



**APPROVAL OF THESIS ADVISORY
COMMITTEE**



APPROVAL OF THESIS ADVISORY
COMMITTEE

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the Thesis : SKIMMING AND SCANNING TECHNIQUES IN
READING COMPREHENSION APPLIED BY THE
FOURTH SEMESTER STUDENTS OF TBI STAIN OF
PALANGKA RAYA.

Name : Yulianti

NIM : 0401120132

Department : Tarbiyah (Education)

Study Program : English Education

Level : Strata 1 (S-1)

Palangka Raya, September 15th 2009

Approved by:

Advisor I,

Advisor II,



Simintu, M.Hum.

NIP. 19750707 200212 1 004



Hj. Api Ranti, M.Hum.

NIP. 150408930

Legalized by:

Vice Director in Academic
Affairs,

The Chair of Department of
Education,



Drs. H. Abubakar HM, M.Ag.

NIP. 19551231 198303 1 026



Hj. Hamidah, M.A.

NIP. 19700425 199703 2 003



OFFICIAL NOTE AND LEGALIZATION

OFFICIAL NOTE

Case: **Please be examined**
Yulianti's Thesis

Palangka Raya, September 15th 2009

To Director of the State Islamic College
of Palangka Raya

In

Palangka Raya

Peace be unto you God's mercy and blessing as well,

By reading and analyzing of your thesis' revision, we think that your thesis in the name of:

Name : YULIANTI
Student Registration Number : 0401120132
Title of the Thesis : SKIMMING AND SCANNING
TECHNIQUES IN READING
COMPREHENSION APPLIED BY THE
FOURTH SEMESTER STUDENTS OF
TBI STAIN OF PALANGKA RAYA

Can be examined in partial fulfillment of the Degree of Sarjana
Pendidikan Islam in English Education of the Department of Education
STAIN Palangka Raya.

Thank you for your attention,

Peace be with you and God's blessing.

Advisor I,



Siminto, M.Hum.

NIP. 19750707 200212 1 004

Advisor II,



Hj. Apni Ranti, M.Hum.

NIP. 150408930

LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

This thesis entitles **SKIMMING AND SCANNING TECHNIQUES IN READING COMPREHENSION APPLIED BY THE FOURTH SEMESTER STUDENTS OF TBI STAIN OF PALANGKARAYA**. In the name of Yulianti and her Student Registration Number is 0401120132. It has been examined by Team of Examiners of the State Islamic College of Palangka Raya on :

Day : Saturday

Date : Syawal 28, 1430 H/October 17, 2009


Palangka Raya, October 17, 2009

Team of Examiners

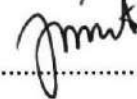
1. **Drs. H. Abdul Qodir, M.Pd.**
Chairman/Examiner

(.....)

2. **Sabarun, M.Pd.**
Member

(.....)

3. **Siminto, M.Hum.**
Member

(.....)

4. **Hj. Apni Ranti, M.Hum.**
Secretary/Member

(.....)

The State Islamic College of
Palangka Raya
Director.



Dr. H. Khairil Anwar, M.Ag.
NIP.19630118 199103 1 002



ABSTRACT

**SKIMMING AND SCANNING TECHNIQUES IN READING
COMPREHENSION APPLIED BY THE FOURTH SEMESTER
STUDENTS OF TBI STAIN OF PALANGKA RAYA**

ABSTRACT

The principle purpose of this study is to describe about skimming and scanning techniques applied by the fourth semester students of TBI STAIN of Palangka Raya. Because of that, the purpose of this study is to know how skimming and scanning techniques used by the successful and unsuccessful students in reading comprehension and to know the cause of students problems in reading comprehension by using skimming and scanning techniques.

In this study, the writer used qualitative method. In collecting the data, it used some techniques; observation, interview, and documentation. In analyzing the data, it used some techniques; data collection, data reduction, data display, and conclusion drawing/verification. The subject of this study are 8 students in the fourth semester who have taken Reading Comprehension IV. To take the subject, it used purposive sampling.

The main research findings were:

1. In skimming technique the successful students read the text at the first and the last paragraph, found and identified the main idea of the text. Meanwhile, in scanning technique the successful students read the text by using 5w+th questions, found and identified the specific information of the text.
2. In skimming technique the unsuccessful students read the text while looking for the main idea, read the text repeatedly and quickly, read the important points, focused on reading the text with understanding, and used the techniques based on the instruction or the questions in the book. Meanwhile, in scanning technique, they read some parts of the text, found the difficulty words, read overall of the text, focus to read the text with understanding, and use the techniques based on the instruction in the book.
3. The students' problems in reading comprehension using skimming technique as follows: the students had limited vocabulary, could not identify and differentiate between topic and topic sentences of the text, did not understand about technique's application, and had no motivation to read in English material.
4. The students' problems in reading comprehension using scanning technique as follows the students had limited vocabulary, had no motivation to read in English material, and difficulties to read faster.

**TEKNIK MEMBACA SEKILAS DAN MEMBACA CEPAT DALAM
MEMAHAMI BACAAN YANG DIGUNAKAN OLEH MAHASISWA
SEMESTER KEEMPAT DARI PROGRAM TBI STAIN
PALANGKA RAYA**

ABSTRAK

Penelitian ini bertujuan memberikan gambaran bagaimana teknik membaca sekilas dan membaca cepat dalam memahami bacaan yang digunakan oleh mahasiswa semester keempat TBI STAIN Palangka Raya. Tujuan utama penelitian ini untuk mengetahui bagaimana mahasiswa berhasil dan tidak berhasil dalam memahami bacaan menggunakan teknik membaca sekilas dan membaca cepat, dan mengetahui penyebab masalah mereka dalam memahami bacaan berbahasa Inggris menggunakan teknik membaca sekilas dan membaca cepat.

Penelitian ini menggunakan metode kualitatif. Dalam pengumpulan data penelitian ini menggunakan teknik observasi, wawancara, dan dokumentasi. Dalam menganalisa data, penulis menggunakan teknik pengumpulan data, penyeleksian data, pemaparan data, dan penarikan kesimpulan atau verifikasi. Subjek pada penelitian ini yaitu 8 orang mahasiswa yang mengikuti mata kuliah Reading Comprehension IV. Untuk pengambilan subjek, penulis menggunakan purposive sampling.

Temuan penelitian ini adalah :

1. Teknik membaca sekilas dan cepat yang digunakan oleh mahasiswa yang berhasil dalam memahami bacaan yaitu: dalam penggunaan teknik membaca sekilas, mereka membaca teks pada bagian awal dan akhir paragraph, menemukan dan mengidentifikasi pikiran utama dari teks tersebut. Dalam teknik membaca cepat mereka membaca teks menggunakan pola pertanyaan 5w+h, dan menemukan atau mengidentifikasi informasi khusus dari dalam teks.
2. Teknik membaca sekilas dan cepat yang digunakan oleh mahasiswa yang tidak berhasil dalam memahami bacaan yaitu: dalam penggunaan teknik membaca sekilas, mereka membaca teks sambil mencari pikiran utamanya, membaca teks berulang kali dengan cepat, membaca informasi-informasi khususnya, fokus memahami bacaannya, dan menggunakan tekniknya berdasarkan petunjuk dan pertanyaan di dalam buku. Dalam teknik membaca cepat, mereka membaca beberapa bagian dari teks, mencari kata-kata sulitnya, membaca keseluruhan teks, fokus memahami bacaannya, dan menggunakan tekniknya berdasarkan petunjuk dan pertanyaan di dalam buku.
3. Penyebab masalah mahasiswa memahami bacaan menggunakan teknik membaca sekilas adalah mahasiswa memiliki kosakata terbatas, tidak dapat mengidentifikasi dan membedakan antara topik dan topik kalimat di dalam text, tidak paham tentang penerapan tekniknya, dan tidak memiliki motivasi untuk membaca materi berbahasa Inggris.
4. Penyebab masalah mahasiswa di dalam memahami bacaan menggunakan teknik membaca cepat adalah mahasiswa memiliki keterbatasan pada kosakata, tidak memiliki motivasi untuk membaca materi berbahasa Inggris, dan kesulitan untuk membaca dengan cepat.



ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

Alhamdulillah and praise belong to Allah the Almighty, the Most Merciful and the Most Forgiveness, because for his blessing the writer able to finish her thesis entitled: **Skimming And Scanning Techniques in Reading Comprehension Applied By The Fourth Semester Students of TBI STAIN of Palangka Raya**. The first, in this right chance the writer would like to give her greatest thanks to :

1. Dr. H. Khairil Anwar, M.Ag., as Director of the State Islamic College of Palangka Raya for his direction and encouragement to finish this study;
2. Hj. Hamidah, M.A., as the chair of Department of Education who has given permission to do the research of this study;
3. Drs. H. Abdul Qodir, M.Pd., as the coordinator of the English Education Study Program who has given advice and suggestion to improve this study;
4. Siminto, M.Hum. and Hj. Apni Ranti, M.Hum., as the first and the second advisors for their guidance, suggestion, advice, and encouragement during the completion of the thesis;
5. Sabarun, M. Pd. and Akhmad Ali Mirja S.Pd., who allowed me to observe in their class and provided useful data during the completion of the thesis.

Greatful thanks to all the teaching staff of the TBI STAIN of Palangka Raya for their valuable guidance and support. The writer would like to express her most special sincere gratitude and immeasurable love to her parents, brothers and sisters for their praying, motivation, and patience. So that the writer feels enthusiastically to finish this thesis. The last special thanks are addressed to her

friends of TBI 2004 who have encouraged, supported, and gave affections sincerely to the writer's effort in doing the study.

The writer realizes that this thesis is still far from the perfect, therefore some constructive criticals and suggestions are warmly welcome. Hopefully, may Allah SWT keeps us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, September 29th, 2009

YULIANTI
SRN. 0401120132



DECLARATION OF AUTENTICATION

DECLARATION OF AUTHENTICATION

In the name of Allah,

I myself make declaration that this thesis entitles **SKIMMING AND SCANNING TECHNIQUES IN READING COMPREHENSION APPLIED BY THE FOURTH SEMESTER STUDENTS OF TBI STAIN OF PALANGKA RAYA** is truly my own writing. If it is not my own writing, so it was given a citation and shown in the list of references.

If my own declaration is not right in this thesis, so i am ready to be given an academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, September 29th, 2009

My Own Declaration,



YULIANTI

SRN. 0401120132



MOTTO

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

(العلق: ١)

Proclaim! (or Read!) In the Name of thy Lord

and Cherisher Who created

(Q.S. Al-'Alaq: 1)



TABLE OF CONTENTS

TABLE OF CONTENTS

	Page
PAGE TITLE	i
APPROVAL OF THE THESIS	ii
OFFICIAL NOTE	iii
LEGALIZATION	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vii
DECLARATION OF AUTHENTICATION	ix
MOTTO	x
TABLE OF CONTENTS	xi
LIST OF ABBREVIATIONS	xiii
LIST OF TABLES	xiv
LIST OF APPENDIXES	xv
DEDICATION	xvi
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problems of the Study.....	4
C. Objective of the Study	4
D. Significance of the Study	5
E. Definition of Key Terms	5
F. Framework of the Discussion	7
G. Research Methodology	8
1. Time and Place of the Study.....	8
2. Method and Type of the Study	8
3. Subject and Object of the Study	9
4. Data Collecting Procedures	11
5. Endorsement of Data	13
6. Data Analysis Procedure	16
H. Frame of Thinking	18
CHAPTER II REVIEW OF READING COMPREHENSION AND SKIMMING AND SCANNING TECHNIQUES	
A. Previous Studies	20
B. Theoretical Description.....	22
1. Reading Comprehension	22
2. The important Point in Reading Comprehension ...	25
3. Skimming and Scanning Techniques	31
4. Problems in Reading Comprehension Based or the Experts	34
5. The Factors Influence of Students' Learning	36

CHAPTER III RESULT AND DISCUSSION OF THE STUDY

A. Skimming and Scanning Techniques Used by Successful and Unsuccessful Students in Reading Comprehension ...	42
1. Skimming and Scanning Techniques Used by Successful Students in Reading Comprehension	43
2. Skimming and Scanning Techniques Used by Unsuccessful Students in Reading Comprehension	45
B. The Cause of Students Problems in Reading Comprehension by Using Skimming and Scanning Techniques	51
1. The Cause of Students Problems in Reading Comprehension by Using Skimming technique	51
2. The Cause of Students Problems in Reading Comprehension by Using Scanning Technique	53
C. Teaching Learning Process of Reading Comprehension IV Classes at TBI STAIN of Palangka Raya	56
1. The Observation of Reading Comprehension IV Class A	56
2. The Observation of Reading Comprehension IV Class B	58

CHAPTER IV CLOSING

A. Conclusion	60
B. Suggestions	61

REFERENCE

APPENDIXES



**LIST OF
ABBREVIATION
TABLES
APPENDIXES**

LIST OF ABBREVIATION

TBI	: Tadris Bahasa Inggris
STAIN	: Sekolah Tinggi Agama Islam Negeri

LIST OF TABLES

	Pages
Table 1.1 The Standard of Evaluation	10
Table 1.2 The List of Students	10
Table 3.1 Skimming and Scanning Techniques Used by the Students	50
Table 3.2 Some Causes of Students' Problems in Using Skimming and Scanning Techniques in Reading Comprehension	56

LIST OF APPENDIXES

1. Appendix 1 Observation Guide
2. Appendix 2 Observation Data Transcription
3. Appendix 3 Documentation Guide
4. Appendix 4 The Interview Guide
5. Appendix 5 The Result of Interview
6. Appendix 6 The Result of Observation
7. Appendix 7 The Syllabus of Reading Comprehension IV
8. Appendix 8 The Result of Students' Score in Middle Test of Reading Comprehension IV
9. Appendix 9 Documentation of Observation and Interview

DEDICATION

Sincerely, this thesis is dedicated to:

- ❖ *My beloved parents, who had given their immeasurable motivation, pray, advice and affection*
- ❖ *My sister and brothers, who had given sincere pray and support*
- ❖ *The coordinator of the English Education Study Program Drs. Abdul Qodir, M.Pd. who had given us valuable advices and motivation in completion of this study*
- ❖ *My advisors Siminto, M.Hum. and Hj. Apni Ranti, M.Hum. who had given the best guidance to completion of this thesis*
- ❖ *My best friends Mariya Ulfah, Sumiati, Erniati, Purnia, Siti Sholeha, and Umi Kalsum, who had given support to completion of this study*
- ❖ *All of my friends in same struggle/IBJ'04*
(^_^) Go forward friends.. !!

May Allah Gives The Best In Our Life

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has important role to human's life. Allah SWT has created different tribes, nations and languages in this world to human's life. As a tool of communication, language has the main function in activity of social interaction. Language has functioned as media to connect among nations, to develop knowledge and science.¹ According to Darjowidjojo, "*Bahasa merupakan alat komunikasi untuk menyampaikan maksud, pikiran atau perasaan*".² (language is a tool of communication to convey the meaning of thinking).

Most of people compete in mastering various languages to communicate. One of languages that has been learned and mastered by people is English. It is used by almost all of people around the world. In education field, it is also important for students to learn English by formal or non formal education. Even, the subject of English has been included in curriculum of teaching-learning at the school and also in the university.

In Indonesia education field, English has been taught in elementary school up to university level. If it is measured from the amount of the time, the students must have gained good English. But, in fact some problems are often appear when

¹Abdul Chaer, Leony Agustina, *Sosiolinguistik : Perkenalan Awal*, Jakarta : PT. Rineka Cipta, 2004. p.226.

²Soejono Dardjowidjojo, *Perkembangan Linguistik di Indonesia*, Bandung : Angkasa, 1995. p.17.

the students learn English. Especially for the students which their first language is not English

One of the language skills in English is Reading. Through reading, someone can get the information of the reading materials. Smith in Fauziati defines that reading more pragmatically as an understanding a message conveyed by the writer through visual and non visual information.³ By reading the readers can improve their knowledge. Reading has a broader purpose: to widen the individual's field of interest, to assist in personal development, to provide entertainment and to be informative.⁴ In reading activity it do not only read but also read to understand. When someone read, they always try to comprehend the content of material, it is called reading comprehension.

Tarbiyah Department of STAIN of Palangka Raya has some study programs included TBI (English Study Program), for the students who are majoring English they must master the language skills: listening, speaking, reading and writing. For reading skill, TBI has stated Reading Comprehension as a subject. Where it is divided into Reading Comprehension I, II, III and IV. In Reading Comprehension subject, the lectures have taught the students about English paragraph comprehension.

One of material related in reading comprehension subject are skimming and scanning techniques. Where, especially it is learned by the students in Reading Comprehension IV. Skimming and Scanning are particularly valuable techniques for searching information of the reading material. Through skimming and

³Endang Fauziati, *Teaching English As a Foreign Language*, Surakarta : Muhammadiyah University Press, 2002. p.139.

⁴Jonathan Anderson, *Efficient Reading A Practical Guide*, 1969. p.3.

scanning techniques the students were taught by the lecturer how to get the information easily about the content of the text. In reading comprehension, both skimming and scanning techniques are very important to help the students in comprehending English paragraph.

Skimming is a reading technique, it is used to obtain the gist (the overall sense) of a piece of text, this technique involves searching for the main ideas by reading the first and last paragraphs, nothing other organizational cues, such as summaries used by the author.⁵ While, scanning is a reading technique used to obtain specific information from a piece of text.⁶

In fact, in the classroom practice, sometimes when the lecturer asked the students to read the English material, it was done by them easily. But, when the lecturer asked them to convey the information about content of the text, some of them felt difficult to do this. They read, but did not understand about what they read.

Actually, these techniques will help the students in Reading Comprehension subject, especially in comprehending paragraph. But, generally every student has different ability to receive the lesson from the lecturer, it also for lesson about skimming and scanning techniques. Some of the students still have difficulties on it. As the ability of each student is different, it did not make all of the students master in applying skimming and scanning techniques. Thus, it made the score of students has variation; high, average, and low score. Although skimming and scanning techniques have important role for the students in understanding of

⁵ <http://www.esbsju.edu/academicaadvising/help/skimming.html> accessed on April 14th 2008

⁶ *Ibid.*

English paragraph well, but not all of the students get highest score. While the other students still have problems to master it , and this case made some of them get lowest score.

Based on the case above, the writer wants to present this study in title "Skimming and Scanning Techniques in Reading Comprehension Applied by the Fourth Semester Students of TBI STAIN of Palangka Raya."

B. Problems of the Study

Based on the background above, the problems that can be observed they are :

1. How do the successful students use skimming and scanning techniques in reading comprehension?
2. How do the unsuccessful students use skimming and scanning techniques in reading comprehension?
3. Why do the students get problems in reading comprehension by using skimming technique?
4. Why do the students get problems in reading comprehension by using scanning technique?

C. Objectives of the Study

The objectives of this study are :

1. To describe about skimming and scanning techniques used by the successful students in reading comprehension.

2. To describe about skimming and scanning techniques used by the unsuccessful students in reading comprehension.
3. To describe about the cause of students' problems in reading comprehension by using skimming technique.
4. To describe about the cause of students' problem in reading comprehension by using scanning technique.

D. Significances of the Study

The study has theoretical and practical significance. Theoretically the students would know about skimming and scanning techniques that used in reading comprehension. Practically it gives contribution to the English lectures of STAIN Palangka Raya in handling the problems of the students in reading comprehension by using skimming and scanning techniques. The researches result of this study will be useful for furthermore study that be going to studies the same problem.

F. Definition of Key Terms

The key terms that related to this study are :

1. Skimming : Technique of quick reading to find the general idea of the text.⁷ In the present study, skimming is the technique that use by the fourth semester students of TBI STAIN

⁷ Anderson, Jonathan, *Efficient Reading*, Sidney: Mc Grow Hill Book Company, 1969,p 62.

- Palangka Raya in Reading Comprehension by read the text to find the main idea.
2. Scanning : Technique of quick reading to locate specific information of the text.⁸ In the present study, scanning is the technique that use by the fourth semester students of TBI STAIN Palangka Raya in Reading Comprehension by read the text to find the specific information of the text.
 3. Technique : A concret way of doing or performer something.⁹ In the present study, the techniques are skimming and scanning.
 4. Reading Comprehension : The process of understanding and constructing meaning from a piece of the text, connected text that can be read with comprehension.¹⁰
 5. Successful Student : The student that succeeded in learning, having success in learning, the achievement of a desired aim in students' learning.¹¹ The minimal score is sixty (60).¹²

⁸*ibid*

⁹ Hornby, Oxford Advanced Learner's Dictionary, Oxford: Oxford University Press, 1995, p.1226

¹⁰ Brown, H. Douglas, *Teaching By Principles An Interactive Approach to Language Pedagogy* (2nd ed.), San Fransisco: Addison Wesley Longman, 2000.p306

¹¹ Hornby, Oxford Advanced Learner's Dictionary, Oxford: Oxford University Press, 1995, p.1193

¹² Team Penyusun, *Pedoman Akademik STAIN Palangka Raya*, Palangka Raya:STAIN Palangka Raya, 2008, p.18

6. Unsuccessful Student : The student that unsuccessful in learning, having unsuccessful in learning, the failure of a desired aim in students' learning.¹³ The maximal score is fifty(50).¹⁴

E. The Framework of the Discussion

The framework of the discussion of this study as follows:

- Chapter I : Introduction, this chapter consists of the background of the study, the problems of the study, the objectives of the study, the significances of the study, the framework of the discussion, research methodology, and frame of thinking.
- Chapter II : Review of reading comprehension and skimming and scanning techniques, this chapter consists of previous studies, reading comprehension, the important points in reading comprehension, skimming and scanning techniques, problems in reading comprehension based on the experts, and the factors influence of students' learning.
- Chapter III : Result and discussion of the study, this chapter consists of skimming and scanning techniques used by successful and unsuccessful students in reading comprehension, the cause of students problems in reading comprehension by using skimming and scanning techniques, and teaching learning process of

¹³*Ibid.*

¹⁴*Ibid.*

Reading Comprehension IV classes at TBI STAIN of Palangka Raya

Chapter IV : Closing. this chapter consists of the conclusions and the suggestions.

F. Research Methodology

1. Time and the Place of the Study

In this study, the writer needed about two months, they were from April 15 – June 15 to collect all of the data accurately and briefly. The place of the study was STAIN Palangka Raya, Jl. G. Obos Complex Islamic Centre Palangka Raya, Kalimantan Tengah.

2. Method and Type of the Study

a. Method of the Study

This research was in qualitative designed. Bogdan and Taylor in Moleong defines that "*Metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati.*"¹⁵ (Qualitative method is as research procedure that can be observed in which the descriptive result of the data is in the form of words from people, orally or in written form and their attitudes).

¹⁵Lexy J . Moleong, *Metodology Penelitian Kualitatif*, Bandung Remaja Rosdakarya, 2004, p.3.

b. Type of the Study

This research was naturalistic research that has objective to describe the appropriate phenomena the facts in the field about skimming and scanning techniques applied by the fourth semester students of TBI STAIN of Palangka Raya. The term of naturalistic research try to explain the result of source of data naturally without hold a special treatment from the subject who is researched.¹⁶ In this research, the writer has entered into the class directly to collect the data as many as possible appropriate with the topic in the problem of the study. In naturalistic research, Nasution in Apni Ranti's thesis states the writer must collect the data directly in real situation.¹⁷ The writer has known the real situation by entering the class, doing observation, asking, hearing, writing, involving, thinking and taking conclusion from what have been discovered in the class.

3. The Subject and Object of The Study

The subject of this study were some of the students in the fourth semester who had taken Reading Comprehension IV of TBI STAIN of Palangka Raya. To take the subject used purposive sampling. The purposive sampling is the technique of getting the source of sample data by using the definite consideration.¹⁸ The criteria which were used in this research were the successful and unsuccessful students in Reading Comprehension IV, they were the students

¹⁶Abdul Qodir, *Summary Reseach Kuantitatif dan Kualitatif*, Palangka Raya, STAIN Palangka Raya, 2005, p.19.

¹⁷Apni Ranti, *Strategi Belajar MK Structure Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Palangka Raya, Thesis Magister*, Yogyakarta, 2005, p.44.

¹⁸Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2006, p.300.

who got score more than 80 and the students who got score less than 60. Based on the score of the middle test of Reading Comprehension IV, there were 8 students who had taken as the subject of this study, they were 2 students who got score more than 80 and 6 students who got score less than 60. Therefore, in determining the score based on standard evaluation in college level as follows :

Table 1.1
The Standard Evaluation

Interval	Symbol	Score	Predicate
80-100	A	4	Very Good
70-<80	B	3	Good
60-<70	C	2	Enough
50-<60	D	1	Less
0-<50	E	0	Fail

In achievement of learning based on the standard evaluation, the students passed in learning examination if they got score up to sixty (60), and if the students got score less than sixty (60), it was stated that they failed.¹⁹

Based on the standard evaluation above, it was chosen as the subject of the study in the list of the students as follows :

Table 1.2
The List of Students

No	Name of Students	Score
1.	SM	81,5
2.	NS	81,5
3.	RRS	33,3
4.	AA	40,7
5.	MA	3,6
6.	MTK	2,7
7.	DH	3,6
8.	IY	3,1

¹⁹ Team Penyusun, *Pedoman Akademik STAIN Palangka Raya*, Palangka Raya: STAIN Palangka Raya, 2008, p.18

The object of this study were skimming and scanning techniques applied by the fourth semester students of TBI STAIN Palangka Raya and the cause of their problems in reading comprehension by using skimming and scanning techniques.

4. Data Collecting Procedures

In this reserach, data collecting technique that is used is according to Rahardjo namely: observation, interview and documentation.²⁰

a. Observation

Sutrisno Hadi in Sugiyono states that *observasi adalah suatu proses yang kompleks, suatu proses yang tersusun dari pelbagai proses biologis dan psikologis*.²¹ (Observation is a complex process, a process that is arranged from the variou of biological and psychology process). The observation was done to know the students who got good and low score in reading comprehension, it also was done to get data that were needed to make report of result of the study.

Obseration was started by general observation and further more it focused to the object of research. The aim of general observation is to get specific data, which covers the cases, as follows:

- a. The research subject was the fourth semester students of TBI STAIN Palangka Raya

²⁰ Muchia Raharjo, *Pengantar Penelitian Bahasa*, Malang, Cendikia Para Mulya, 2002, p.56.

²¹ Sugiyono, *Metode Penelitian Pendidikan*, p.203.

- b. The research object was skimming and scanning techniques used by the students and the cause of their problems in reading comprehension by using skimming and scanning techniques.
- c. Time was the available time as long as researching chronological during two months.
- d. Goal, is to know skimming and scanning techniques used by the students and to know the cause of their problems in reading comprehension by using skimming and scanning techniques .

b. Interview

Moleong states that "*wawancara adalah percakapan dengan maksud tertentu, percakapan dilakukan oleh dua belah pihak yaitu pewawancara (interviewer) yang mengajukan pertanyaan dan yang diwawancarai (interviewed) yang memberikan jawaban atas pertanyaan itu*".²² In this research the interview was done to get the data about skimming and scanning techniques applied by the fourth semester students of TB. STAIN of Palangka Raya and the cause of their problems in reading comprehension by using skimming and scanning techniques. The interview was done by giving a paper that contained some paragraphs to the students. The writer asked the students to apply their skimming and scanning techniques by answering some questions based on the text directly. It was done to know how far their capability in using skimming and scanning techniques in reading comprehension.

²² Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung Remaja Rosdakarya, 2004, p.186

The interview technique used was unstructured interview. In unstructured interview the writer used interview guideline that consisted of outlines appropriate to the topic of the study. It was needed interviewer creativity, because interviewer acts as direction of respondent in answering the question given. When interview went, the writer tried to run the respondent's answer to give more specific result and avoid the questions out of topic. The interviewer tried to develop a comfortable condition in order that respondents did not feel they were interviewed in order that can express opinion naturally.²³ The interview was done in informal condition by using notebook or tape recorder.

c. Documentation

Documentation is every written material or film.²⁴ It was used to support the data that were gotten in the field. In this study the writer has collected some documents that related to the study such as the number and names of the students who have taken Reading Comprehension IV, the syllabus of Reading Comprehension IV, score of the students that can be found from the lectures who had taught them in Reading Comprehension IV, and the result of the interview.

²³ Suharsimi, Arikunto, *Prosedur Penelitian* Jakarta: Rineka Cipta, 1993, p.197.

²⁴ Lexy J. Moleong *Metodologi Penelitian Kualitatif*, p.216.

5. The Endorsement of Data

There are four techniques to determine the endorsement of data, namely credibility, transferability, dependability and confirmability.²⁵

a. Credibility

In naturalistic research, in order for the data to be believed and fulfilled terms of credibility, data must be admitted and received the truth by information source from informant of the study. To effort in order that the truth of result of the study is believed, it is supported by some ways, as follow:

1) The existence of participation

This first step was done by going to the field and looked the real condition in the field. The writer really knows the condition of place where the study is done, makes a good relationship with the subjects of the study, recognize culture of environment of the place and checks the truth information that is gotten.

2) Observation

The writer did the observation accurately and continually. By this way the validity of the data can be recorded well and systematically. Moreover, the writer could give description of data accurately about what is observed.

3) Triangulation

It was examined the credibility of data by examining of the data to the source of data by interview, observation, documentation. Wiliam Wiersma via Sugiyono states that 'triangulation is qualitative cross-validation. It assesses the sufficiency of

²⁵ Sugiyono, *Metode Penelitian*, p.366.

the data according to the convergence of multiple data sources or multiple data collection procedures”.²⁶

4) Member check

Member check is process of recheck the data that have been gotten by the researcher to the informant. The objective of member check is to make information that is gotten and used in writing the report of the study suitable with what is meant by the subject of the study as respondent or informant.

b. Transferability

Transferability relates to the questions, how far the result of the study can be applied by the other people in other context. So, it must make a report that explain clearly about content of research in order to the readers can be easy to understand the result of study. Furthermore this research must give description clearly about the result of study.

c. Dependability

Dependability examining is done by auditing all of research process to prove the data is reliable. So, the writer must be focus to the problems, go to field, determine the source of data, do data analysis, examine the endorsement of data and make conclusion of data.

d. Confirmability

The confirmability is reached by asking readiness of advisor to check the process of the study, standard of the truth of the data and the result that is gotten and used to make the report. The research is said objective if the result of study

²⁶ *Ibid*, p.372.

has been agreed by many people. Moreover, to examine the confirmability, it can be done by examine the result of study that is correlated by process that is done. It means, result and process must be balanced.

6. Data Analysis Procedure

Bogdan in Sugiyono states that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that is accumulate to increase our own understanding and enable us to present what we have discovered to others.²⁷ Miles and Huberman in Abdul Qodir mention there are four techniques that are used to analyze the data,²⁸ as follows :

a. Data Collection

The writer studied all of the data that have been collected and gotten in the field, it was soon molded in writing form in order to be easy to understand and analyze.

b. Data Reduction

This case is as process of selecting, choosed the data that relevant of the study, focus on the data that direct to solving of problems or to answer a research. Furthermore, simplify of the data and arrange question that related to the problem of the study.

²⁷ *Ibid* p.334.

²⁸ Abdul Qodir, *Metodologi Riset Kualitatif: Pedoman Melakukn Penelitian Ilmiah*, PalangkaRaya STAIN, 1999, p.84.

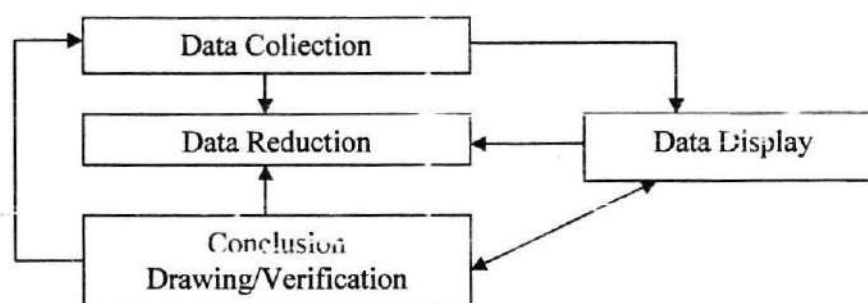
c. Data Display

The writer gave explanation in data display, so the result of the data reduction made in report systematically which can be understood and reasonable of the data that has gotten in the field. Data display can be done by simple explaining, draft, relation categories and flowchart. Miles and Huberman state that “ the most frequent form of display data for qualitative research in the past has been narrative text”.²⁹

d. Conclusion Drawing Verifying

Data that was processed such as stages above then they are concluded. After that the conclusion verified by seeing back of the data reduction, data display before, while and after collecting the data, so conclusion that was taken did not deviate from problems of the study.

The interactive model of analysis is as follows :



Based on the four techniques of analysis the data above, data that were collected from the result of observation, interview and documentation relate to topic of the study was skimming and scanning techniques applied by the fourth

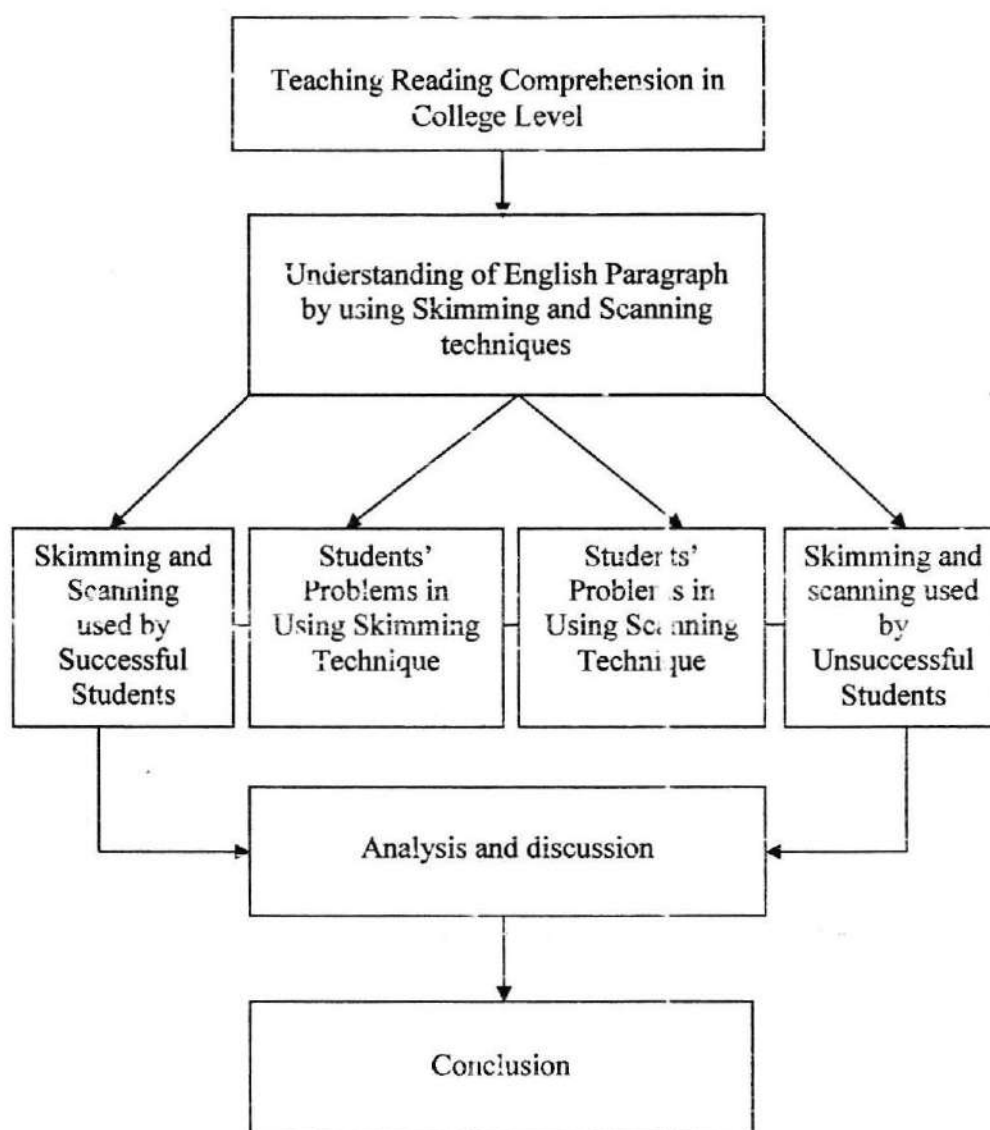
²⁹ Sugiyono, *Metode Penelitian*, p.341

semester students of TBI STAIN of Palangka Raya. The process of selecting data were focused on the data that proper to be presented, the analysis can be done in the field or after back from the field, in analyzing of qualitative data were found flexibility of pattern, but the most important is sensitiveness and sharpness in explaining that is happened behind the fact from object.

H. Frame of Thinking

Skimming and scanning techniques are one of material that learnt by the students in Reading Comprehension subject. It helped the students in understanding of English paragraph and to get information easily from the English text. Skimming and scanning techniques taught in fourth semester of TBI STAIN of Palangka Raya in Reading Comprehension IV. The successful and unsuccessful of students in reading comprehension by using skimming and scanning techniques had various ways in applying it. Although the students had used skimming and scanning techniques in reading comprehension, but some of them still have problems when they use it in reading comprehension. Therefore, the writer want to know skimming and scanning techniques used by the students.

Based on the considered above, it can be seen in frame of thinking, as follows:





CHAPTER II

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There were some previous studies that related of this study as follow:

1. Retyana, studied about the Students' Reading Techniques in Understanding of The English Text Used by The English Education Students in STAIN Palangka Raya. The result of her study were:
 - a) The students' reading techniques were; there were 5 students used both skimming and scanning techniques, there were 4 students used skipping technique, there were 2 students used skimming technique, there were 2 students used scanning technique, there was 1 student used translating technique, there was 1 student used repeating technique, and there were 3 students do not have a technique.
 - b) The types of students' technique were skimming, scanning, skipping, translation, repeating, and do not have technique.³⁰
2. Herawati, studied about Teaching Reading Comprehension Through Scanning and skimming to The First Grade Students of SMP Katolik of Palangka Raya in Academic Year 2005/2006. The result of her study was; there was significance difference in the students' development of students' reading comprehension skill before and after being taught with and without

³⁰Retyana, *The Students' Reading Techniques in Understanding of the English Text used by the English Education Students in STAIN Palangka Raya, Thesis Stratum One*, Palangka Raya: STAIN Palangka Raya, 2008, p.59-60.

scanning and skimming techniques. It was proven by the result of the t-score calculation which was higher than T-table at level significance. It was then concluded that scanning and skimming techniques were affective in teaching reading comprehension to the student of class ID of SMP katolik of Palangka Raya in academic year 2005/2006.³¹

3. The Ability in Comprehending The Reading Text by The Second Year Students of SMU Muhammadiyah Palangka Raya. The result of her study were; (a) the ability of the students in comprehending the reading text are 82,54%, this is classified as master ability and 17,46%, this is classified as fail. Then, the average score of the students is 71,75 and laid in the level of mastering (60-100). (b) the students difficulties in comprehending the reading text are; the difficulty in comprehending the text about science (63,5%), the difficulty in recognizing the word meaning(60,32%), the difficulty in identifying the supporting the idea in the text (55,55%), the difficulty in comprehending the sentences in the text (53,97%), the difficulty in recognizing the themes of the text (52,38%), the difficulty in recognizing the main idea in the text (50,79%), the difficulty in comprehending the content of the text (49,21%), the difficulty in connecting the new idea in the text with the knowledge has been known (44,44%), the difficulty in comprehending

³¹Herawati, *Teaching Reading Comprehension Through Scanning and Skimming to The First Grade of SMP Katolik of Palangka Raya in Academic Year 2005/2006, Thesi. Stratum One*, Palangka Raya: Universitas Palangka Raya, 2005,p. 56-57.

contextual text (41,27%), and the difficulty in answering the question words in the text are (23,81%).³²

Based on the previous studies above, the writer did the different study, in this case the writer had different subject and object of the study. In this study, the writer's subject was the students of fourth semester who have taken Reading Comprehension IV at TBI STAIN of Palangka Raya and the writer's object was skimming and scanning techniques used by the students.

1. Reading Comprehension

Before dealing with the definition of reading comprehension, it is necessary to define the word "reading". Nurhadi and Roekhan define that "*Membaca adalah suatu proses yang dilakukan untuk memperoleh pesan, informasi, ataupun masalah dari bacaan*".³³ (Reading is a process done to achieve the message, information, or case in the text).

Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses, and sentences).³⁴ Reading is an interactive and interpretative process.³⁵ The readers process their background knowledge and interpretative printed text using specific skills and strategies

³² Rahmawati N, *The Ability in Comprehending the Reading Text by the Second Year Students of SMU Muhammadiyah Palangka Raya, Thesis Stratum One*, Palangka Raya: STAIN Palangka Raya, 2006.p.59-60.

³³ Nurhadi, Roekhan, *Dimensi-Dimensi Pengajaran dalam Bahasa Kedua*, Bandung: Sinar Baru, 1990. p.191.

³⁴ David Nunan, *Language Teaching Methodology*, New York: Prentice Hall, 1989. p.17

³⁵ Endang Fauziati, *Teaching of English as a Foreign Language*, Surakarta: Muhammadiyah University Press.

to form expectations or predictions about the text, selecting, and using the most productive cues to confirm or reject those predictions.

In conclusion, reading is an active process of words identification involving the writer and the reader. Reading is not only process of receiving information, but also process of making and saving the data in the readers' brain. As the result of reading, it can be seen that the readers need feedback. Thus, understand what they read.

Whereas, comprehension is a language process and should be developed as a part of the total language arts-listening, speaking, reading, and writing, and it is a process by which the reader constructs meaning interaction with the text.³⁶ Anderson and Pearson defines that comprehension is the complex cognitive process involving the international interaction between the reader and the text to extract the meaning.³⁷ While, Fauziati defines comprehension as comprehending a text, that is an interactive process between the reader's background knowledge and a text.³⁸ Thus, requires the ability to relate the textual material to one's own knowledge.

In conclusion, comprehension is as the goal of reading instruction, that is understanding of what meanings, ability to find the meaning from group of words or the text, and ability to draw inferences.

³⁶David J. Cooper, *Improving Reading Comprehension*, Boston: Houghton Mifflin Company. 1986. p.17.

³⁷<http://reading.varegon.edu/comp/comp.what.php> accessed on April 10th 2008.

³⁸Endang Fauziati, *Teaching of English as a Foreign Language*, p.138.

Carrel in Brown defines that reading comprehension is seen as an interactive process between the text and the reader's prior knowledge, is shown through practical classroom applications.³⁹ Reading comprehension is the process of understanding and constructing meaning from a piece of the text, connected text is any written material involving multiple words that forms coherent thoughts, phrases, sentences, paragraphs are examples of connected text that can be read with comprehension.⁴⁰ Reading comprehension as holistic process of constructing meaning from written text through the interaction of (1) the knowledge of the reader brings to the text, such as: word recognition ability, word knowledge, and knowledge of linguistics conventions; (2) the reader interpretation of the language that the writer used in constructing the text, and (3) the situation in which the text, and (3) the situation in which the text is read.⁴¹

In reading comprehension, there are three important levels of comprehension, they are:

- 1). Reading the lines. (*What did the author say?*)
This is the level of literal meaning.
- 2). Reading between the lines. (*What did the author mean?*)
This is the level of interpretation.
- 3). Reading beyond the lines. (*What generalizations may be made?*)
This is the level of inference and generalization.⁴²

Reading is made up of a collection of different skill in comprehension .

Some skills needed in comprehension skill they are:

- a. Knowledge of word meanings.
- b. Knowledge of stated facts.
- c. Ability to identify the main theme.
- d. Ability to follow the organization of a passage.
- e. Ability to grasp causal relationships.
- f. Ability to draw inferences.
- g. Ability to see the author's purpose.⁴³

³⁹H. D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc. 2000. p.306.

⁴⁰http://www.reading_success_lab.Com/glossary/individualized_education_plan.html/ accessed on April 14th 2008.

⁴¹http://www.landmark_college.org/institute/assitive_technology/organ.html/ accessed on April 14th 2008.

⁴²Jonathan Anderson, *Efficient Reading a Practical Guide*, p.106-109.

⁴³*Ibid.*, p.109.

It can be seen that these skills are related to the three levels of comprehension listed previously. Generally, for a good comprehension test, it contains questions covering each of the seven skills listed above. The fact that almost every research study lists knowledge of words meanings and knowledge of stated facts as fundamental reading skill.

2. The Important Points in Reading Comprehension

a. Paragraph

In reading's activity is needed existence of the reader and the material that has been to read. The material is a text, it consist of the paragraphs. Therefore, it is necessary to define what paragraph it is.

Paragraph is a group of sentence.⁴⁴ Paragraph is usually a series of sentences that develops one topic. A paragraph can be as long or short as necessary to develop the topic.⁴⁵ Furaidah defines that paragraph is a group of related sentences which develops one main idea or one main topic.⁴⁶ While, Oshima and Hogue quoted by Rahmadi defines that paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.⁴⁷ A paragraph can be as short as one sentence or as long as ten sentences. Thus, paragraph is a group of sentences that has been related, it is discuss of one idea. In a paragraph, the sentences should be related to one another and it discusses of the

⁴⁴ Apni Ranti, *The Definitions of Paragraph, topic, main idea, and topic sentence (Material of Reading Comprehension IV)*, Palangka Raya : STAIN Palangka Raya. 2006

⁴⁵ George and Julia. M. Burks, *Let's Write English*, New York: America Book Company, 1968, p.369

⁴⁶ Furaidah, *Advanced Writing*, Pusat Penerbitan: Universitas Terbuka, 2002. p. 1.17.

⁴⁷ Rahmadi Nirwanto, *An Enrichment Material For Writing IV*, Palangka Raya: STAIN Palangka Raya. 2007. p.9.

topic or main idea of the paragraph. all of the sentences in a paragraph are related because each sentence adds something about the same idea. The length of a paragraph varies and depends on the complexity or simplicity of idea that is discussed in the paragraph. A complex idea may need a long discussion, this is a longer paragraph. paragraph should be long enough to develop the main idea or topic clearly.⁴⁸

The purpose of paragraphing is to show a change of thought or change of topic. For that reason, each paragraph must be limited to a single topic. The topic is most often expressed in the topic sentence that is usually the first sentence of paragraph. The other sentences in the paragraph develop the main idea of paragraph. Any sentences that do not relate to the topic sentence should be removed. Much as sentences combine to make up a paragraph, paragraph combines to form a composition. Each paragraph is a building block in the structure of the composition and such as, must take its specific contribution to the composition.⁴⁹

Example for a paragraph as follows :

Transportation has changed greatly through the years. In ancient times people were able to travel only on foot. However, about 8,000 years ago, they trained on ox, donkey, and horse for transportation. The invention of the wheel occurred about 5,000 years ago. From that time on, changes took place rapidly. The development of ships made seas and rivers important. The invention of trains and automobiles improved land transportation. Air travel development rapidly in the first half of the twenties century. Finally, in the second half of this century, space travel became a reality.⁵⁰

The main objective of using the paragraph is as the symbol of a change of topic in a text. A paragraph only has one topic and topic sentence. The topic is expressed in the topic sentence that usually is put in first sentence of a paragraph.

⁴⁸Furaidah, *Advanced Writing*, p.1.2

⁴⁹George and Julia. M. Burks, *Let's Write English*, p.369

⁵⁰*Ibid*, p.36

A paragraph has three major elements, topic or idea, topic sentences and supporting sentences.⁵¹ They are as follows:

1) Topic

The first element of paragraph is topic, every paragraph has a topic. Topic is the kind of information in the paragraph, all the sentences in a paragraph that tell about one thing.⁵² Topic will always be a noun or an idea that the sentence is about. The topic of a paragraph is like the subject of a sentence. Furaidah defines that the topic of paragraph is what the paragraph is about.⁵³ It is the "Thing" the paragraph discusses.

Example of the topic in paragraph as follow:

Water is necessary, without water, soil is worthless and crops are poor. However, too much water can be dangerous. Flood can be very harmful and destructive. They are also wasteful. Natural resources are precious and limited. Careful use of water and other resources is important.⁵⁴

From the example of paragraph above, the topic is water. The word of "water" almost appeared in all sentences of the paragraph. the paragraph tell about one thing that is "water", because the paragraph discusses about "water".

2) Topic Sentence

The second element of a paragraph is topic sentence. Topic sentence is a complete sentence that states the main point of the paragraph.⁵⁵ Topic sentences usually appears as the first sentences in the paragraph. Topic sentences is the

⁵¹Furaidah, *Advanced Writing*, p.1.2

⁵²Apni Ranti, *The Definitions of Paragraph*, 2006

⁵³ Furaidah, *Advanced Writing*, p.1.2

⁵⁴Wishon, George E and Julia M. Books, *Let's Write English*, New York: American Book Company, 1980. p.68.

⁵⁵<http://www.delmar.edu/eng/handouts/topicsentences.html>. Accessed on April 18th 2008.

sentences that gives you the topic of the paragraph.⁵⁶ Reid in Rahmadi defines that the topic sentence is the idea stated in general form in one sentence.⁵⁷ A topic sentence is general from in one sentence in paragraph, it briefly tells what the paragraph is going to discuss. Therefore, from the topic sentence the reader and the writer can get a helpful guide. It guides the writer to consider what information he/she needs to include and exclude in the paragraph. Otherwise, it helps the reader to find what the paragraph discuss and more easy to comprehend it.

A topic sentence is usually the most general statement of the paragraph but must be specific enough so that the idea stated in the topic sentence can be adequately covered in the paragraph. Therefore, a topic sentence can contains both a topic and controlling idea. The controlling idea is the main point, opinion, that a writer has about the topic of the paragraph. There are some rules for finding the topic sentence, they are :

1. The topic sentence is usually first, but coul be any position in the paragraph.
2. A topic is usually more "general" than the other sentences, that is, it talks about many things. Plurals and the words "many", "numerous", and "several" often signal a topic sentence.
3. Detail sentences are usually more "specific" than the topic, that is they usually talk about one single or small part or side of an idea. Also the words "for example", "i.e", "that is", "first", "second", "third", "etc", and "finally" often signal a detail.
4. most of the detail sentences support, give examples, prove, talk about, or point toward the topic in some way.⁵⁸

⁵⁶ Apni Ranti, *The Definitions of Paragraph*, 2006

⁵⁷ Rahmadi Nirwanto, *An Enrichment Material For Writing IV*, Palangka Raya:STAIN Palangka Raya.2007.p.9.

⁵⁸ <http://english.glendale.cc.ca.us/topic.html>. Accessed on April 18th 2008.

Example of the topic sentence in paragraph:

Human beings have certain general needs, scholars find the subject of needs fascinating. Everyone, they say, is very aware of his or her material needs: food, clothing, and shelter. Long ago, however people discovered their need for nonmaterial things. They need love. They also need self-expression, recognition, recreation, and religion. These have been the basic needs of human beings throughout the ages. People generally satisfy their needs. They spend a lot of time and energy in their efforts to do this.⁵⁹

From the example of paragraph above that be as topic sentence is the first sentence, that is "Human beings have certain general needs". This sentence can come at beginning or at the end of a paragraph. The topic sentence is a complete sentence. It has three parts: a subject, a verb and a controlling idea.

According to Robert A Butler quoted by Nirwanto, there are some important points to be considered in understanding the topic sentence, they are:

- a. A topic sentence is a complete sentence: it contains a subject, a verb and (usually) a complement.
- b. A topic sentence contains both a topic and controlling idea.
- c. A topic sentence gives only the main idea, therefore, it is the most general statement in the paragraph. it does not give any specific details.⁶⁰

3) Supporting Sentence

Supporting sentence develops the topic sentence by giving specific details about the topic.

Example of supporting sentence in paragraph as follow:

I find academic life endlessly facilitating. I find the classing stimulating, most of the professors interesting, the reading and studying satisfying. The students there delightful.⁶¹

From the example of paragraph above, that be as a supporting sentence is the second and the third because it develop from the topic sentence.

⁵⁹Wishon and Julia, *Let's Write English*, P.64.

⁶⁰Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p. 9.

⁶¹Wishon and Julia, *Let's Write English*, p.66.

b. Level of Reader

1. Good reader, some who reads correctly and understand the meaning.
2. Average reader, someone who reads correctly but can't understand the meaning of reading.
3. Low reader, someone who reads incorrectly and can't understand the meaning of reading.⁶²

c. The Characteristic of Good Reader and Poor Reader

There are some significance differences between good and poor readers, they are:

1. At the word level: poor readers have less efficient word recognition processes than do good readers. They are particularly impaired at recognizing infrequent and irregular words.
2. At the sentence level: poor readers have difficulty processing complex sentences, particularly those with a typical syntactic structures.
3. At the discourse level: they often fail to integrate ideas across sentences, to identify main idea and themes, And to make inferences necessary to construct a coherent and referential discourse representation.
4. At memory level: good readers recall more information from texts than do poor readers and the information that they recall is more accurate.
5. good readers construct stronger connection among text idea in memory than do poor readers.⁶³

There are some significant differences between the characteristics of good and low readers. Good readers are able to understand the meaning of words and know the important details rather than poor readers. And the memory of good readers can recall more information accurately rather than poor readers.

⁶² *Reading Mastery*, in [www.pubmedcentral.nih.gov.articlere.htm](http://www.pubmedcentral.nih.gov/articlere.htm) (accessed on March 13th 2008)

⁶³ *ibid*

3. Skimming and Scanning Techniques

Skimming and scanning are particularly valuable techniques of reading comprehension. To comprehend the text well, the reader should master the technique of reading. It supported by Djiwandono, he defines that:

*“Agar dapat membaca text bahasa Inggris dengan cepat dan cermat, seseorang tidak hanya harus memiliki pengetahuan tata bahasa dan kosa kata yang memadai, tetapi juga harus memiliki keterampilan membaca efisien”.*⁶⁴

(In order that can read the English text quickly and accurately, someone not only must have enough knowledge of grammar and vocabulary but also they must have been skill of efficient reading). The skills in reading comprehension are skimming and scanning techniques.

Skimming and scanning are two very useful techniques that will help a reader become reads:

a. Skimming Techniques

Skimming as a technique of rapid reading to absorb the overall theme or general meaning of the text. It is often used to a more detailed search for information and is therefore mostly used for non-fiction texts. Skimming involves researching for the main ideas by reading the first and the last paragraph, noting other originations cues, such as summaries, used by the author. Skimming is used to quickly identify the main ideas of a text. Skimming allowing the eye to linger over and take in the larger words and phrases which are related to theme of the text.

⁶⁴Djiwandono, *Strategi Membaca Bahasa Inggris*, Jakarta:Departement Pendidikan Nasional, 2000.p.100.

Anderson defines that skimming is the technique that can be used to find a particular piece of information quickly.⁶⁵ While Brown defines that skimming consist of quickly running one's eye across a whole text (such as an essay, article, or chapter) for its gist.⁶⁶ Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives the reader a head start more focused in reading. Skimming to do is to look at the important parts of the sentence in each paragraph (if there is more than one) which usually contains the main idea.

There are some steps for skimming technique, they are:

- a. Start at the beginning of the chapter and read the section headings.
- b. Think how the section headings flow from one to another and how they link with each other.
- c. Take note of vocabulary or terms, which may be in bold, or italics print.
- d. Read each topic sentence, usually the first sentence under the heading.
- e. Read the study questions at the end of the chapter and think, "Which section could I find that answer in?"
- f. Go back and read each section.⁶⁷

Some steps above are useful to the students in understanding of English paragraph well, especially help them to find the general information of paragraph (such as topic, topic sentence, and supporting sentences). They can use these steps to get the information easily when they read some paragraphs.

b. Scanning Techniques

Scanning as a technique to locate a specific detail such as a key idea, word, date, name, or time in a piece of text. Like skimming, it involves rapid movement

⁶⁵Jonathan Anderson, *Efficient Reading A Practical Guide*, p.62.

⁶⁶Brown, *Teaching Principles An Interactive Approach to Language Pedagogy*, p.308.

⁶⁷<http://guts.studentorg.wisc.edu/skmscn.html>/accessed on May 2nd 2008

of the eye across the page while skipping most of the text, but keeping the specific details which is required at the conscious level.

Brown defines that scanning is quickly searching for some particular piece or piece of information in a text.⁶⁸ The purpose of scanning is to extract specific information without reading through the whole text.⁶⁹

There are some steps for scanning technique, they are:

- a. After reading the section or chapter, look at the study questions at the end.
- b. Answer each question in your head by physically turning back and looking for the exact word, term, or phrase.
- c. Go back and look up each vocabulary term and re-read the definition from the book.⁷⁰

Some steps above are useful to the students in understanding of English paragraph well, especially help them to find the specific information of paragraph. They can use these steps to get the information easily when they read some paragraphs.

All of the students should be taught skimming and scanning skills in different ability:

- a. Good ability, students can improve their independent research skills by being able to access information quickly and accurately.
- b. Average ability, students can improve their ability to identify keywords and to absorb the general tone or feel of a piece of writing. This helps the students to central theme, argument or idea.
- c. Low ability, students who do not read fluently are often already quite practiced at skimming and scanning in search of words they can already read.⁷¹

⁶⁸ *Ibid.*

⁶⁹ *Ibid.*

⁷⁰ *Ibid.*

⁷¹ *Ibid.*

4. Problems in Reading Comprehension Based On the Experts

In learning English as foreign language or second language (EFL/ESL) the students had some problems. According to Gebhard there are some problems in reading, they are :

a. The "I want to read faster" Problem.

Some students want to read faster but they do not know how to increase their reading speed. Some of them complain that they read too slowly. One reason is because the material is too difficult, there are too many new words, the grammar is too complex, they does not have the background knowledge to process the intended meaning, or more likely, they are faced with a combination of these problems. Another reason students read slowly involves the way they read. Some students read a word at a time and look up many words in dictionary, even words they know.

b. The "vocabulary building " Problem.

It is not just beginners who need lots of vocabulary. All students need to work constantly on building vocabulary. Some students have problem in comprehending the content of reading material because they have limited vocabulary.

c. The "background knowledge" Problem.

Most teacher recognize that before students read, it is important to build the students background knowledge. Students' ability to comprehend the content

of reading material depends in part on their knowledge about the topic of the reading selection.

d. *The "getting students to read" Problem.*

It is sometimes difficult to get students to read in and out of class. Students, young and old are not always motivated to read.⁷²

Wain states that some problems in reading as follows :

- a. Vocabulary (students not familiar many words).
- b. relaxation (students read faster often makes they tense, nervous, irritable, and depressed)
- c. anticipation (when students are reading it is difficult to anticipate what comes next, this often arises when the material has not been skimmed first/never underestimate the importance of the initial skim).
- d. Concentration (sometimes when read the students' eyes keep moving along the line but their mind are somewhere else)
- e. retention (it is the problem of recall process and storage of information), purpose (when students read they did not know what they really want from the material)
- f. motivation (students read without interested to the material).⁷³

5. The Factors Influence of Students' Learning

The students' achievement in learning are different. Some students can get failure in learning because of some factors. According to Slameto there are two factors that influence the students' learning, they are internal and external factors.⁷⁴

⁷² Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, America: The University of Michigan Press, 1996. p. 209.

⁷³ Gordon Wainwright, *How to Read Faster and Recall More (electronic book edition)*, United Kingdom : a division of How To Books Ltd, 2007. p. 93. In <http://www.howtobooks.co.uk>.

⁷⁴ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya (4th ed)*, Jakarta: Rineka Cipta, 2003, p. 54.

1). Internal Factor

The students' internal factor comes from the students themselves. It involved by two factors, they are physiological and psychological.

a. Physiological Factor

Physiological factor has the correlation with the characteristic of bodily (such their learning process. The students who have good condition (fresh, health, having good eyesight and sense of hearing) are more easily to absorb and mastering their lesson. Otherwise, the students in bad condition (tired, sick, having trouble in eye sight and sense of hearing) are difficult to concentrate on their lesson, thus to mastering the lesson will be obstructed. Likewise, the physical defect is influence in students' learning process. If the students have the physical defect, they will difficult to do the activity in learning process.

Muhibbin defines that "*kondisi organ-organ khusus, seperti tingkat kesehatan indera pendengar dan indera penglihat sangat mempengaruhi kemampuan siswa dalam menyerap informasi dan pengetahuan khususnya yang diajarkan di kelas*".⁷⁵ (The students' condition of specific organs, as the health level of sense of hearing and sense of sight are more influence to the students' ability in absorb the information and knowledge, especially for the lesson that has been taught in the class).

⁷⁵Muhibbin Syah, *Psikologi Pendidikan dan Pendekatan Baru (rev-ed)*, Bandung: PT.. Remaja Rosdakarya, 2000, p. 133.

b. Psychological Factor

Students' learning actually is psychological process. Therefore, the condition of students' psychological is influencing their learning. Psychological factor that may influence the students' learning is involved by intelligence, attention, interest, talent, motivation, maturation,⁷⁶ and also cognitive ability.⁷⁷

1) Intelligence

Students' intelligence can influence the students' learning. Although it is not only a factor that will determine the successful of students' learning but also it at the last will help the students in mastering the lesson quickly. The student who has a high intelligence will has a big chance to be a success in their learning that the student who only has a low intelligence, because the student with a high intelligence can absorb the knowledge quickly and comprehend the lesson easily. Thus, it make the student mastering the lesson well.

2) Attention

Students' attention is very important to help the students in mastering their lesson, because usually the students who have the attention to their lesson will be care about the material that has been learned by them. They always pay attention when their lecturer give the explanation about the material or pay attention to the content of the material itself. Although the students have not more intelligence, but if they have attention to the lesson they will be care and focus on it, they always ask to the their friend or their lecture if they not yet understand about the lesson. They also always repeat their lesson at home and do the task and

⁷⁶Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, p. 55.

⁷⁷Syaiful Bahri Djamarah, *Psikologi Belajar*, Banjarmasin: Rineka Cipta, 2000, p. 55.

homework well. The students who has attention to the lesson will prepare themselves with the knowledge and some references are related to the lesson before they enter to following the activity of learning process in the class. Because of attention, the students will be easy to understand about their lesson. Then, the students who have not the attention will be late and difficult to accept the lesson than the students who have been it, and it more influence to their successful in learning process.

3) Interest

Interest is most support the students in their learning process. The students that have interested to the certain subject will like it automatically if the students like the English subject, thus they will be interested to learn more about the lesson and it make the enjoy in their learning process. Because of that the students will be easier in mastering the lesson, it will make them study hard and more focus to the lesson, thus they will effort to get the good result.

4) Talent

Every students has a talent. The students that talented in certain field will be easier to develop their potential. By their talent the students will express their ability to get the learning achievement. Basically if the students have been talent in English, they will continue their education to the English field too. It make the students learning process will be easier to mastered by them, because they feel have the ability to do it and they will not find the difficulties when they learning. Thus, they will get the good result easily.

5) Motivation

Motivation is needed by the students in learning. It can support the students to do something better in their learning process. By the motivation, student will be more spirit in learning. They more spirit to think, pay attention, plan, and to do the activities that related or support their learning. Something that be motivation for students in learning will support them to get a goal, that is support to get achievement and support to have the knowledge skills for the future.

6) Maturation

Maturation is someone's readiness to perform the ability. Maturation (readiness) can influence students' learning process, because if the students had been the readiness in learning, thus the result of their learning will be better. The students will be more success if they had been ready (mature).

7) Cognitive Ability

Cognitive ability as a basic to master the knowledge. There are three ability that must mastered to get mastery of cognitive ability, they are perception, remember and think. It can influence the students in learning. Every students has different perception and think in their learning process, also different ways to remember the lesson material. Cognitive ability of each student is influenced in their learning success.

2. External Factor

The students' external factor that influence students' learning is involved by three factor, they are: family, school, and society.⁷⁸

a. Family Factor

Every students that learning will accept the influence from their family, they are the ways of parents in educate, the relation among member of family, the atmosphere of house, and the condition of family's economy. Family has important role in student's education, because the first education that has been accepted by the student is from family. The ways of parents in educate their children will influenced in children's learning. The good relation among the member of family will give support and motivation to the children in following learning activity, also the atmosphere of student's house is influenced in their learning. The atmosphere that quiet and peaceful in the house will make the student comfort stay at home and they can study well. Beside that one of the factor may come from the condition of economy. It can influence of parents' ability in fulfill the everything that related with the learning facilities to their children.

b. School Factor

The institute of education as a place for student learning is most important means to student in knowledge achievement. School or college is one of the places for students following the learning activities. The factors that related in influence students' learning are teacher's teaching method, curriculum, relation

⁷⁸*Ibid.*, p. 168.

between teacher and student, relation among the students, discipline, facilitation of education in the school, time of school, standardization of lesson, the condition of school building, students' learning method and homework.

c. Society Factor

Society is also external factor that influence in student's learning. It can influenced because the existence of student in society it self. If the environment of society in around the student consist of the people that have an education, thus it influenced to themselves, it can support the student to do something that has been done by the people in their environment. Students be more spirit and has a motivation to study hard.



CHAPTER III

CHAPTER III

RESULT OF THE STUDY

A. Skimming and Scanning Used by Successful and Unsuccessful Students in Reading Comprehension.

Skimming and scanning are techniques in reading comprehension. They used to get information in reading material. Every students has different ability in understanding the lesson from their lecturers. It also occurred to students in mastering skimming and scanning lesson. Although all of the students had been learnt about skinming and scanning techniques, but not all of the students mastered in app ying these techniques. Thus, it made the individual score of the students had got variation score, such as high, average, and low score. The successful and unsuccessful of students in reading comprehension by using skimming and scanning techniques had various ways in applying them and each of the students had some problems in applying the both of the techniques.

Based on the observation of the classes (since 27 April-11 Mei 2009), it was known that some students who had the highest and lowest score in Reading Comprehension V, they were 2 (two) successful students and 6 (six) unsuccessful students. Furthermore, the writer used the interview to get more information of the students. Through the information, the writer got more information about skimming and scanning used by them in Reading Comprehension and to know the

cause of their problems in Reading Comprehension by using skimming and scanning techniques. The result of the interview could be seen as follows:

1. Skimming and Scanning Used by Successful Students in Reading Comprehension.

Skimming and scanning techniques used by the successful students in Reading Comprehension were:

a. SM

“Saya menerapkan teknik skimming dan scanning secara bertahap, untuk teknik skimming, saya menerapkannya dengan membaca dibagian awal dan akhir paragrafnya agar dapat menemukan ide pokoknya, sedangkan untuk teknik scanning, saya menerapkannya dengan membaca teksnya menggunakan 5w+h questions agar dapat menemukan informasi-informasi khususnya di dalam teks tersebut. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah ide pokoknya, karena apabila sudah menemukan ide pokoknya maka saya dapat mengetahui gambaran dari isi teks yang saya baca tersebut. Selama membaca saya lebih memfokuskan perhatian pada ide pokok dan kata-kata penting dari teks tersebut, karena dengan lebih terfokus pada ide pokok dan kata-kata penting tersebut pemahaman saya terhadap teks yang saya baca tidak mudah menyimpang dari isi yang dibahas di dalam teks tersebut. Untuk menjaga daya ingat saya saat membaca, saya menggaris bawahi ide pokok dan informasi-informasi pentingnya. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya langsung mencari artinya di dalam kamus. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian teknik skimming dan scanning, saya menjawab pertanyaan yang berkaitan dengan teks tersebut.”⁷⁹

SM has applied skimming and scanning techniques in Reading Comprehension. For skimming technique she applied it by reading in the first and the last of paragraph to get the main idea, and for scanning technique she applied it by read the text using 5w+h question to get specific information in the text.

⁷⁹ Based on observation with SM on May 13th, 2009 at 14.00 WIB.

When she reading the text, the first time she looked for the main idea, because by doing it, she knew the description about the content of the text. During reading she more focused on the main idea and the important words of the text, because it made her comprehension unswerving from the content that discussed in the text. To keep memorize, she underline the main idea and important point. If she find unfamiliar words that still not yet understand, she looked for it in dictionary. To know how far her mastery in using skimming and scanning techniques, after read she answer the question that related of the text.

SM was succeeded in applying skimming and scanning techniques in Reading Comprehension because she did the ways in applying skimming and scanning techniques correctly. Thus, she got a high score in Reading Comprehension IV.

b. NS

“Saya menerapkan teknik skimming dan scanning dengan terlebih dahulu membaca teksnya, sehingga saya dapat dengan mudah menerapkan teknik skimningnya, yaitu dengan mencari pikiran utamanya di awal dan akhir paragraf, dan untuk scanningnya saya menggunakan 5w+th questions untuk mencari informasi-informasi khusus di dalam teks tersebut. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah pikiran utamanya, karena dari pikiran utama tersebut saya dapat mengetahui bagaimana isi teks tersebut. Selama membaca, saya lebih fokus pada pikiran utama dari teks tersebut, karena pikiran utama tersebut berkaitan dengan isi teksnya. Untuk menjaga daya ingat saya saat membaca, saya harus membaca teksnya sesering mungkin sambil memahami isinya. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya akan mencarinya menggunakan kamus. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian teknik skimming dan scanning, saya mengingat kembali kata-kata kuncinya dan menjawab pertanyaan yang berkaitan dengan teks tersebut.”⁸⁰

⁸⁰ Based on interview with NS in Palangka Raya on May 13th, 2009 at 14.15 WIB

NS has applied skimming and scanning techniques in Reading Comprehension. For the first she read the text, then she can use skimming technique easily that is to get the main idea, and for scanning technique she applied it by read the text using 5w+h question to get specific information in the text. when she read the text, the first time she looked for the main idea, because from it she has know how the content of the text. During reading she more focused on the main idea, because it has correlate to the content of the text. To keep memorize, she read the text in several time and comprehend it. If she find unfamiliar words that still not yet understand, she looked for it in dictionary. To know how far her mastery in using skimming and scanning techniques, after read she recall the important points and answer the question that related of the text.

NS was also successful students in Reading Comprehension IV. Same with SM, she also got high score in individual score. It because she did the ways in applying skimming and scanning techniques correctly.

2. Skimming and Scanning Used by Unsuccessful Students in Reading Comprehension.

a. RRS

“Untuk penggunaan skimming saya membaca teksnya sambil mencari main ideanya, sedangkan untuk scanning dengan cara membaca teksnya sebagian saja, karena saya sudah menemukan main idea yang saya inginkan dengan menggunakan skimming. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah informasi-informasi pentingnya, karena apabila sudah mengetahui informasi-informasi pentingnya saya akan lebih mudah memahaminya. Selama membaca, saya lebih berkonsentrasi pada kata-kata yang mudah untuk saya pahami, karena lebih mudah mengingatnya. Untuk

menjaga daya ingat saya saat membaca, saya mengingat-ingat kata-kata mudahnya saja dan menulisnya di kertas kecil. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya akan menanyakannya pada teman atau pada dosen. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian teknik skimming dan scanning, saya mengambil kesimpulan dan point-point penting dari teks tersebut.”⁸¹

For applying skimming techniques, RRS would stop to read if she has get the main idea. While, for scanning she just read the some part of the text, because she has get the main idea that she wanted. When she read the text, the first time she looked for the important points of the text, because from it she could comprehend the text easily. During reading she more focused on the easy words in comprehended because it easy to memorized by her. To keep memorize, she just remember the easy words and wrote down it in small paper. If she find unfamiliar words that still not yet understand, she would ask to her friends or lecturer. To know how far her mastery in using skimming and scanning techniques, after read she took the conclusion and important points of the text.

RRS was one of the unsuccessful students in Reading Comprehension IV, she got low score. She applied scanning techniques to find the main idea. Exactly it was unsuitable ways in using of scanning techniques, she was did the technique incorrectly.

b. AA

“ Saya menerapkan tehnik skimming dan scanning sesuai literature dan petunjuk yang ada dibuku. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah judul teksnya, karena dari judul tersebut saya dapat mengetahui apa yang dibahas di dalam isi teks tersebut. Selama membaca, saya lebih fokus pada isi teksnya, karena hal itu dapat membantu saya memahami teksnya. Untuk menjaga daya ingat saya saat membaca, saya

⁸¹Based on interview with RRS on May 14th, 2009 at 13.30 WIB.

selalu mencoba untuk santai dan membaca dengan hati dan pikiran yang tenang. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya akan membendaharakannya ke dalam buku. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian teknik skimming dan scanning, saya mengambil sebagian kalimat dari teks tersebut dan memahaminya.”⁸²

AA applied skimming and scanning techniques just based on the instruction in the book. When she read the text, the first time she looked for was the title, and during reading she more focused on the content of the text. To keep her memorize, she try to relax and read with heart and think calmly. If she find unfamiliar words that still not yet understand, she would ask to her friends or lecturer. To know how far her mastery in using skimming and scanning techniques, after read she took the conclusion and important points of the text.

AA was one of the unsuccessful students in Reading Comprehension IV, she also got low score. She less in understanding about using of skimming and scanning techniques in reading comprehension, she applied it by the instruction was in the book. To keep her memorize when she read, she did it without the certain way, she did it just in relax condition.

c. MA

“ Saya menerapkan teknik skimming dan scanning keduanya secara langsung, yaitu dengan membaca teksnya berulang-ulang dengan cepat dan menemukan kata-kata sulitnya. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah tokoh didalam isi bacaan tersebut, karena memudahkan saya untuk memahami isi bacaannya. Selama membaca, saya fokus pada keseluruhan teksnya, karena dengan itu saya dapat mengetahui isi teksnya. Untuk menjaga daya ingat saya saat membaca, saya mengambil intisari dari teks tersebut dengan merangkumnya menggunakan kata-kata yang mudah saya pahami. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya akan mencarinya di kamus atau bertanya dengan teman

⁸² Based on interview with AA on May 25th, 2009 at 14.00 WIB.

maupun dosen. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian teknik skimming dan scanning, saya menyuruh teman untuk menguji saya dengan memberikan beberapa pertanyaan yang berkaitan dengan teks bacaannya dan kemudian saya mengambil intisarinya.”⁸³

MA applied skimming and scanning techniques by read the text in several times. It means he read by repeatedly, in this case he has used unsuitable techniques, he did not use skimming and scanning techniques but repeating technique. In applying both of the techniques he just looked for the difficult words, it could not called as the application of skimming and scanning techniques. She was unsuccesed in Reading Comprehension IV because he got the low score.

d. MTK

“Saya menerapkan tehnik skimming dan scanning dengan menjawab soal-soal yang berkaitan dengan teksnya. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah judulnya, karena lebih mudah mengingatnya. Selama membaca, saya fokus pada point-point pentingnya, karena hal itu dapat membantu saya memahami teks dengan cepat. Untuk menjaga daya ingat saya saat membaca, saya memahami keseluruhan teksnya. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya akan membuka kamus dan melihat keterangan setelah kalimat itu. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian tehnik skimming dan scanning yaitu dengan menjawab soal.”⁸⁴

MTK got low score in Reading Comprehension IV, he was also unsuccessful students in applying skimming and scanning techniques. Exactly he did know certainly how to apply skimming and scanning techniques in reading comprehension. He applied skimming and scanning techniques just by answer the questions.

⁸³Based on interview with MA on May 21st, 2009 at 13.00 WIB.

⁸⁴Based on interview with MTK on May 21st, 2009 at 13.20 WIB.

e. DH

“ Saya menerapkan tehnik skimming dengan cara membaca point-point pentingnya saja, dan scanning dengan membaca seluruh teksnya. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah kata-kata sulitnya, karena jika sudah mengetahui arti dari kata-kata sulitnya maka saya akan lebih mudah memahami teksnya. Selama membaca, saya fokus pada isi ceritanya, karena mempermudah untuk memahaminya. Untuk menjaga daya ingat saya saat membaca, saya berusaha untuk tidak memikirkan hal-hal lain dan tetap focus pada teks yang saya baca. Jika saya menemukan kata-kata asing yang belum saya mengerti, saya akan mencari artinya dikamus. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian tehnik skimming dan scanning, saya mencoba meritellnya dan menjawab soal yang ada.”⁸⁵

DH applied skimming technique by read some important points, while for scanning she did by read overall of the text. Exactly she has did wrong ways in applying both of the techniques. It means she less in understanding of applying skimming and scanning techniques. She was unsuccesed in Reading Comprehension IV because she got low score in her individual score.

f. IY

“ Saya menerapkan tehnik skimming dan scanning dengan cara membaca teksnya dengan konsentrasi sampai paham. Pada saat membaca, yang pertama kali ingin saya cari di dalam teks adalah kata-kata sulitnya, karena dapat mempermudah memahami teksnya. Selama membaca, saya fokus pada tokoh di dalam teksnya, karena dapat mengetahui isi ceritanya. Untuk menjaga daya ingat saya saat membaca, saya berkonsentrasi penuh pada teks yang saya baca. Jika saya menemukan kata-kata asing yang belum saya mengerti, pertama-tama saya menebak maksud dari kata-katanya dengan menghubungkan kata-kata sebelum/sesudahnya atau membuka kamus. Untuk mengetahui sejauh mana penguasaan saya terhadap pengaplikasian tehnik skimming dan scanning, saya mencoba membuat sendiri pertanyaan yang berkaitan dengan teksnya dan kemudian menjawabnya.”⁸⁶

IY applied skimming and scanning techniques by focused to read the text till understand. She apply both of the techniques just by read text only, she also did

⁸⁵Based on interview with DH on June 3th, 2009 at 07.25 WIE.

⁸⁶Based on interview with IY on June 5th, 2009 at 15.30 WIE

not look for something important from the text, it means she read without use the techniques. She was unsuccessful in Reading Comprehension IV, she got low score in the subject.

Table 3.1
Skimming and Scanning Techniques Used by the Students

No	Students	Applying of Skimming and Scanning Techniques Used by the Students
1	SM	Apply skimming technique by read the text at the first and the last paragraph to get the main idea and apply and apply scanning technique by read the text using 5w+h questions to get the important information of the text.
2	NS	Apply skimming technique by read the text at the first and the last paragraph to get the main idea and apply and apply scanning technique by read the text using 5w+h questions to get the specific information of the text.
3	RRS	Apply skimming technique by read the text while look for the main idea and apply scanning technique by read some part of the text.
4	AA	Apply skimming and scanning techniques based on the literature and the instruction in the book.
5	MA	Apply skimming techniques by repeating or read the text quickly and apply scanning technique by read the text to find the difficult words.
6	MTK	Apply skimming and scanning techniques by answer the questions based on the text.
7	DH	Apply skimming technique by read the important point of the text and apply scanning technique by read the overall of the text.
8	IY	Apply skimming and scanning techniques by focused to read the text with understanding.

B. The Cause of Students' Problems in Reading Comprehension by Using Skimming and Scanning Techniques.

1. The Cause of Students' Problems in Reading Comprehension by Using Skimming Technique.

The information of students' problems in reading comprehension by using skimming technique had been gotten by the writer, as follow:

- 1) SM said that the problem that she found in applying skimming technique was some times she did not understand the meaning of the sentence, although she has used this technique in understanding of English text but she felt still difficult to apply it well if she did not know the meaning of the sentences. It because she has limited vocabularies.
- 2) NS said that the problem that she found in applying skimming technique was she felt still too much vocabularies did not know by her when she understanding the text. It because she has limited vocabularies.
- 3) RRS said that the problems that she found in applying skimming technique were she sometimes difficulties to find and identify the topic of the text, because she could not differ between main idea and topic sentences. Beside that she did not know about the meaning of vocabulary and what the paragraph tell about, it because she has limited vocabularies.
- 4) AA said that the problems that she found in applying skimming technique was she did not know the meaning of some sentences in the text, it because she has limited vocabularies and she felt lazy to memories it, she also felt

did not know to apply this technique when she read because she felt not yet understand about the application of this technique.

- 5) MA said that the problems that he found in applying skimming technique was she has difficulties in arrange the meaning of the sentences, it because she has limited vocabulary. He felt not interested to read the English text. It because he has no motivation to read in English material.
- 6) MTK said that the problems that he found in applying skimming technique was in understanding of the content of the text, it because he has limited vocabularies.
- 7) DH said that the problems that she found in applying techniques was she difficulties in defining of vocabulary, it because she has limited vocabularies. She was seldom to read English text, it because sha has no motivation to read.
- 8) IY said that the problems that she found in applying skimming technique was she difficulties in translate the sentences in the text, it because she has limited vocabulary.⁸⁷

Based on the statements of students above, it can conclude that the cause of students' problems in reading comprehension by using skimming technique as follows :

1. Student has limited vocabulary.
2. Students could not identify and differ between topic and topic sentences.
3. Student did not understand about technique's application.
4. Student has no motivation to read in English material.

⁸⁷The result of interview with good and low students in palangka Raya on 13th Mei-05th Juni 2009

2. The Cause of Students' Problems in Reading Comprehension by Using Scanning Technique.

The information of the students' problems in reading comprehension by using scanning technique had been gotten by the writer, as follow:

- 1) SM said that the problem that she found in applying scanning technique was same with the problem in apply skimming technique, that is some times she did not understand the meaning of the sentence, although she has used this technique in understanding of English text but she felt still difficult to apply it well if she did not know the meaning of the sentences. It because she has limited vocabularies.
- 2) NS said that the problem that she found in applying scanning technique was she felt still too much vocabularies did not know by her when she understanding the text. It because she has limited vocabularies.
- 3) RRS said that the problem that she found in applying skimming technique was she did not understand what the paragraph tell about and the meaning some of vocabulary, it because she has limited vocabulary. She read the text by used this technique need a long time and slowly to get the information, because she could not comprehend the text if she read it faster.
- 4) AA said that the problems that she found in applying skimming techniques was she did not know the meaning of some sentences in the text, it because she has limited vocabularies.

- 5) MA said that the problems that he found in applying scanning technique was she has difficulties in arrange the meaning of the sentences, it because she has limited vocabulary. He felt not interested to read the English text. it because he has no motivation to read in English material.
- 6) MTK said that the problems that he found in applying skimming technique was in understanding of the content of the text, it because he has limited vocabularies.
- 7) DH said that the problems that she found in applying techniques was vocabulary, it because she has limited vocabularies. She was seldom to read English text, it because sha has no motivation to read.
- 8) IY said that the problems that she found in applying skimming technique was she difficulties in translate the sentences in the text, it because she has limited vocabularies.⁸⁸

Based on the statements of students above, it can conclude that the cause of students' problems in reading comprehension by using scanning technique as follow :

1. Student has limited vocabulary.
2. Student has no motivation to read in English material.
3. Student difficulties to read faster.

Based on the interview result with 8 students above, the cause of the problems that found by students in using skimming and scanning techniques they are; the first problem was building vocabulary, almost all of the students have

⁸⁸ *Ibid.*

problems in comprehending the English sentences, all of them said the cause of their problem that is they have limited vocabulary (this problem faced by all of the students when they applying both of the techniques). The second problem was the students could not identify and differ between main idea and topic sentences of the text, it could be known from their answer when they asked to find the topic of the text, some of them were in wrong answer, this problem was gotten by RRS, AA, MA, MTK, DH, and IY (this problem faced by the students in applying skimming techniques). The third problem was motivation to read, some students have no interest to read often, this problem was gotten by MA, and DH, they said the cause of their problems were because they have no motivation to read in English material (this problem faced by the students in applying both of the techniques). The fourth problem was has no understand about the technique application, the student who got this problem was AA, she got this problem because did not understand about the application of skimming technique (this problem faced by the student in applying skimming technique). The fifth problems was read faster, the students who got this problem was RRS, she got this problem because she did not habitual to read faster. She usually can understand the content of the text if she read slowly (this problem faced by the student in applying scanning technique).

The cause of students' problem in using of skimming and scanning techniques can be seen in the table as follows :

Table 3.2
Some Causes of Students Problems in using Skimming and Scanning Techniques in Reading Comprehension

Cause of the Students' Problems	
Using of skimming techniques	Using of Scanning Techniques
<ol style="list-style-type: none"> 1. Student has limited vocabulary. 2. Students could not identify and to differ between topic and topic sentences of the text. 3. Student did not understand about technique's application. 4. Student has no motivation to read in English material. 	<ol style="list-style-type: none"> 1. Student has limited vocabulary. 2. Student has no motivation to read in English material. 3. Student difficulties to read faster.

c. Teaching Learning Process of Reading Comprehension IV Classes at TBI STAIN of Palangka Raya

1. The Observation of Reading Comprehension IV A Class

The observation has been done on April 27th and May 4th 2009. Based on the observation, Reading Comprehension IV has been taught on Monday at 12.30-14.10 WIB. The number of students in the class consisted of 61 (sixty one) students, in which there 47 (forty seven) students were in fourth semester. The lecturer who taught them was Mr. Ahmad Ali Mirja. When he came to the class, all of the students were calm and quite. He began the lesson with greeting to the students and gave explanation of material. The language that used by the lecturer when he explain the material was 100% in Indonesian language.

Based on first and second observation in Reading Comprehension IV A class, the teaching learning activity in the class were same, that is the lecturer gave explanation about the material by write it on the whiteboard in front of the class. Based on the first observation (27th April 2009), the material has been explained by him was about some techniques in reading comprehension, they were Skimming and Scanning Techniques. While, in the second observation (4th May 2009), the material has been explained by the lecturer was about about Schema Theory in Reading Comprehension. Based on the observation in the class, many students did not take attention when the lecturer explained the material in front of the class, most of them chatted with friends. But, some students who sat in part of front of the class who had paid attention to the lecturer. After the lecturer explained, then he gave the text to the students and asked them to read it. Then, the lecturer asked some of the other students to answer the question based on the text, the students write it on the white board front of the class one by one. Furthermore, the lecturer gave the correction of their answer. Then, the lecturer close the lesson by gave the advise to the students.

2. The Observation of Reading Comprehension IV B Class

Observation has been done on May 5th and May 12th 2009. Based on the observation, Reading Comprehension IV has been taught on Tuesday at 07.00-08.40 WIB. The number of students in this class consisted of 18 (eighteen) students in which all of the students were in the fourth semester. The lecturer who

taught them was Mr. Sabarun. When he came to the class, all of the students were calm and quite. He began the lesson by greeting to the students and gave explanation of material. The language that used by the lecturer was 50% in Indonesian language and 50% in English. Based on the first observation (5th May 2009), in the class the lecturer divided the students into 5 groups. One group sit front of the class as the presenter to give explanation about paragraph that has been given by the lecturer and the other group as the audience to hear the text. After the presenter group gave explanation about the text, the lecturer ordered the other group to answer the question. The presenter group chosed the group to answer some questions based on the text. After all of the question has been answered by the students, then he gave the clear explanation that related to the material. Furthermore, in the second observation (12th May 2009), he also divided the students into 5 group and ordered them to answer the questions based on the text in the book. Every groups discussed to answer the questions based on the text, they ordered by the lecturer to looking for some important point of the text, they were; getting the main idea, recognizing reading structure, guessing meaning from the context, understanding detail and discussion the reading. The lecturer closed the lesson by gaving homework to the students.

Based on the observation of two classes above, the writer found that the teaching learning process of Reading Comprehension IV has run well. But, the situation of both of the classes were different. In A class, during teaching learning proces many of the students made noise, they chatted with their friends. While in B class, the situation during teaching learning process was quite. It may influence

by the number of the students between the class, in which A class has many students than B class. Both of the classes, the lecturers had taught to their students about skimming and scanning technique by different way. In A class the students ordered by the lecturer to apply the techniques one by one, while in B class they used group by group.



CHAPTER IV

CHAPTER IV

CLOSING

A. Conclusion

Based on the result of the study, there are some conclusions which could be drawn as follow:

1. In skimming technique the successful students read the text at the first and the last paragraph, found and identified the main idea of the text. Meanwhile, in scanning technique the successful students read the text by using 5w+h questions, found and identified the specific information of the text.
2. In skimming technique the unsuccessful students read the text while looking for the main idea, read the text repeatedly and quickly, read the important points, focused on reading the text with understanding, and used the techniques based on the instruction or the questions in the book. Meanwhile, in scanning technique, they read some parts of the text, found the difficulty words, read overall of the text, focus to read the text with understanding, and use the techniques based on the instruction in the book.
3. The students' problems in reading comprehension using skimming technique as follows: the students had limited vocabulary, could not identify and differentiate between topic and topic sentences of the text, did not understand about technique's application, and had no motivation to read in English material.

DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

TANDA BUKTI TERIMA SKRIPSI

Sudah terima skripsi dari :

Nama : Xulianti
Nim : 0401120132
Jurusan : Tarbiyah
Program studi : TBI
Judul skripsi : Skimming and Scanning Techniques In Reading Comprehension

Applied By the Fourth Semester Students of TBI STAIN Palangka Raya

No	Penerima	Nama	Banyak	Tanda tangan	Tgl. terima
1	Jurusan	H. Apri Ranti, M. Hum.	1		31 - 10 - 09
2	Pembimbing I	Siminto, M. Hum.	1		31 - 10 - 09
3	Pembimbing II	H. Apri Ranti, M. Hum.	1		31 - 10 - 09
4	Mikwa / Perpustakaan	<u>Paryanti, S. Rom. PP</u>	1		31 - 10 - 09

Palangka Raya.
Mahasiswa Yang bersangkutan.

NIM. 0401120132

4. The students' problems in reading comprehension using scanning technique as follows the students had limited vocabulary, had no motivation to read in English material, and difficulties to read faster.

B. The Suggestion

1. The students should use the suitable ways when they used skimming and scanning techniques in reading comprehension. In using of skimming technique, the students read the text at the first and the last of paragraph to find the main idea of the text. While, in using of scanning technique, the students read the text line by line to find the specific information of the text by using 5w+th question. It would give many positive effects to students in comprehending the text well.
2. The students should improve their memorization of vocabulary to comprehend the English paragraph well. In memorization of vocabulary, the students must diligent to make a list of new vocabulary by write down it into the booknote and try to memorize it in everyday. It would help the students in applying skimming and scanning techniques easily when read.
3. The lecturers should give more attention to the students in the learning about how the application of skimming and scanning techniques in reading comprehension. The lecturer should explain the application of the skimming and scanning techniques clearly and order the students to practice it.
4. The lecturers should know accurately about the students problems in Reading Comprehension Subject, especially about using of skimming and scanning

techniques. The lecturer should know the problems that faced by the students such as vocabulary and their motivation in reading English material. If the problem has known, the lecturer could help the students in solving their problems.

5. The lecturers could be a good facilitators and motivators to the students' interest in reading English material.

REFERENCES

- Anderson, Jonathan, *Efficient Reading*, Sidney: Mc Grow Hill Book Company, 1969.
- Arikunto, Suharsimi, *Prosedure Penelitian: Suatu Pendekatan Praktek (5th ed.)*, Jakarta: Rineka Cipta, 2002.
- Brown, H. Douglas, *Teaching By Principles An Interactive Approach to Language Pedagogy (2nd ed.)*, San Fransisco: Addison Wesley Longman, 2000.
- Chaer, Abdul, and Leony Agustina, *Sosiolinguistik: Perkenalan Awal*, Jakarta: PT Rineka Cipta, 2004.
- Dardjowijoyo, Soejono, *Perkembangan Linguistik di Indonesia*, Bandung: Angkasa, 1995.
- David, J. Cooper, *Improving Reading Comprehension*, Boston: Houghton Mifflin Company, 1986.
- Djamarah, Syaiful Bahri, *Psikologi Belajar*, Banjarmasin: Rineka Cipta, 2000.
- Djiwandono, *Strategi Membaca Bahasa Inggris*, Jakarta: Departemen Pendidikan Nasional, 2002.
- Fauziati, Endang, *Teaching English As a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002.
- Furaidah, *Advance Writing (1st ed.)*, Pusat Penerbitan: Universitas Terbuka, 2002.
- Gebhard, J.G, *Teaching English as a Foreign or Second Language*, America: The University of Michigan Press, 1996.
- Herawati, *Teaching Reading Comprehension Through Scanning and Skimming to The First Grade of SMP Katolik of Palangka Raya in Academic Year 2005/2006, Thesis Stratum One*, Palangka Raya: Universitas Palangka Raya, 2005.
- Hornby, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, 1995.

Moleong, J. Lexy, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004

Nirwanto, Rahmadi, *An Enrichment Material For Writing IV*, Palangka Raya: STAIN Palangka Raya.2007.

Nunan, David, *Language Teaching Methodology*, New York: Prentice Hall, 1991.

Nurhadi, Roekhan, *Dimensi-Dimensi Pengajaran dalam Bahasa Kedua*, Bandung: Sinar Baru, 1990.

Qodir, Abdul, *Metodologi Riset Kualitatif, Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya: STAIN, 1999.

_____, *Summary Research Kuantitatif and Kualitatif*, Palangka Raya: STAIN Palangka Raya, 2005.

_____, *Kiat Menulis Laporan Penelitian: Data Kualitatif, Kuantitatif, Library Research, dan Research Pengembangan*, Palangka Raya: Pusat Study Bahasa Inggris dan Arab STAIN Palangka Raya, 2008.

Ranti, Apni, *Strategi Belajar MK Structure Program Study Pendidikan Bahasa Inggris Universitas Palangka Raya, Thesis Magister*, Yogyakarta: Universitas Negeri Yogyakarta, 2005.

_____, *The Definitions of Paragraph, topic, main idea, and topic sentence (Material of Reading Comprehension IV)*, Palangka Raya: STAIN Palangka Raya. 2006.

Rahmawati N, *The Ability in Comprehending the Reading Text by the Second Year Students of SMU Muhammadiyah Palangka Raya, Thesis Stratum One*, Palangka Raya: STAIN Palangka Raya, 2006.

Rahardjo, Murdjia, *Pengantar Penelitian Bahasa*, Malang: Cendikia Para Mulya, 2002.

Retyana, *The Students' Reading Techniques in Understanding of the English Text Used by the English Education Students in STAIN Palangka Raya, Thesis Stratum One*, Palangka Raya: STAIN Palangka Raya, 2008.

Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya (4th ed)*, Jakarta: Rineka Cipta, 2003.

Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta, 2006.

Syah, Muhibbin, *Psikologi Pendidikan dan Pendekatan Baru (rev. ed.)*, Bandung: PT. Remaja Rosda Karya, 2000.

Syufiati, Asri, *Reading Comprehension Ability of the Islamic Education of The Islamic Education Students of The first Year of 2006/2007 Academic Year in STAIN Palangka Raya, Thesis Stratum One*, Palangka Raya: STAIN Palangka Raya, 2007.

Tim Penyusun, *Pedoman Penulisan Skripsi*, Palangka Raya: STAIN Palangka Raya Press, 2007.

Wishon, George E and Julia, Burks, *Let's Write English*. (Revised ed.), New York: American Book Company, 1980.

Other Reference

<http://reading.varegon.edu/comp/comp.what.php>. (Accessed on April 10th 2008).

http://www.readingsuccesslab.com/glossary/individualized_education_plan.html. (Accessed on April 10th 2008).

<http://www.delmar.edu/eng/handouts/topicsentences.html>. (Accessed on April 18th 2008).

Reading Mastery, in www.pubmedcentral.nih.gov/articleresult.aspx?articleid=15000. (Accessed on March 13th 2008).

Reading Comprehension, in <http://landmarkcollege.org/institute/assistivetech/organ.html>. (Accessed on April 14th 2008).

Skimming in <http://www.esbsju.edu/academicaadvising/help/skimming.html>. (Accessed on April 14th 2008).

Skimming and scanning scientific Material, in <http://guts.studentorg.wisc.edu/skmscn.html>. (Accessed on May 2nd 2008).

Wainwright, Gordon, *How to Read Faster and Recall More (electronic book edition)*, United Kingdom: a division How to Books Ltd, 2007. In <http://www.howtobooks.co.uk>.



APPENDIXES

Appendix 1

OBSERVATION GUIDE

1. The names of good students in Reading Comprehension IV subject.
2. The names of low students in Reading Comprehension IV subject.

Appendix 2

OBSERVATION DATA TRANSCRIPTION

The names of good and low students in Reading Comprehension IV subject :

No	Name	NIM	Initial
1	Nana Satriana	0701120306	NS
2	Siti Masrokah	0701120322	SM
3	Raudah Rafi'i Saputra	0701120334	RRS
4	Aditya Anggraini	0701120274	AA
5	Muhammad Affandi	0701120335	MA
6	Muhammad Taufan Kamil	0701120332	MTK
7	Dwi Hendarti	0701120282	DH
8	Irmayanti	0701120297	IY

Appendix 3

DOCUMENTATION GUIDE

1. The syllabus of Reading Comprehension IV.
2. The number and names of students who taken Reading Comprehension IV.
3. The students' score in middle test of Reading Comprehension IV.
4. Result of interview.
3. Some photos of doing interview and teaching learning process of Reading Comprehension IV.

Appendix 4

THE INTERVIEW GUIDE

1. Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?
2. Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?
3. Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?

Reading text:

JAKARTA CITY

Jakarta is capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climates is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota is the city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of Kota is a banking, retail and residential neighbourhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

4. Answer the questions based on the text:
 - a. What is the main idea of the first paragraph?
 - b. Where is Kota city's located?
5. Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?
6. Mengapa hal tersebut kamu lakukan?
7. Selama membaca kamu berkonsentrasi pada bagian mana dari teks bacaan?
8. Mengapa hal tersebut kamu lakukan?
9. Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?
10. Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?
11. Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?
12. Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?
13. Mengapa hal tersebut bisa terjadi?
14. Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?
15. Mengapa hal tersebut bisa terjadi?

THE RESULT OF INTERVIEW

1. Name : SM
Day/Date : Wednesday, May 13th, 2009
Time : 14.00-14.15

- 1) **Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?**
Skimming adalah teknik membaca yang digunakan untuk mendapatkan main idea dalam teks.
- 2) **Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?**
Scanning adalah teknik membaca yang digunakan untuk mencari informasi khusus dalam teks bacaan.
- 3) **Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?**
Secara bertahap, yaitu skimming dengan membacanya di awal dan akhir paragraf. Sedangkan scanning dengan mencari point-point tertentu dengan menggunakan 5W+H question.
- 4) **Answer of the questions based on the text:**
 - a. **What is the topic of the first paragraph?**
Jakarta
 - b. **Where is Kota city's located?**
South of the old Sunda Kelapa harbor.
- 5) **Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?**
Yang pertama kali saya cari adalah ide pokoknya.

- 6) **Mengapa hal tersebut kamu lakukan?**
Karena apabila sudah menemukan ide pokoknya, saya dapat mengetahui gambaran dari isi teks yang saya baca.
- 7) **Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?**
Saya lebih memfokuskan perhatian pada ide pokok dan kata-kata penting dari teks tersebut.
- 8) **Mengapa hal tersebut kamu lakukan?**
Karena dengan begitu pemahaman saya terhadap teks yang saya baca tidak mudah menyimpang dari isi yang dibahas di dalam teks tersebut.
- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Saya menggaris bawahi ide pokok dan informasi-informasi pentingnya.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Langsung mencari artinya di kamus.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Menjawab pertanyaan yang berkaitan dengan teksnya.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Terkadang ada arti kalimat di dalam teks yang saya tidak mengerti.
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena saya tidak mengetahui beberapa vocabnya.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Sama pada skimming, ketika menerapkan teknik scanning saya kadang masih kesulitan mengartikan vocabnya.
- 15) **Mengapa hal tersebut bisa terjadi?**
Karena vocab yang saya miliki masih terbatas.

2. **Name** : NS
Day/Date : Wednesday, May 13th, 2009
Time : 14.15-14.30

- 1) **Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?**
Skimming adalah teknik membaca dengan tujuan untuk mencari pikiran utama suatu tulisan.
- 2) **Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?**
Scanning adalah teknik membaca dengan tujuan untuk mencari informasi tertentu dalam tulisan.
- 3) **Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?**
Dengan membaca teksnya sehingga lebih mudah menggunakan tekniknya, yaitu skimming dengan membacanya di awal dan akhir paragraf. Sedangkan scanning dengan mencari point-point tertentu dengan menggunakan 5W+H question.
- 4) **Answer of the questions based on the text:**
 - a. **What is the topic of the first paragraph?**
Jakarta
 - b. **Where is Kota city's located?**
South of the old Sunda Kelapa harbor.
- 5) **Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?**
Yang pertama kali saya cari adalah pikiran utamanya.
- 6) **Mengapa hal tersebut kamu lakukan?**
Karena dari pikiran utamanya saya dapat mengetahui bagaimana isi teks tersebut.
- 7) **Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?**
Saya lebih fokus pada pikiran utamanya.

- 8) **Mengapa hal tersebut kamu lakukan?**
Karena pikiran utama biasanya berkaitan dengan isi teksnya.
- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Mengulang membaca teksnya sesering mungkin sambil memahami isinya.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Mencari artinya di kamus.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Menjawab pertanyaan yang berkaitan dengan teksnya dan mengingat kembali kata-kata kuncinya.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Pada saat membaca menggunakan teknik tersebut saya masih kesulitan memahami teksnya, banyak vocab yang masih saya tidak ketahui artinya,
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena vocab yang saya miliki masih terbatas.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Saya masih kesulitan mengartikan vocabnya.
- 15) **Mengapa hal tersebut bisa terjadi?**
Karena vocab yang saya miliki terbatas.

3. **Name** : RRS
Day/Date : Thursday, May 14th, 2009
Time : 13.30-13.45

- 1) **Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?**
Skimming adalah teknik membaca keseluruhan teks untuk mencari main ideanya.
- 2) **Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?**
Scanning adalah teknik membaca sebagian dari teksnya untuk mencari point-point penting dalam teks bacaan.
- 3) **Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?**
Untuk skimming saya membaca teksnya sambil mencari main ideanya. Sedangkan scanning yaitu dengan membaca sebagian teksnya saja, karena main idea yang saya inginkan sudah saya temukan menggunakan skimming.
- 4) **Answer of the questions based on the text:**
 - a. **What is the topic of the first paragraph?**
Jakarta is capital city of Indonesia.
 - b. **Where is Kota city's located?**
South of the old Sunda Kelapa harbor.
- 5) **Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?**
Yang pertama kali saya cari adalah informasi-informasi pentingnya.
- 6) **Merapa hal tersebut kamu lakukan?**
Karena dengan begitu saya lebih mudah memahami teksnya.
- 7) **Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?**
Pada kata-kata yang mudah untuk saya pahami.
- 8) **Mengapa hal tersebut kamu lakukan?**
Karena lebih mudah mengingatnya.

- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Dengan mengingat kata-kata mudahnya dan menulisnya diatas kertas kecil.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Bertanya pada teman atau dosen.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Dengan mengambil kesimpulan dan point-point penting dari teksnya.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Kesulitan untuk mengidentifikasi main ideanya, selain itu tidak mengerti vocab dan isi paragrafnya.
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena saya sulit membedakan antara topik utama dan topik kalimatnya dan vocab saya masih terbatas.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Saya kesulitan mengartikan vocab dan isi paragrafnya. Selain itu untuk menerapkan teknik scanning saya biasanya membaca teks memerlukan waktu yang lama dan secara perlahan agar dapat menemukan informasi dari teksnya.
- 15) **Mengapa hal tersebut bisa terjadi?**
Karena vocab yang saya miliki masih terbatas dan saya kesulitan untuk membaca dengan cepat.

4. Name : AA
Day/Date : Monday, May 25th, 2009
Time : 14.00-14.15

- 1) Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?
Skimming adalah teknik membaca cepat.
- 2) Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?
Scanning adalah teknik membaca cepat.
- 3) Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?
Saya menerapkannya sesuai petunjuk dan literature yang ada di buku saja.
- 4) Please answer these questions based on the text:
 - c. What is the topic of the first paragraph?
Jakarta is capital city of Indonesia.
 - d. Where is Kota city's located?
Commercial area.
- 5) Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?
Yang pertama kali saya cari adalah judul teksnya.
- 6) Mengapa hal tersebut kamu lakukan?
Karena dari judul tersebut saya dapat mengetahui apa yang dibahas dalam isi teksnya.
- 7) Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?
Fokus pada isi teksnya.
- 8) Mengapa hal tersebut kamu lakukan?
Karena dapat membantu saya memahami teksnya.

- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Berusaha untuk santai dan membaca dengan hati dan pikiran yang tenang.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Membendaharakan kosakatanya dalam buku.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Mengambil sepotong kalimat dalam teksnya dan memahaminya.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Ada beberapa arti dari kalimat dalam teks bacaan yang tidak saya pahami dan saya tidak begitu tahu bagaimana penggunaan teknik skimming pada teks bacaan.
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena saya tidak mengetahui vocabnya dan masih belum paham tentang penggunaan teknik ya pada teks bacaan.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Tidak mengetahui beberapa arti dari kalimat dalam teks bacaan.
- 15) **Mengapa hal tersebut bisa terjadi?**
Karena tidak mengetahui vocabnya

5. Name : MA
Day/Date : Thursday, May 21st, 2009
Time : 13.00-13.15

- 1) Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?
Skimming adalah teknik membaca teks dengan cepat.
- 2) Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?
Scanning adalah cara membaca untuk mendapatkan kata-kata sulit dalam sebuah paragraph.
- 3) Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?
Saya menerapkannya secara langsung yaitu skimming dengan membaca teksnya secara berulang kali dengan cepat dan scanning yaitu dengan membaca sambil mencari kata-kata sulit di dalam teks bacaannya
- 4) Please answer these questions based on the text:
 - a. What is the topic the first paragraph?
Jakarta
 - b. Where is Kota city's located?
Northwest of Java Island.
- 5) Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?
Yang pertama kali saya cari adalah tokoh dalam isi bacaannya.
- 6) Mengapa hal tersebut kamu lakukan?
Karena memudahkan saya memahami isi bacaannya.
- 7) Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?
Saya fokus pada keseluruhan isi teksnya.
- 8) Mengapa hal tersebut kamu lakukan?
Karena dengan itu saya bisa mengetahui keseluruhan isi teksnya.

- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Saya mengambil intisari dari teks bacaannya dan merangkumnya menggunakan kata-kata yang mudah saya pahami.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Mencari artinya di kamus atau bertanya pada teman dan dosen.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Saya menyuruh teman untuk menguji saya dengan memberi beberapa pertanyaan yang berkaitan dengan teks bacaannya dan kemudian saya mengambil intisari.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Saya kesulitan dalam merangkai arti dari kalimat-kalimat di dalam teksnya dan saya merasa tidak begitu tertarik untuk membaca teks bacaan berbahasa Inggris.
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena penguasaan vocab saya masih sedikit dan merasa tidak begitu menyukai membaca teks berbahasa Inggris.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Sama pada skimming, ketika menerapkan teknik scanning saya juga kesulitan merangkai arti kalimatnya dan tidak begitu tertarik membaca teks berbahasa Inggris.
- 15) **Mengapa hal tersebut bisa terjadi?**
Karena vocab yang saya miliki masih terbatas dan tidak terdorong untuk sering membaca materi berbahasa Inggris.

6. Name : MTK
Day/Date : Monday, May 25th, 2009
Time : 13.20- 3.45

- 1) Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?
Skimming adalah teknik memahami teks secara keseluruhan dengan menemukan main idea dari bacaan tersebut.
- 2) Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?
Scanning adalah menemukan kata kunci dari teks tanpa memahami teks secara keseluruhan.
- 3) Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?
Dengan menjawab soal-soal yang berkaitan dengan teksnya.
- 4) Answer of the questions based on the text:
 - a. What is the topic of the first paragraph?
Jakarta is capital city of Indonesia.
 - b. Where is Kota city's located?
Country on the Northwest coast of Java island.
- 5) Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?
Yang pertama kali saya cari adalah judulnya.
- 6) Mengapa hal tersebut kamu lakukan?
Karena lebih mudah mengingatnya.
- 7) Selama membaca kamu berkonsepsi pada bagian mana saja dari teks bacaan?
Saya fokus pada poin-point pentingnya.
- 8) Mengapa hal tersebut kamu lakukan?
Karena dapat membantu saya untuk memahami teks dengan cepat.

7. **Name** : DH
Day/Date : Wednesday, June 3th, 2009
Time : 07.25-07.35

- 1) **Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?**
Skimming adalah teknik membaca untuk mencari informasi secara umum dari dalam teks.
- 2) **Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?**
Scanning adalah teknik membaca untuk mencari informasi khusus dari dalam teks.
- 3) **Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?**
Skimming dengan membaca poin pentingnya saja, sedangkan scanning dengan membaca seluruh teksnya.
- 4) **Answer of the questions based on the text:**
 - a. **What is the topic of the first paragraph?**
Jakarta
 - b. **Where is Kota city's located?**
Central district.
- 5) **Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?**
Yang pertama kali saya cari adalah kata-kata sulitnya.
- 6) **Mengapa hal tersebut kamu lakukan?**
Karena jika arti kata-kata sulit tersebut sudah saya temukan maka saya akan mudah memahami teksnya.
- 7) **Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?**
Saya fokus pada isi ceritanya.
- 8) **Mengapa hal tersebut kamu lakukan?**
Karena mempermudah saya untuk memahaminya.

- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Saya berusaha untuk tidak memikirkan hal-hal lain dan tetap fokus pada teks yang saya baca.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Mencari artinya di kamus.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Saya mencoba meritellnya dan menjawab soal yang ada.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Saya kesulitan mengartikan vocabnya dan jarang membaca teks berbahasa Inggris.
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena vocab saya masih terbatas dan kurang tertarik membaca materi berbahasa Inggris.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Sama pada skimming, ketika menerapkan teknik scanning saya juga kesulitan di vocabnya dan jarang membaca teks berbahasa Inggris.
- 15) **Mengapa hal tersebut bisa terjadi?**
Masih kurang menghapal vocab dan kurangnya motivasi saya untuk membaca.

8. **Name** : IY
Day/Date : Wednesday, June 5th, 2009
Time : 15.30-15.45

- 1) **Apa yang kamu ketahui tentang teknik skimming di dalam reading comprehension?**
Skimming adalah teknik membaca dengan cepat.
- 2) **Apa yang kamu ketahui tentang teknik scanning di dalam reading comprehension?**
Scanning adalah teknik membaca cepat.
- 3) **Bagaimana cara kamu menerapkan teknik skimming dan scanning tersebut pada reading comprehension?**
Saya menerapkannya dengan cara konsentrasi membaca teksnya sampai paham.
- 4) **Answer of the questions based on the text:**
 - a. **What is the topic of the first paragraph?**
Jakarta is capital city of Indonesia.
 - b. **Where is Kota city's located?**
South of Sunda Kelapa harbor.
- 5) **Apa yang pertama kali kamu cari di dalam teks bacaan pada saat kamu membaca?**
Yang pertama kali saya cari adalah kata-kata sulitnya.
- 6) **Mengapa hal tersebut kamu lakukan?**
Karena dapat mempermudah memahami teksnya.
- 7) **Selama membaca kamu berkonsentrasi pada bagian mana saja dari teks bacaan?**
Saya fokus pada tokoh di dalam isi teksnya.
- 8) **Mengapa hal tersebut kamu lakukan?**
Karena dapat mengetahui isi ceritanya.

- 9) **Apa yang kamu lakukan agar daya ingat kamu tidak hilang selama proses membaca?**
Berkonsentrasi penuh terhadap teks yang saya baca.
- 10) **Apa yang kamu lakukan jika menemukan kata-kata sulit/asing yang tidak kamu mengerti dari teks bacaan?**
Mencoba menebak arti katanya dengan menghubungkannya dengan kata-kata sebelum/sesudahnya atau membuka kamus.
- 11) **Apa yang kamu lakukan untuk mengukur sejauh mana penguasaanmu dalam menerapkan teknik skimming dan scanning dalam reading comprehension?**
Saya mencoba membuat sendiri pertanyaan berdasarkan teksnya dan kemudian menjawabnya.
- 12) **Apa masalah yang kamu hadapi ketika menerapkan teknik skimming dalam reading comprehension?**
Saya kesulitan di dalam mentranslit kalimat-kalimat dari teks bacaan.
- 13) **Mengapa hal tersebut bisa terjadi?**
Karena vocab yang saya miliki masih terbatas.
- 14) **Apa masalah yang kamu hadapi ketika menerapkan teknik scanning dalam reading comprehension?**
Ketika menerapkan teknik scanning saya juga kesulitan di vocabnya.
- 15) **Mengapa hal tersebut bisa terjadi?**
Karena vocab saya masih terbatas.

THE RESULT OF OBSERVATION

1. The Observation of Reading Comprehension IV A Class

The observation has done on April 27th and May 4th 2009. Based on the observation, Reading Comprehension IV has been taught in Monday at 12.30-14.10 WIB. The number of students in the class consist of 61 (sixty one) students, which there 47 (fourty seven) students who in fourth semester. The lecturer who taught them was Mr. Ahmad Ali Mirja, S.Pd. When the lecture has came to the class all of the students were calm and quite. The lecturer began the lesson with greeting to the students and gave explanation of material. The language that used by the lecturer when he explain the material was 100% in Indonesian language.

Based on first and second observation in Reading Comprehension IV A class, the teaching learning activity in the class were same, that is the lecturer gave explanation about the material while write it on the whiteboard in front of the class. Based on the first observation (27th April 2009), the material has been explained by the lecturer were about some techniques in reading comprehension, they are Skimming and Scanning Techniques. While in the second observation (4th May 2009) the material has been explained by the lecturer was about about Schema Theory in Reading Comprehension. Based on the observation in the class showed many students did not take attention when the lecture explain the material in front of the class, most of them

chatting with friends. But, some students who sit in part of front of the class take attention and taking a note for the important one the material that has been explained by the lecturer. After the lecturer explained, then he gave the text to the students and asked them to read it. Then, the lecturer asked some of the other students to answer the question based on the text one by one with written it on the white board front of the class. Furthermore, the lecturer gave the correction of their answer. Then the lecturer close the lesson by gave the advised to the students.

2. The Observation of Reading Comprehension IV B Class

Observation has done on May 5th and May 12th 2009. Based on the observation, Reading Comprehension IV has been taught in Tuesday at 07.00-08.40 WIB. The number of students in this class consist of 18 (eighteen) students which all of the students in the fourth semester. The lecturer who taught them was Mr. Sabarun, M.Pd. When the lecture has came to the class, all of the students were calm and quite. The lecturer began the lesson with greeting to the students and gave explanation of material. The language that used by the lecturer was 50% in Indonesian language and 50% in English. Based on the first observation (5th May 2009). in the class the lecturer divided the students into 5 groups. One group sit front of the class as the presenter to give explain about paragraph that has been given by the lecturer. While the other group as the audience to hear the text that delivered by the lecturer. After the presenter group give explanation about the text, the lecture ordered the other group to answer the question. The presenter group choosed which

the group to answer some questions based on the text. After all of the question has been answered by the students, then the lecturer gave the clear explanation that related to the material. Furthermore, in the second observation (12th May 2009), the lecturer also divided the students into 5 group and ordered them to answer the questions based on the text in the book. Every groups discuss to answer the questions based on the text, they ordered by the lecturer to looked for some important point of the text, they are ; getting the main idea, recognizing reading structure, guessing meaning from the context, understanding detail and discussion the reading. The lecturer closed the lesson with gave homework to the students.

Based on the observation of two classes above the writer found that the teaching learning process of Reading Comprehension IV was done well. But, the situation of both of the classes were different. For A class, during teaching learning proces many of the students made noise, they chatting with their friends. While for the B class, the situation during teaching learning process was quite. It may influence by the number of the students beetween the class, which A class has many students than B class. Both of this classes, the lecturers have taught to their students about skimming and scanning technique, which it in different way. For A class the students ordered by the lecturer to apply both of the techniques one by one. while for B class was group by group.

Appendix 7

THE SYLLABUS OF READING COMPREHENSION IV

Code	: TBI 514.2
Credit Points	: 2 SKS
Prerequisite	: PTA 513.1 Reading Comprehension III

I. Objectives :

This course aims at helping the students acquire advanced reading comprehension skill and have good understanding of the underlying theories of reading.

II. Materials :

The course materials covers the following points :

1. Clues for understanding how reading passages are developed.
2. Various passages concerning expository and argumentative types of writing
3. The skills of how to skim and scan the passage.
4. Scheme theory, and.
5. Some theoretical issues in reading comprehension such as taxonomy comprehension questions and reability.

III. References :

- Dubin, Farida, David E. Eskey and William Grabe (Eds). 1986. *Teaching Second Language : Reading for Academic Purposes*. new York: Addison Wesley Publishing Company, Inc.
- Haris, Albert J. and Edward R. Sipay. 1984. *How to Increase Reading Ability*. Seventh Edition, New York: Longman.
- Nuttal, Christine. 1985. *Teaching Reading Skill in a Foreign Language*. London: Heineman Educational Books, Ltd.

Appendix 8

The Result of Students' Score in middle Test of Reading Comprehension IV at the Fourth Semester Students of TBI STAIN of Palangka Raya

Mata kuliah : Reading Comp. IV Kelas : A
 Hari/Jam : Senin/12.30-14.10 Dosen : Akhmad Ali Mirja, S.Pd
 Ruang : D2-4

NO	NAMA	NIM	NILAI
1	Abdul Jafar	0701120272	51,9
2	Adi Irawan	0701120273	51,9
3	Aditia Anggraini	0701120274	40,7
4	Agus Suratno	0701120277	63
5	Budi Santoso	0701120278	56,3
6	Dedi Sukendar	0701120339	70,4
7	Delima	0701120279	63
8	Dewi Anjani	0701120280	51,9
9	Eka Fitria Wasiyanti	0701120283	59,3
10	Eka Wahyuni	0701120285	70,4
11	Elsiyana Yulianti	0701120338	51,9
12	Fatimah	0701120287	70,4
13	Gusti Ahmad Maulana Yusuf	0701120288	74,1
14	H. Parhani	0701120289	63
15	Hayatunnisa	0701120291	63
16	Helmi	0701120292	48,1
17	Hesti Supriyati	0701120293	66,7
18	Hibatin Wafiroh	0701120294	70,4
19	Humri	0701120295	59,3
20	Ika Amanah Jy.	0701120336	44,4
21	Leni Mutia Prihatin	0701120299	59,3
22	Mega Amanda Ramadaniaty	0701120301	66,7
23	Megawati	0701120302	55,6
24	Muamar Akbar	0701120304	51,9
25	Nana Satriana	0701120306	81,5
26	Nita Utriana	0701120308	66,7

27	Noor Laily Khasanah	0701120309	63
28	Normalita	0701120310	55,6
29	Nur Hidayah	0701120311	74,1
30	Nurarham	0701120312	66,7
31	Nurhayatim	0701120340	59,3
32	Prahesti Roliani	0701120313	59,3
33	Rahmatun Hasanah	0701120315	55,6
34	Raudah Rafi'i Saputra	0701120334	33,3
35	Risky Mahdi	0701120316	66,7
36	Selviana Wijayanti	0701120318	55,6
37	Siti Faridah	0701120320	66,7
38	Siti Indriati	0701120321	55,6
39	Siti Masrokah	0701120322	81,5
40	Syaipuddin	0701120324	59,3
41	Uswatun Khasanah	0701120325	66,7
42	Uwais Al-Qarni	0701120326	51,9
43	Yudha Pradifta Rahman	0701120327	55,6
44	Yuliana	0701120327	59,3
45	Yuni Windayanti	0701120328	63
46	Yusup	0701120329	66,7
47	Zaenal Arifin	0701120330	63
48	Herryadi	0601120222	51,9
49	Jumrita	0601120227	55,6
50	Kustiawati	0601120229	55,6
51	Mira Purwaningsih	0601120234	51,9
52	Muhammad Asiqin	0601120237	51,9
53	Niah Handayani	060120239	51,9
54	Reni Susanti	0601120248	63
55	Sri Rahayu	0601120256	48,1
56	Suliyanti	0601120258	63
57	Yeni Ariyanti	0601120261	51,9
58	Ika Putri Ayuningsih	0501120197	51,9
59	Marlina Astria	0501120176	55,6
60	Melita Rahmadani H,	0501120176	77,8
61	Selpina Oktaroyani	0501120195	55,6

Source : Lecturer of Reading Comprehension IV class

**The Result of Students' Middle Test in Reading Comprehension IV at the
Fourth Semester Students of TBI STAIN of Palangka Raya**

Mata kuliah : Reading Comp. IV
 Hari/Jam : Selasa/07.00-08.40
 Ruang : LAB-1

Kelas : B
 Dosen : Sabarun, M.Pd

NO	NAMA	NIM	NILAI
1	Siarsih	0701120319	4,5
2	Kuswandi	0701120237	4,04
3	Rahmat Astriadi	0701120197	5,40
4	Agus Supardi	0701120276	5,45
5	Muhammad Affandi	0701120335	3,6
6	M. Taufan Kamil	0701120332	2,7
7	Dwi Hendarti	0701120282	3,6
8	Susi Wulandari	0701120323	4,5
9	Ida Nurmila	0701120337	4,04
10	Irmayanti	0701120297	3,1
11	Marlina	0701120300	5,45
12	Ika Astuti	0701120296	4,5
13	Neritasari	0701120307	50
14	Ika Sri Utami	0701120196	4,5
15	Saiin	0701120317	4,04
16	Kharisul Khafid	0701120298	3,63
17	Faridil Ma'ruf	0701120286	4,04
18	Miftahudin	0701120300	3,6

Source : Lecturer of Reading Comprehension IV class

Documentation of Observation and Interview



Picture 1. The Observation in Reading Comprehension IV A Class



Picture 2. The Observation in Reading Comprehension IV B Class



Picture 3. Interview to The Student



Picture 4. Interview to The Student



LETTERS



**DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA**

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15.1/PP.00.009/251/2008
Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Palangka Raya, 29 Februari 2008

Kepada
Yth. Sdr. **Yulianti**
NIM. 0401120132

Assalamu'alaikum Wr, Wb.

Setelah membaca, menelaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"Reading Comprehension Paragraph Through Skimming and Scanning Techniques by the Students of the TBI of STAIN Palangka Raya"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Siminto, M.Hum sebagai Pembimbing I
2. Hj. Apni Ranti, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMBANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Siminto, M.Hum sebagai Pembimbing I
3. Yth. H. Apni Ranti, M.Hum sebagai Pembimbing II

AGREEMENT OF DESIGN PROPOSAL

Title of the Thesis : **Students's Learning Strategies in Using Skimming and Scanning by The Fourth Semester of English Education Program in STAIN Palangka Raya**

Name : **YULIAN I**

SRN : **0401120132**

Department : **Education**

Study Program : **English Education**

Level : **S-1**

Palangka Raya, 4 April 2009

Approved by

Advisor I,



SIMINTO, M.Hum.

NIP.150321413

Advisor II,



Hj. Apni Ranti, M.Hum.

NIP.150408930

Known by

The Department of Education Chair-



Hj. HAMIDAH, MA.

NIP. 150279310

Palangka Raya, 21 Februari 2009

: Mohon diseminarkan

Proposal Skripsi

Kepada

Yth. Ketua Panitia Seminar Proposal Skripsi
di -

Palangka Raya

Assalamu alaikum Wr. Wb

Yang bertanda tangan di bawah ini :

Nama : Yulianti

NIM : 0401120132

Semester : X (Sepuluh)

Jurusan : Tarbiyah

Program Study : TBI

Judul Skripsi : STUDENTS' LEARNING STRATEGIES IN USING SKIMMING
AND SCANNING TECHNIQUES APPLIED BY THE FOURTH
SEMESTER STUDENTS OF TBI STAIN PALANGKA RAYA

Pembimbing : 1. Siminto, M. Hum

2. Hj. Apni Ranti, M. Hum

Dengan ini mengajukan kepada Ketua Panitia Seminar Proposal Skripsi untuk dapat
diperkenankan mengikuti Seminar Proposal Skripsi.

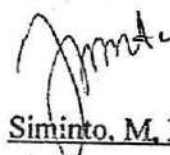
Bersama ini saya lampirkan (tujuh) eksamplar proposal skripsi saya.

Demikian, atas perkenan dan kesediaan bapak/ibu diucapkan terimakasih

Wassalamu'alaikum

Dosen pembimbing I / H*)

Pemohon



Siminto, M. Hum

NIP. 150321413



Yulianti

NIM 1. 0401120132



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT PENERANGAN
No. 36/PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

Nama : YULIANTI
NIM : 040 112 0132
Jurusan / Prodi : TARBIYAH/ TBI
Judul Proposal : STUDENTS' LEARNING STRATEGIES IN USING SKIMMING AND SCANNING TECHNIQUES APPLIED BY THE FOURTH SEMESTER STUDENTS OF TBI STAIN PALANGKA RAYA

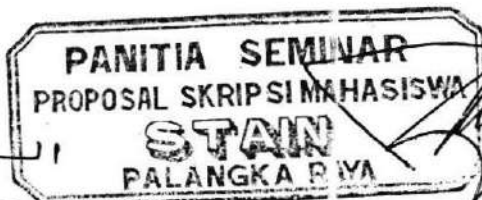
Telah melaksanakan Seminar Proposal Skripsi pada tanggal 12 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **Dra.HALIMAH,M.Pd**
Moderator : **LILY NURVIANA** dan dinyatakan lulus dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 20 Maret 2009

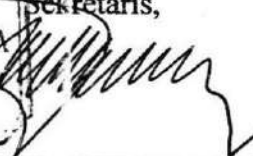
PANITIA

Ketua,


ASMAWATILM.Pd
NIP. 150 311 460



Sekretaris,


HARLES ANWAR,M.Si
NIP.1: 0 292 523



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat: Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447/3226356 Fax 3222105 Palangka Raya 73112

Palangka Raya, 14 April 2009

Nomor : Sti.15.8/TL.00/892/2009
Lampiran : -
Perihal : Pemberian Izin Observasi / Penelitian

Kepada
Yth. Sdr. Yulianti
NIM. 0401120132
Jurusan Tarbiyah/TBI
di-
Palangka Raya

Berdasarkan surat saudara tertanggal 4 April 2009 perihal Izin Riset/ Penelitian dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka ketua STAIN Palangka Raya memberikan Izin Riset/ Penelitian kepada saudara:

Nama : YULIANTI
NIM : 0401120132
Jurusan/Prodi : Tarbiyah/ Tadris Bahasa Inggris (TBI)
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : STAIN Palangka Raya
Judul Skripsi : STUDENTS LEARNING STRATEGIES IN USING SKIMMING AND SCANNING TECHNIQUES APPLIED BY THE FOURTH SEMESTER STUDENTS OF TBI STAIN PALANGKA RAYA.
Metode : Observasi, wawancara, dan dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 15 April 2009 s/d 15 Juni 2009

Demikian Surat Izin Riset/ Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

An. Ketua
Bantuan Ketua I

BAKAR HM, M.Ag.
NIP. 150 265 103

Tembusan:

1. Yth. Ketua STAIN Palangka Raya (sebagai aporan)
2. Arsip



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangka Raya

SURAT KETERANGAN

Nomor : Sti.15.8/TL.00/1177 /2009.

Yang bertanda tangan di bawah ini Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya dengan ini menerangkan bahwa :

Nama : Yulianti
NIM : 040112032
Jurusan : Tarbiyah.
Program Studi : Tadris (Pendidikan) Bahasa Inggris (TBI)
Judul Skripsi : "STUDENT'S LEARNING STRATEGIES IN
USING SKIMMING AND SCANNING
TECHNIQUES APPLIED BY THE FOURTH
SEMESTER STUDENTS OF THE STAIN
PALANGKA RAYA".

Mulai Tanggal : 15 April s/d 15 Juni 2009

Telah melaksanakan Observasi/Penelitian untuk mengakhiri studi dalam pembuatan Skripsi di Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 17 Juni 2009



An. Ketua
Pembantu Ketua I,

DISA ABUBAKAR HM, M.Ag

NIP. 19551231 198303 026



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447, 3226356, 2321438 Fax 3222105 Palangka Raya 73112

BERITA ACARA
CATATAN HASIL MUNAQASHAH
NO. /Tar-STAIN/ /20...

Pada hari ini Sabtu Tanggal 17 Bulan Oktober tahun

Dua Ribu 09 telah Menunaqasahkan Skripsi:

Nama Mahasiswa : Yulianti

Tempat/Tgl. Lahir : Pepayan /

Jurusan/Prodi/NIM : Tar. / TBI / 0401120132

Catatan Hasil Munaqasah:

NO	CATATAN
1.	Definition of key terms : - <u>sliving & searing</u> - <u>successful & successful</u> > the criteria of the students. ✓
2.	Theoretical and practice > significance
3.	Give the real example about <u>sliving & searing</u> <u>kalimat</u>
4.	Theory of successful that criteria for mastery students is 75 (in KTSP) or open students' book of "Pedoman Penilaian" for success of unsuccess student.
Perbaikan Skripsi : <u>5</u> hari	

Penguji :

1. Drs. H. Abd. Qadir, M.Pd.

2. Sabarni, M.Pd.

3. Siminto, M. Hum.

4. Hj. Apri Ranti, M. Hum.

Palangka Raya, 17 Oktober 2009

Sekretaris Sidang,

Hj. Apri Ranti, M. Hum.
NIP. 19810118 200801 2 003



CURRICULUM VITAE

CURRICULUM VITAE

A. Writer Identity

1. Name : Yulianti
2. Place and Date of Birth : Pegatan, February 4th 1986
3. Educational Background : a. TK Tunas Rimba IV Pegatan (Graduated in 1992)
b. SDN Mentawa Baru Hilir 2 Sampit (Graduated in 1998)
c. MTsN Sampit (Graduated in 2001)
d. MAN Sampit (Graduated in 2004)
4. Hobby : Reading
5. Address : Jl. G.Obos XII Palangka Raya, Central Kalimantan

B. Parents Identity

1. Father
 - a. Name : Abdul Rachman Halidi
 - b. Job : Retirement of Official
 - c. Address : Jl. Jendral Sudirman Komp.Betang Raya Blok E VIII
No. 17 Sampit, Central Kalimantan
2. Mother
 - a. Name : Kartini
 - b. Job : Housewife
 - d. Address : Jl. Jendral Sudirman Komp.Betang Raya Blok E VIII
No. 17 Sampit, Central Kalimantan