}$  there is no significant effect of skimming technique toward students' reading comprehension of analytical exposition text at the second year of SMAN 1 CERENTI.



## CHAPTER IV

### RESEARCH FINDINGS

This chapter presented of research findings after the research was done. It is dealing with data analyze interpreted, the data which have been taken from the pre-test and post-test of true experimental research. Furthermore, it showed the effect of skimming technique by comparing the students' score from pre-test and post-test in order to find out whether or not significant effect between the pre-test and post-test score by using skimming technique toward students reading comprehension of analytical exposition text the second year of SMA Negeri 1 Cerenti.

#### 4.1 Data Presentation

In this research, there were two classes as the sample. They were experimental class and control class. In experimental class, the researcher did apply skimming technique. Further, the researcher taught in the class in order to compare the result score with control class after the researcher giving the technique. In control class, the researcher did not apply the technique. The students' score pre-test and post-test can be seen in the table below:

##### 4.1.1 Experimental Class

##### 4.1.1.1 Students' Scores in Pre-Test

The data of students' reading comprehension using skimming technique were also taken from pre-test of class XI MIPA 2 as a an experimental class. The number of students was 32, but only 31 students participated in the pre-test, because of sick. The scores of pre-test was to found the ability of students. The scores of pre-test can be seen in table below:

Table 4.1

Students' Scores in Pre-Test of Experimental Class

No.	Name Of Students	Score Pre-Test
1	Student1	45
2	Student 2	25
3	Student 3	45
4	Student 4	85
5	Student 5	45
6	Student 6	65
7	Student 7	45
8	Student 8	30
9	Student 9	45
10	Student 10	40
11	Student 11	55
12	Student 12	45
13	Student 13	40
14	Student 14	45
15	Student 15	45
16	Student 16	55
17	Student 17	65
18	Student 18	60
19	Student 19	55
20	Student 20	40
21	Student 21	40
22	Student 22	40
23	Student 23	50
24	Student 24	55
25	Student 25	45
26	Student 26	45
27	Student 27	40
28	Student 28	30
29	Student 29	60
30	Student 30	45
31	Student 31	45
	<b>Total</b>	<b>1470</b>
	<b>Mean Score</b>	<b>47.41</b>

From the data above, showed the result of students' score of pre-test in comprehending the analytical exposition text in experimental class. From the data above, it could be seen that the result as follows in experimental class, the total of 31 students was 1470. Here, it could be calculated that the mean scores of experimental class was 47.41. It means that the students' means score classified as fairy level.



#### 4.1.1.2 Students' Scores in Post-Test

Post-test was conducted after all of the treatment implemented. The number of students was 32, but only 20 students participated in the post-test, because of some students take part in scouting and paskibra selection activities. The scores of test had been taken as data of the research and that score was compared with pre-test score from the experimental was show the table 4.2 below:

**Table 4.2**  
**Student's Scores in Post-test of Experimental Class**

No.	Name Of Students	Score Post-Test
1	Student1	65
2	Student 2	70
3	Student 3	65
4	Student 4	55
5	Student 5	75
6	Student 6	70
7	Student 7	70
8	Student 8	65
9	Student 9	70
10	Student 10	70
11	Student 11	65
12	Student 12	70
13	Student 13	70
14	Student 14	70
15	Student 15	70
16	Student 16	70
17	Student 17	70
18	Student 18	75
19	Student 19	55
20	Student 20	70
	<b>Total</b>	<b>1360</b>
	<b>Mean Score</b>	<b>68</b>

The students' score in comprehending the analytical exposition text in post-test for experimental class showed in table 4.2. the table showed that, in

experimental class which was by using skimming technique, the 20 students gained the total as 1360, which the mean scores was 68.

#### 4.1.1.3 Students' Scores in Experimental Class

The result data of students' reading comprehension using skimming technique taken from pre-test and post-test of class experimental class. The result score can be seen from data below:

**Table 4.3**

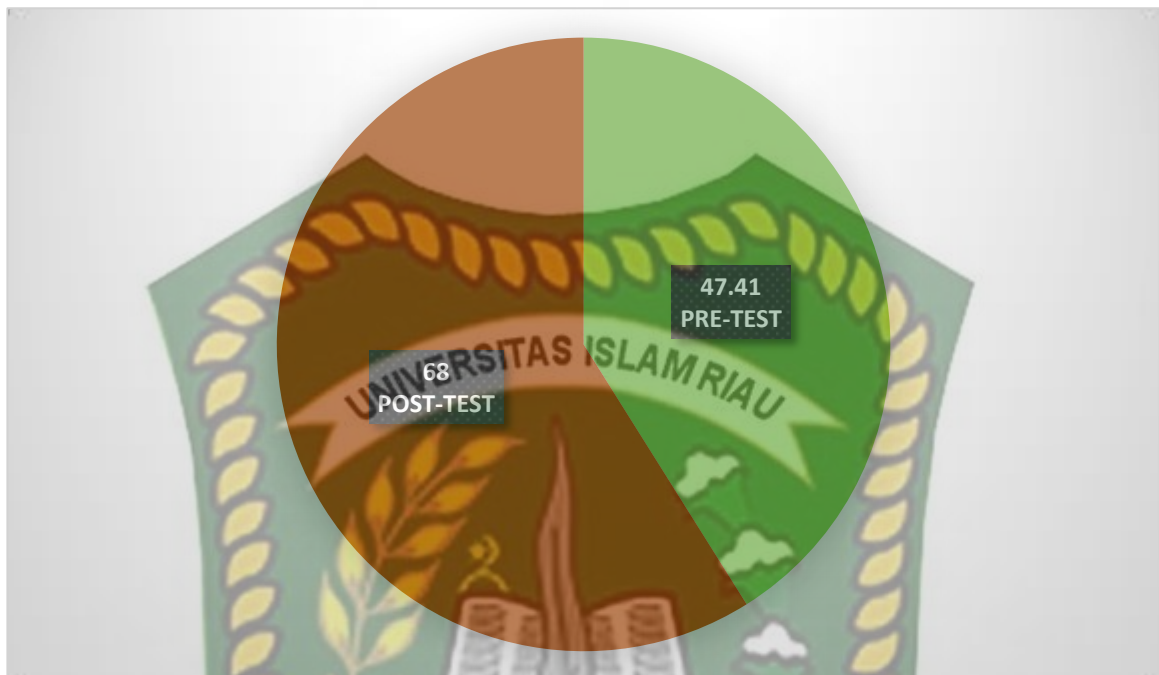
**Students' Scores in Experimental Class Pre-test and Post-test**

	N	Mean	Std. Deviation
Pre-test	31	47.41	11.87216
Post-Test	20	68	5.23148

From the table 4.3 above, it can be seen that there were 31 students in experimental class. The mean of pre-test was 47.41 and post-test was 68. The standard deviation of experimental class in the pre-test 11.87216 and post-test 5.23148. It means that the students had little improvement in their reading comprehension, it was proved by the total score from pre-test and post-test.

**Diagram 4.1**

**Students' Score Pre-test and Post-test Experimental Class**



Based on the diagram above, it could be seen that the comparison of students in pre-test and post-test in analytical exposition text of the class experiment. The score of students in pre-test was 47.41 and score in post-test was 68. So that, the result in pre-test and post-test of diagram above was still fairly level.

#### **4.1.2 Control Class**

##### **4.1.2.1 Students' Scores in Pre-test**

The control class was XI MIPA 3 class. The number of students was 30 but only 20 students participated in the pre-test, because of some students some students take part in volley ball selection activities. The researcher give the pre test to know the basic knowledge of students ability in reading comprehension. The score of pre-test can be seen in table below:



**Table 4.4****Students' Scores in Pre-Test of Control Class**

No.	Name of Students	Score Pre-test
1	Student1	35
2	Student 2	25
3	Student 3	35
4	Student 4	30
5	Student 5	30
6	Student 6	25
7	Student 7	35
8	Student 8	30
9	Student 9	35
10	Student 10	30
11	Student 11	35
12	Student 12	35
13	Student 13	30
14	Student 14	25
15	Student 15	30
16	Student 16	30
17	Student 17	15
18	Student 18	25
19	Student 19	35
20	Student 20	25
	<b>Total</b>	<b>595</b>
	<b>Mean Score</b>	<b>29.75</b>

From the data above, showed that the mean score of pre-test in control class was 29.75 with the total score 595. It means that the students' classified in pre-test was fail.

**4.1.2.2 Students' Scores in Post-test**

Post-test was conducted in the last meeting. the number of students was 30 but only 14 students participated in the post-test, because of some students some students take part in scouting and paskibra selection activities. The score of test had been taken as data of the research. Score from the post-test in control class was showed as table 4.4 below:

**Table 4.5**

**Students' Scores in Post-Test of Control Class**

No.	Name of Students	Score Post-test
1	Student1	70
2	Student 2	70
3	Student 3	70
4	Student 4	70
5	Student 5	70
6	Student 6	75
7	Student 7	65
8	Student 8	65
9	Student 9	70
10	Student 10	70
11	Student 11	60
12	Student 12	65
13	Student 13	65
14	Student 14	70
	<b>Total</b>	<b>965</b>
	<b>Mean Score</b>	<b>68.92</b>

Moreover, the students score in comprehending the analytical exposition text in post-test for the control class had showed in table 4.5. The table showed that in control class taught without skimming technique, the 14 students gained the total 965, which the mean score 68.92. It means that the students' classified in pre-test was fairly level.

**4.1.2.3 Students' Scores in Control Class**

The result data of students' reading comprehension without skimming technique taken from pre-test and post-test of control class. The the result can be sen from data below:

**Table 4.6**

**Students' Scores in Control Class Pre-test and Post-test**

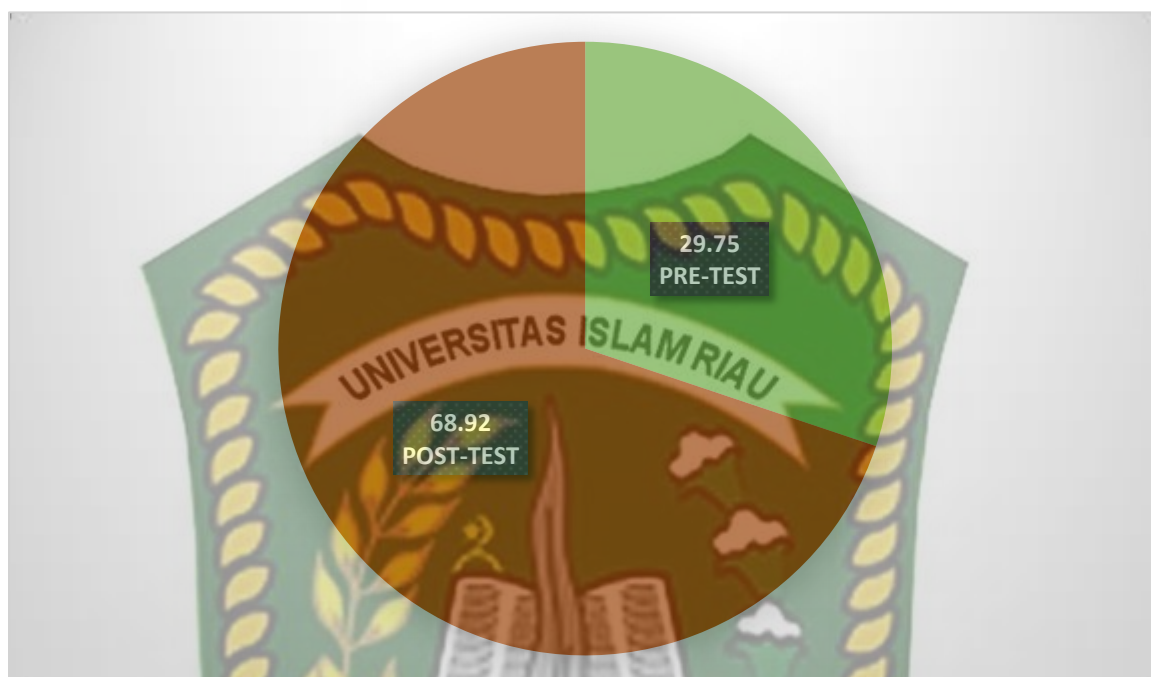
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre-test	20	29.75	5.7997
Post-Test	14	68.92	18.82905

From the table above, it can be seen that there were 20 students in control class. In the pre-test, the mean of pre-test was 29.75 and post-test was 68.92. The standard deviation of control class in the pre-test was 5.7997 and post-test 18.82905. The standard deviation of pre-test was 5.7997 and post-test 18.82905. It means that the students had low improvement in their reading comprehension, it was proved by the total score from pre-test and post test.



**Diagram 4.2**

**Students' Scores Pre-test and Post-test in Control Class**



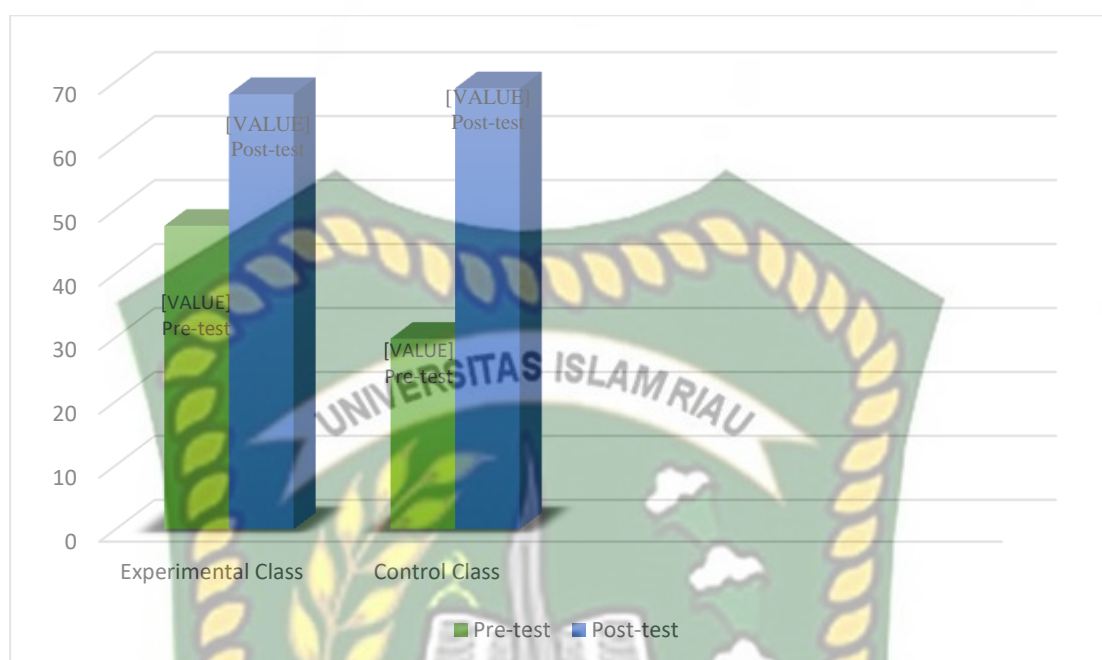
Based on the diagram above, it could be seen that the comparison of students in pre-test and post-test in analytical exposition text of the control class. The score of students in pre-test was 29.75 and score in post-test was 68.92. So the result in pre-test and post test of diagram above was increased, but the result was not significant.

**4.1.3 Students' Scores in Experimental Class and Control Class (Pre-test and Post-test)**

To the determine the data analysis of the effect of using skimming technique toward students reading comprehension in analytical exposition text, the researcher used  $T_{\text{Test}}$  formula by using software SPSS 20. The result of  $T_{\text{Test}}$  can be seen as follows:

**Diagram 4.3**

**Group Statistic Pre-test and Post-test Experimental Class and Control Class**



Based on diagram 4.3, it can be known that the result experimental class and control class of pre-test and post-test in analytical exposition text. The score of students in pre-test experimental class was 47.41, the score of post test was 68 there were little improvement of students' reading comprehension in experimental class, it was caused the researcher teaching reading comprehension by using skimming technique. In control class, score pre-test was 29.75 and post-test was 68.92, there were improvement, but the result was not significant.

#### **4.2 Validity of The Instruments**

The tests were given to the sample of this research, the researcher tried out the test items. The test given to the students was considered not too easy not too difficult. It was determined by finding the difficulty level of each item. The test was pre-test and post-test consist with 2 text in test.

#### 4.2.1 Validity of Test Experimental Class (Pre-test: Text 2)

Table 4.7

Validity of Test Experimental Class (Pre-test: Text 2)

No. Test	$r_{xy}$	$r_{table}$	Annotation
1	Constant	0.355	Constant
2	0.047	0.355	Not valid
3	0.163	0.355	Valid
4	0.535	0.355	Valid
5	0.565	0.355	Valid
6	0.660	0.355	Valid
7	0.822	0.355	Valid
8	0.584	0.355	Valid
9	Constant	0.355	Constant
10	Constant	0.355	Constant

Based on the table above, it can be seen that from the 10 questions only the 6 questions declared valid were questions number 3,4,5,6,7 and 8, questions number 1,9 and 10 variables cannot be calculated because the results was constant, questions number 2 was declared not valid.



#### 4.2.2 Validity of Test Control Class (Pre-test: Text 1)

Table 4.8

Validity of Test Control Class (Pre-test: Text 1)

No. Test	$r_{xy}$	$r_{table}$	Annotation
1	Constant	0.444	Constant
2	Constant	0.444	Constant
3	0.612	0.444	Valid
4	0.450	0.444	Valid
5	Constant	0.444	Constant
6	Constant	0.444	Constant
7	0.622	0.444	Valid
8	0.904	0.444	Valid
9	0.904	0.444	Valid
10	0.912	0.444	Valid

Based on the table above, it can be seen that from the 10 questions only 6 questions were declared valid, namely questions number 3,4,7,8,9 and 10, questions number 1,2,5 and 6 variables cannot be calculated because the results were constant.

#### 4.3 Reliability of the Instruments

Reliability is necessary characteristics of good test. The test was pre-test and post-test consist with 2 text in test. Reliability analysis the researcher used the Cronbach Alpha ( $\alpha$ ), the result of reliability test can be seen in the table as follow:

#### 4.3.1 Reliability of Test Experimental Class (Pre-test: Text 1)

**Table 4.9**  
**Reliability of Test Experimental Class (Pre-test: Text 1)**

Cronbach's Alpha	N of Items
,468	11

Based on the table above, it can be seen that the result of reliability testing ( $\alpha$ ) was 0.468. It means that  $0.468 > 0.355$  then the test was reliable.

#### 4.3.2 Reliability of Test Experimental Class (Pre-test: Text 2)

**Table 4.10**  
**Reliability of Test Experimental Class (Pre-test: Text 2)**

Cronbach's Alpha	N of Items
,604	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.604. It means that  $0.604 > 0.355$  then the test was reliable.

#### 4.3.3 Reliability of Test Experimental Class (Post-test: Text 1)

**Table 4.11**  
**Reliability of Test Experimental Class (Post-test: Text 1)**

Cronbach's Alpha	N of Items
,434	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.434. It means that  $0.434 < 0.444$  then the test was not reliable.

#### 4.3.4 Reliability of Test Experimental Class (Post-test: Text 2)

**Table 4.12**  
**Reliability of Test Experimental Class (Post-test: Text 2)**

Cronbach's Alpha	N of Items
,467	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.467. It means that  $0.467 > 0.444$  then the test was reliable.

#### 4.3.5 Reliability of Test Control Class (Pre-test: Text 1)

**Table 4.13**  
**Reliability of Test Control Class (Pre-test: Text 1)**

Cronbach's Alpha	N of Items
,622	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.622. It means that  $0.622 > 0.444$  then the test was reliable.

#### 4.3.6 Reliability of Test Control Class (Pre-test: Text 2)

**Table 4.14**  
**Reliability of Test Control Class (Pre-test: Text 2)**

Cronbach's Alpha	N of Items
,546	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.546. It means that  $0.546 > 0.444$  then the test was reliable.



#### 4.3.7 Reliability of Test Control Class (Post-test: Text 1)

**Table 4.15**  
**Reliability of Test Control Class (Post-test: Text 1)**

Cronbach's Alpha	N of Items
,402	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.402. It means that  $0.402 < 0.532$  then the test was not reliable.

#### 4.3.8 Reliability of Test Control Class (Post-test: Text 2)

**Table 4.16**  
**Reliability of Test Control Class (Post-test: Text 2)**

Cronbach's Alpha	N of Items
,460	11

Based on the table above, it can be seen that the result of reliability testing was ( $\alpha$ ) 0.460. It means that  $0.460 < 0.532$  then the test was not reliable.

#### 4.4 Normality of The Instruments

Normality test is one part of the test requirements for data analysis before conducting a hypothesis test, it must be tested for normality. The result of normality test can be seen in the table as follow:

#### 4.4.1 Normality of Experimental Class

**Table 4.17**  
**One-Sample Kolmogorov-Smirnov Test**

	Unstandardized Residual
N	20
Normal Parameters <sup>a,b</sup>	
Mean	0E-7
Std. Deviation	12,27530848
Most Extreme Differences	
Absolute	,209
Positive	,209
Negative	-,189
Kolmogorov-Smirnov Z	,935
Asymp. Sig. (2-tailed)	,346

Based on the table above, it can be seen that the result of normality testing was 0.346. It means that  $0.346 < 0.349$  and the test was not normal.

#### 4.4.2 Normality of Control Class

**Table 4.18**  
**One-Sample Kolmogorov-Smirnov Test**

	Unstandardized Residual
N	14
Normal Parameters <sup>a,b</sup>	
Mean	0E-7
Std. Deviation	3,42093950
Most Extreme Differences	
Absolute	,137
Positive	,131
Negative	-,137
Kolmogorov-Smirnov Z	,514
Asymp. Sig. (2-tailed)	,954

Based on the table above, it can be seen that the result of normality testing was 0.954. It means that  $0.954 > 0.361$  and the test was normal.

## 4.5 Homogeneity of the Populations

Homogeneity test was used to find out the variance of some of the same population or not. The underlying assumption in the analysis of variance (ANOVA) was that of several populations was same.

### 4.5.1 Homogeneity of Experimental Class

**Table 4.19**

#### **Homogeneity of Experimental Class**

Levene Statistic	df1	df2	Sig.
6,056	1	49	,017

Based on the table above, it can be seen that the result of homogeneity population was 0.17. It means that  $0.17 < 0.281$  and the test was not homogeneity.

### 4.5.2 Homogeneity of Control Class

**Table 4.20**

#### **Homogeneity of Control Class**

Levene Statistic	df1	df2	Sig.
,667	1	32	,420

Based on the table above, it can be seen that the result of homogeneity population was 0.420. It means that  $0.420 > 0.361$  and the test was homogeneity.



#### 4.6 Data Interpretation

After getting the scores in pre-test and post-test the researcher found that there was the progress on students' mean score in pre-test and post-test. In Experimental class pre-test, the students' got the mean score was 47.41 and post-test got the mean score was 68. It was caused by skimming technique in learning process. In control class pre-test, the students got the mean score was 29.75 and post-test got the mean score was 68.92.

Based on the evidence above, it indicated that the score of experimental class which taught by using skimming technique can improve the students' reading comprehension.

In addition, the researchers calculated the test validity. Validity test using SPSS 20 version program from 10 test questions there are 6 questions that are valid in the experimental class test (pre-test: text 1), and from 10 test questions there are 6 questions that are declared valid in the Control Class test (Pre-test: text 1). Beside of testing the validity of the test, researcher also performed test reliability from each test question. There are 5 test and the results of test reliability that were declared reliable, namely the experimental test class (pre-test: text1), the experimental test class (pre-test: text 2), the experimental class test (post-test: text 2), test control class (pre -test: text 1), control class tests (pre-test: text: 2) and 3 tests that were otherwise not reliable, namely, experimental class test (post-test: text 1), test control class (post-test: text 1) ), and test control class (post-test: text 2). Furthermore, the researcher conducted a normality test which results in testing normality in the experimental class that was not normal and testing normality in the control class was declared normal. The researcher also tested the homogeneity of the population, the results of population homogeneity in the experimental class were declared not homogen, and the control class population was declared homogen.

## 4.7 Description of Teaching and Learning Process

### 1. Pre-Test

The Pre-test has done for the first meeting before the researcher give the treatment for experimental group. In the Pre-test, researcher explains what is the students going to do and distribute the reading test for one class, which to know the students comprehension in reading before treatment and after giving the score to the students result test.

### 2. Treatment

#### Meeting II

In the second meeting topic was about Is Smoking Good for Us?. Whilst teaching: the researcher gave the analytical exposition Text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the students their difficulties during learning process.

### Meeting III

In the third meeting topic was about Corruption and Indonesian Culture. Whilst teaching: the researcher give the analytical axposition text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the stuendts their difficulties during learning process.

### Meeting IV

In the third meeting topic was about The Dangerous of Using Drugs. Whilst teaching: the researcher give the analytical axposition text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text.



After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the students their difficulties during learning process.

### Meeting V

In the third meeting topic was about The Importance of Sleep. Whilst teaching: the researcher give the analytical exposition text sheet for each students. After that, the researcher explained to the students about analytical exposition text and step to using skimming technique. Before reading: the researcher lead the students know about the topic. The researcher asks the students about the topic that they have just read each paragraph. During reading: the researcher asks students to re-read the sentence and find out the key word or clue to understand the meaning of the text. After that researcher asks the students to find out main idea of the text, and analyze what is the important idea based on all the paragraph. Then the researcher give instruction for students to learn about main idea, general information, key word and headline of the text after reading: the researcher do the last step to review about what they have read, and researcher asks to students write the summary from the text on story sheet researcher gave before. Therefore the students submit in the front of the class. In the post-teaching: The researcher collect the students' answer. Finally, the researcher asks to the students their difficulties during learning process.

### 3. Post-Test

In the last meeting, the researcher gave the post test. In this Post-test same with Pre-test. The test was essay questions which consist of two reading texts with 10 questions each text by using 5W+1H question. The text used analytical exposition text. The researcher gave 5 score in each correct answer. Therefore, the total maximum score is 100 point. It aimed to know the was increase on the students comprehension in reading. Is there any significant effect in students' reading comprehension analytical exposition text between the result in pre-test and post-test.

### 4.8 Hypothesis Testing

**Table 4.21**  
**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-19,250	16,000	3,578	-26,738	-11,762	-5,381	19	,000

Based on table above, it can be seen  $t_0$  5.381 and df 19. To compare either at level 5%. Based on t-table, it can be analyzed that  $t_0$  is higher than t-table at 5%. In other words, 5.831 > 0.456. It means that null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) is accepted. It found that there is significant effect of using skimming technique towards students reading comprehension of analytical exposition text the second year of SMA Negeri 1 Cerenti.

## CHAPTER V

### CONCLUSIONS, IMPLICATION AND SUGGESTIONS

#### 5.1 Conclusions

Based on the data analysis and research findings in chapter IV, finally the research about the effect of skimming technique toward students reading comprehension of analytical exposition text the second year of SMA Negeri 1 Cerenti, comes to the conclusion as follows:

1. Students' reading comprehension of analytical exposition text taught by using skimming technique in categorized good level.
2. Students' reading comprehension of analytical exposition text taught by skimming technique is categorized into fair level.
3. There is significant effect of skimming technique toward students' reading comprehension who are taught by using skimming technique at the second year of SMA Negeri 1 Cerenti.

So it can be conclude that skimming technique has a positive effect on reading comprehension at the second year of SMA Negeri 1 Cerenti.

#### 5.2 Implication

This research implied the activities in teaching learning by using skimming technique. It can be considered to use in teaching learning process because from the result of the research, the research found that there was significant effect of students' reading comprehension at class XI MIPA 2 SMA Negeri 1 Cerenti.



## 5.4 Suggestions

Based on research findings, the research would like to give some suggestion:

### 5.3.1 Suggestion for Teacher

1. It is recommended to teacher to use **skimming** technique in teaching learning process.
2. It is hoped that teacher reading class from the easiest to the most difficult one.
3. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.

### 5.3.2 Suggestion for Students

1. The students should try to understand the use of **skimming** technique in reading analytical exposition text.
2. The students should pay more attention to the lesson being explained by the teacher.

Finally, the researcher considered that this still needs validation from the next researcher who has the same topic as this researchers.

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