IMPROVING THE STUDENTS SKIMMING SKILL THROUGH SPEED READING

(A Case of the Eigth Year Students of SMPN 3 SATAP Sayung in the Academic Year of 2008/ 2009)

A FINAL PROJECT

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by

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IMPROVING SKIMMING THROUGH SPEED READING

(The Case of the Eigth Year Students of SMPN 3 SATAP Sayung)

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Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang,Agustus 2009

Yang membuat pernyataan

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ABSTRACT

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Keyword: Improving, Skimming, Speed Reading.

This research is aimed at improving the student's skimming skill. It is conducted through an action research, which follows some procedures starting from a primary reflective observation, designing planned actions, implementation of the actions, observations and assessments and reflections. It consisted of seven activities covering three cycles. The data were collected through observation, questionnaires and tests. The subject in the study is a Grade II C student of SMPN 3 SATAP Sayung 2008/2009 academic year. There are 40 students consisting 25 girls and 15 boys. The data were analyzed quantitatively using frequency distribution and mean score, and were described qualitatively.

The findings of the study show that there is an improvement of students' skimming skill. This is evidenced from an increase of the mean score of 4.25 in the pretest to the mean score 7.25 in the post-test, or an increase of 2 in addition, the improvement could also be seen from observation and questionnaire. The preliminary observation conducted during the first two activities, by using a questionnaire and a pretest, showed that when they were reading, the student seemed to have some problems in getting the main ideas of the English texts. They also did not have the ability to skim and to scan English texts either. The observation showed that the students had poor skimming techniques at the beginning of the research but they improved their techniques gradually until the end of the research. They reduced bad habits and reading. The questionnaire shows that the students' difficulty in skimming decreases. In other word, they feel more confidence using the skimming techniques introduced in this research. It is suggested that teaches should use timed reading activity to improve their students' skimming skill. This activity might improve the effectiveness of the students' readability.

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CHAPTER I
INTRODUCTION

This chapter consists of general background of the study, reason for choosing the topic, statement of the problem, the objective of the study, significance of the study, limitation of the study, and outline of the study.

1.1 General Background of the study

English is a foreign language in Indonesia. It is one of the compulsory subjects to be taught in junior high school in Indonesia .The ability to read is an important skill in today's world. Specifically, in junior high school the students are often expected to read big amounts of materials on daily basis. In addition, because English is an international language, learning to master it would be a must so that the students are able to follow the continuously changing world.

Based on the KTSP of the 2006 English curriculum of junior high school level, and teaching reading in junior high school is to get the general idea about text, to get the general idea both explicitly and implicitly. Many items in midterm, final exam, and the National Final Examination (UN) are to get general idea of the text.

One of the ways to find out the general idea of the text is skimming. It is defined as proceeding at a rate three to four times faster than normal reading in order to grasp a general sense of the content or to retain only the main points. It is the most rudimentary form of reading. The object of skim reading is not

comprehension all that is being read, but rather to familiarize students, as quickly as possible, with the text being read. In this regard, skimming materials, by reading the index, subject headings and sub-headings, allows the students to prepare their skill so that when the time comes, the students can race ahead and read quickly at pace – as the students are already familiar with the text. Consequently, overall of the students in reading speed will be vastly improved.

Furthermore, skimming allows their subconscious in reading and the chance to absorb the general ideas of a text. These are later cemented by our reading speed of the contents. The combination of these two methods allows our greater comprehension of what they are reading.

It is true that reading is essential for learners of a foreign language as well as other subjects of learning. Mikulecky (1986: 1) states that reading may be the only way for us to use English if we live in a non-English speaking country. Bennet (1991: 15) mentions why there is emphasis on reading. It is because the accumulated knowledge of the mankind from the literature to logic and from physics to palaeontology is accessible to good readers, and virtually unavailable to poor readers.

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Moreover, Masson (1982: 8) declares that skimming has been estimated that approximately 30% of the activity of skilled readers can be characterized as skimming. Muter et al. (1982: 24) write that compared speed and comprehension in reading indicate that, though extended reading from a video is feasible, it is 28,5% slower than reading from paper. Even there is no difference in comprehension.

As the time in doing the UN as well as mid-semester is limited, the students need to have effective and efficient strategy in comprehending the reading items. Besides, observation proves that the students read English text slowly with low comprehension. They could not read efficiently. They did not know how to read fast to comprehend the text. Most of the students interviewed said that reading in English is difficult to do. It can be assumed that students still face problems in reading because of the lack of training on reading fast with good comprehension. The problems should be solved.

It is clear that for the short term, reading mastery plays an important role for the students of SMP in achieving success in the National Examination of English, and in longer term in pursuing information, in their further study, in their future jobs. The students need adequate exercises in reading skills and comprehension. Due to the slow way of the students in reading, the problems can be solved by speed reading exercises to improve their skimming in reading.

1.2 Reasons for Choosing the Topic

Reading is a receptive skill. In this respect, the cognitive processes involved are similar to those employed while listening. Reading, however, is a written skill as opposed to an oral one. It allows the students to control the speed (if not the level of linguistic complexity) at which they process the content of the passage.

Speed reading, or increasing the rate at which the students read text, is linked to increasing the rate at which the students understand what the students are reading. The key to successful is increasing their understanding of the text as they increase the

rate at which they read the words. It takes training and practice. Once students have mastered it, it is a skill that will stick the students for the rest of their life.

In my opinion, continue practice common words and sentence structure become more familiar and because their brain is tuned and ready, their eyes start taking in blocks of words at a time. The difference between average readers and speed readers is in blocks of words their eyes take in at one time. The larger the blocks, the faster their eyes move through the text.

The speed reading teaches the students how to take their reading and their comprehension to the next level. These techniques used in teaching it and focus on their abilities to improve their skimming in reading.

Grellet (1983: 16) states that students who read too slowly will easily get discouraging. They will also tend to stumble on unfamiliar words and fail to grasp the general idea of the passage. So the writer as a teacher has concern in doing action research as an on-the-job task for the sake of effectiveness and efficiency in teaching English. By doing so the writer intends to improve the quality of learning by the students as well as possible. In short term the writer intends to help students face the UN and in the longer term he intends to provide his students with speed-reading skill which will be useful for students to further their study as well as to prepare for their future jobs.

1.3 Statement of the Problem

The problem being elaborated in this thesis can be stated as follows:

How can speed reading improve students' skimming in reading English text?

1.4 The Objective of the Study

The objective of this study is to improve students' skimming skill in reading English text through speed reading techniques.

1.5 Significance of the Study

Based on the background of the study, the significance of the study can be stated as follows:

(1) The process of the action research will be very useful for me as the researcher to improve my teaching performance in class. I will be involved in the students' problems. I will be aware of my students' problem in learning English and, therefore, I will do some efforts to find a way to solve them. Besides that, the relationship between the students and I will increase positively, as, in the research. The roles of the students are the subject as well as the object of the research. They will be fully involved in the research process. Then I will be aware of my own constraints.

(2) The process of action research will be useful for the students, as the aim of the research is to improve their skill. The students will be treated better in the learning process because I am finding the solution to their problem, especially, the students' reading comprehension and speed will be improved.

(3) The result of the study will be useful for other English teachers. Other teachers who would like to learn from the research results are hoped to do similar kind research in their classes.

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1.6 Limitation of the Study

There are different aims of reading. The skimming ability will be improved. Speed-reading will be applied in it. The students will have to time themselves in reading certain text to get information from it. Then they will measure how many words per minute (wpm) they can read and will be found the mean of it.

1.7 Outline of the Study

This thesis consists of 5 chapters.

Chapter I consists of the background of the study, the reason of choosing the topic, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, and the outline of the study.

Chapter II deals with the theoretical foundation from related the literature. Chapter III presents the method of investigation, which consists of research design, the activities conducted in the study, the subjects of the study, the method of data collection, and the method of the data analysis.

Chapter IV describes the results and discussions. It consists of introduction, analysis the activities conducted in the study, and overall analysis.

Chapter V consists of the conclusions and suggestions of the action research done and recommendations for next research.

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CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of the importance of reading in language learning, the need of speed reading, skimming, improving skimming, and improving reading speed.

2.1 The Importance of Reading in Language Learning

For many students, reading is by far the most important of the four skills in English language. Certainly, if we consider the study of English as a foreign language around the world – the situation in which most English learners find themselves – reading is the main reason why students learn the language. In addition, Eskey (1970: 4) explains that at advance proficiency levels in a second language, the ability to read the written language at reasonable rate and with good comprehension has long been recognized to be as important as oral skills, if not more important. So the students use extensive reading in academic materials written in English. Quite simply, without solid reading proficiency, students cannot perform at levels they must use speed reading in order to succeed, and they can compete with their native English-speaking counterparts.

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Mikulecky (1986:1) states why reading is important when you are learning a new language. Here are some reasons why it is important:

1. Reading helps you learn to think in the new language.
2. Reading helps you build a better vocabulary in a language.
3. Reading makes you comfortable with written English. You can write better English if you feel comfortable with the language.
4. Reading helps you to study in an English speaking country.

By reading we learn language to communicate what will say, we'll get better vocabulary, and reading makes us comfortable with written English.

From four reasons above can be concluded that speed-reading is very important for the students. It can help the students to add new vocabulary. And it helps the students if they are study in an English speaking country.

SLTP students are mostly those who study English for the first time. They have to learn a new language. The first must learn students are reading. This is the key for succeed in learning. It is very useful for students to get many vocabulary and unfamiliar word from the text. It is also adds knowledge for students. Further more in Indonesia, where English used in many formal or informal situations. Formal situation thought by teacher and in formal situation such as for business, to comprehend some sign in Mall, and in reading foreign books (magazine, novel, poetry and so on).

For other reasons, reading is important for students. The Digital Education Network states this:

> Getting students to read in English is vitally important for number reasons: firstly, reading is a necessary skill for many, if not all, foreign language learners. Whether they are faced with tourist brochures, instruction manual, medical textbooks, or even fiction, many students will have to be able to read effectively. But reading in the foreign language is also important because it shows the written language in action. And in top of that, frequent reading exposes students to the language in a way that, if successful, helps them to acquire language it self, either consciously.

SLTP students, who regard English as a foreign language, need to read authentic texts of English in their daily life, such as medical brochures, instruction manuals on electronic devices, pop song texts, or even letters from their pen friends. Then as they grow up, they will learn knowledge from various books,

some of which may be written in English to accumulate all of the reasons above, Bennet (1991:15) states:

> ….ours is reading-oriented society. Reading instruction is the principal function of the six years of elementary school, middle school, high school and colleges are reading-centred; and getting on in life after school depends to a large extent on one's reading skill. Why all emphasis on reading? Because the accumulated knowledge of humankind – from literature to logic and from physics to palaeontology is easily accessible to good readers, and virtually unavailable to poor readers. Most of what we know that is enduring value is learned by reading from prints the thoughts, ideas, and feelings of other mind.

Reading skill is very important for the six years of elementary school, middle school, high school and colleges. They learn it from the teacher in classroom. They will be a good reader if they get the knowledge from literature to logic and from physics to palaeontology.

2.2 The Need of Speed Reading

Many students are used to reading slowly. Teachers of kindergarten to elementary schools are used to teach students to read aloud by spelling word per word. SLTP students still commonly do this habit when they read. Furthermore, when they read English, they tend to read aloud because they do not want to loose their chance to practice how to pronounce and spell words correctly. This habit makes the students read slowly. Some teachers say that their students do not understand the text when they read fast. This does not have to happen when we train them to read faster from the first time that they learn to read. Zorn (1980: 1) states that learning to speed read is easy. Anyone can improve his or her reading

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abilities. To do so, one can simply take motivation, time and practice. Meanwhile, Nuttall (1988: 33) states:

> ….there is no doubt that reading speed and comprehension is closely linked. A very slow reader is likely to read with poor understanding. If only because his very slow memory is taxed: the beginning of a paragraph- or even a sentence may have been forgotten by the time he has struggled to the end of it. But it is not clear which is cause and which effect: do people read quickly because they understand easily, or do they understand easily because of the speed with which they read?

The statement explains that when someone reads slowly, they will be in despair. They will tend to stumble with difficult words and fail to grab the meaning. So practice in speed reading should be given to students who learn a language, as the faster they read, the more reading text they will cover and at the same time the more information they will learn.

2.3 Skimming

Skimming is a sub-skill of reading besides scanning for detailed information, and so on. Clarke and Silberstein (1977: 135-54) point out that skimming is a quick reading technique for general drift of a passage, typically for example to answer such a question as whether the author is for or against capital punishment. By skimming, a reader means glancing rapidly through a text to determine its gist (main idea) or in order to predict the purpose of a text. Furthermore, Kustaryo (1988: 5) states that skimming is a technique used to look for the main idea of what the author is saying without a lot of details. The skill is used when someone wants a preview or an overview of the material. It is also used after person already carefully studied and the person needs to review the

major ideas and concepts. Mikulecky and Jeffries (1986: 139) point out that skimming is helpful when reader wants to find out quickly about the writer, he or she may find out what the writer thinks about some ideas. This is the writer's point of view. In addition, Brown (1994: 293) suggests that the most valuable reading strategies for foreign language learners as well as native speakers are skimming and scanning. It consists of quickly running one's eyes across a whole text that can be an essay, an article or a chapter, for example, to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message and the possibility of developing the supporting ideas. This gives them 'a head start' as they embark on more focused reading. Nuttal (1982: 34) suggest that in skimming skill, the reader is not reading in the normal sense of the words but is forcing his eyes over the print at a rate which permits him to take only, perhaps the beginning and ends of paragraph (where information is often summarized), chapter headings, subtitles and so on.

From the definitions of skimming above, this may be concluded that skimming is a sub-skill of reading to get the general main idea of a passage. It might be helpful when someone wants to find out quickly about the writer's idea. It is necessary to know that in skimming, reading word by word is not important, because only the writer's point of view is needed. It is also one of strategies in gaining reading speed.

We know that skimming is very useful for the students in getting the general idea of text. It also helps the students to predict the text by reading quickly. Speed is very useful when someone wants to read but there is no time

available. In this case they can do reading by skimming. Mikulecky and Jeffries (1986: 2) give some procedures in working on reading skills as follows:

(1) Previewing

(2) Asking questions as the students read;

(3) Guessing what new words mean;

(4) Finding the topic and the main idea. The topic and the main idea let the reader know what is important. To find the topic and the main idea, ask two questions:

   a. What is this about?

   b. What does the writer want to say about this?

(5) Understanding pattern in English; and

(6) Using signal words.

Furthermore, Mickulecky and Jeffries (1986: 145) suggest that there are some procedures of how to skim for ideas. The students were asked to:

(1) Read the first few sentences at their usual speed and ask them, 'what is it about?

(2) Go to the next paragraph as soon as possible. Guess the general idea. Remember that they do not need to know the details. Only something very general is needed.

(3) Read only a few words in each paragraph. After that they should look for the words that tell them more about the general idea. Often it is at the beginning of the paragraph, but it may also be at the end.

(4) Always work quickly. Remember that details are not important.

Finally, skimming involves some procedures and activities. Students should know the techniques of how to get the general idea of a text. They should use their minds to decide the location of the main ideas and concentrate in such a way so that their minds can focus on the topic of the text or what the text is about without reading word by word, and also keep in the mind that the materials are not difficult for them. If the first reading task to deal with is relatively simple, their anxiety will be decreased. So they can do the following tasks with more confident.

The reader should read only key words. These key words could be the topic, the descriptive adjectives, the abstractions, and the punctuation words. So if the reader knows these classes of words, they will feel easy in reading the text. They should try to keep those words in mind while looking for them in the reading materials. To skim by reading key words, the reader must be convinced that they can skip words and still continue reading. Some necessary words, phrases and sentences may be omitted in order to absorb the material rapidly. After reading, they should be able to conclude the reading material to get the general idea.

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2.4 Improving Skimming

There are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type is suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds. Janet Maker (1982:11) states as follows:

	Study reading	Rapid reading	Skimming	Scanning
Speed	Up to 250 wpm	250-800 wpm	Up to thousands of wpm	Up to thousands of wpm
Purpose	Thorough understanding and recall	Recreation, information, light reading	Survey, overview, review	Locating specific information
Types of material	Textbooks, technical materials	Newspapers, magazines, novel	Any type	Any type

Study reading has speed up to 250 wpm. It is only for understanding and recalling. And the material is only taken from the textbooks. In contrast, rapid reading has speed between 250-800 wpm. It is used for recreation, information, and light reading. And the materials can get from newspapers, magazines and novel. It is faster than study reading.

Skimming and scanning have same speed and source of material but each other has different purposes. It is used to survey, overview, and review. But scanning concerns with locating specific information.

So I think a successful speed reader will attest to the fact that they are a successful speed reader because they have form of peripheral vision that allows them to see large amount of data on page and to “skim” what they are reading. There can be no doubt that speed reading like this means that one is not reading each and every word on the page, but merely scanning through the material. Using this speed of reading technique, every now and then you will come across a keyword or phrase and it is this that will provide you with the essence of what is be written. The rest of information on the page is discarded

In short, I conclude that skimming is quick looking over a selection to get the general idea rather than reading every word. It is used when surveying a chapter or article, when all you need is a general overview instead of careful reading, and when reviewing something you once read to refresh your memory.

2.5 Improving Reading Speed

There some bad habits in reading done by the students that are lower down their speed. Based on my observation, they usually read by saying all of the syllables of all the words. Some do not utter the words but they move their lips. Then some of them move their heads to the left and to the right. And most of them tend to repeat what they have read. These habits are lower down their reading speed. Bennet (1991: 23) mentions some bad reading habits: first, polysyllabic word fixation that is the habit of readers which tend to reread words which consist of more than tree syllables. The next bad habit is vocalization or syllabication. That is habit of a student to say all the syllables of the words they read. The third is mental pronunciation; a habit where in their brain, students say the words. The last is habitual regression, the practice of constantly repeating over what one has just read. Furthermore Zorn (1980: 70) suggests that the first step to speed-reading is to become aware of and eliminate these unnecessary eye movements called regression.

In this action research, I asked my students to eliminate those habits; such as saying all of the syllables, moving lip, and habitual regression, to increase the reading speed. The quiet atmosphere during the reading activity is created when

implementing speed reading exercises. It is hoped to give the atmosphere to comprehend a text better.

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CHAPTER III

METHOD OF INVESTIGATION

This chapter consists of research design, the subject of the study, the method of data collection, and the method of data analysis.

3.1 Research Design

3.1.1 Action Research

This research is action research. And there are three points related to the action research: (1) definitions, (2) aims and (3) characteristic of action research.

1. Definition

There are some definitions of action research described here.

First definition is by Priyono (2001:4): Action research is a kind of critical research. It is one way of the writer to says or thinks that the teacher is bad in teaching and learning process. It views that knowledge is both subjective and problematic, so this research stresses on the aspects of reflective thinking about other factors that may influence the quality the research itself. The second definition is by Dave Ebbutt in Hopkins (1985:32): Action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. The third definition is by Nunan (in Saleh 1998:2): Action research is a form of inquiry carried out by practitioners,

aimed at solving problems, improving practice or enhancing understanding. It is often collaborate. The fourth is by Wallace (1998: 4): Action research is a process, which is done by systematically collecting data on teachers' everyday practice and analysing it in order to come to some decisions about what their future practice should be. The fifth definition is by Hopkins (1985: 32): Action research combines a substantive act with a research procedure: it is action disciplined by inquiry, a personal attempt at understanding whilst engaged in a process of improvement and reform.

From the five definitions above, we can draw a rational that a teacher should improve her performance by doing action research to solve one of her problems.

2. Aim

The development of a teacher's professional expertise and judgement is very essential. Although many teachers are in board agreement with this general aim, some are quite rightly concerned about what the exact aim of the action research is. How far involvement in action research activity will impinge upon their teaching and on their personal time.

Here are two aims of action research. The first definition of aim is by Hopkins (1985: 41)

> The aim of action research is to give teachers an introduction to the variety of methods available to them as means of extending their repertoire of professional behaviours and of encouraging flexibility in professional development. These methods approaches that teachers can put into use, that empower them make them increasingly competent and autonomous in professional judgement.

Sukamto (2000:6) states that the aim of action research is to give teachers an introduction to the variety of methods available to them as means of extending their repertoire of professional behaviours and of encouraging flexibility in professional development.

Those definitions of aim can be concluded that the aim of research is concern with improving or increasing of the competent, autonomous, and the quality of school program through action research. It is stressed to the teacher, who must professional to teach the students.

3. Characteristics of Action Research

According to Priyono (2001:5), some characteristics of action research are: the first are On-the-job problem oriented. It means that the subject of the study of action research is the daily problems faced in everyday life. If a teacher carries out an action research, the problems to be investigated are the teaching and learning problems as her main duty and responsibility. The second are Problem solving oriented. Unlike empirical studies, action research is always held with the main aim of solving certain problem. The third are Improvement-oriented. Action research is always meant to result in changes and improvement by making use of the elements involved in the process of development. The forth are Multiple data collection. To fulfil the principal of 'critical approaches', several methods of data collecting are used, like observation, test, interview, questionnaire etc. And last are Cyclic. Actions are implemented with a certain order as planning, observing action, and reflective thinking.

This study is conducted through action research. It is kind of research, which is conducted by practitioners in their own field of study. Sagor (1998: 9-10) states that action research involves practitioners themselves in certain fields of study and could be collaborative. Furthermore, Wallace (1998: 15) suggests that action research arises from a specific problem or issue resulting from professional practice. What is meant by an action research in this paper is a classroom action research, which involves students, the teacher, and his or her colleagues. The problem is the actual problem that arises in the classroom.

3.1.2 The Action Research Cycle

The action research is conducted through three cycles, which include a number of steps. They are as follows:

(1) Preliminary Reflection

A preliminary reflective observation, pre-test, and show that students seem to have some problems in getting the main ideas of the English texts when they read. They do not have the ability to skim and to scan English texts. This problem of course causes them to fail to understand both the general and detail information contained in the texts. Meanwhile, the majority of questions in the Final National Examination (UN) require the students to identify the main ideas of the texts.

(2) Designing Planned Actions

A follow-up activity from the preliminary reflection is finding the solution for the problem, which has been identified. This activity is realized in a series of plans for classroom action research, as follows:

(1) Deciding that skimming would be the main focus of teaching reading to the students in the classroom.

(2) Deciding timed reading would be used to improve the skimming ability of the students in reading.

(3) Monitoring the outcome of learning behaviour among students, including the involvement of all students in the reading activity.

(4) Analysing data, which are collected during the study.

(3) Implementation of the Actions

In this step, all planned actions are implemented into the teaching of reading in the classroom. This is carried out both by forming students into a number of small groups and by asking students to do skimming through timed reading on various English texts. The exercises are given to each group and to all students individually so that the students have some experience of skimming texts and obtaining the main ideas of the texts quickly and accurately.

(4) Observation

Observation is meant to gather data on the changed behaviour as a result of the exercises given during the research, to gather information on how students are actively involved in all activities both from students' and teacher's point of view.

Students' journals and teacher's checklists are used to observe the progress and all other activities occurring during the study. Both students' journals and teacher's checklist are tools used to observe all activities in the study.

(5) Assessment and Reflection

The data gathered through observation are then analysed to find out the improvement achieved by the students. Tests are conducted to find out how well the students acquire the skimming ability. Journals and questionnaires from the students are meant to gather information on how students involve in the activities. The teacher's journal is meant to support the findings from students' point of view.

3.2 The Subjects of the Study

The subjects in this research are Grade VIIIA students of SMPN 3 SATAP Sayung of the 2008/2009 academic years. There are 40 students consisting of 25 girls and 15 boys. They come from several villages, namely, Loireng, Sidogemah, Gemulak, Tugu, Sidorejo and Batu. Some students consider English as their first foreign language, but others assume that English is their second foreign language after Arabic. They have been taught English for almost one year. Most of their parents are local farmers in the region. They are fourteen years old on average. During the research they show good respect and are willing to answer both the questionnaires and tests seriously. Almost all of them are present during the study.

The students in the study have not experienced in speed reading activity yet. Therefore, they are eager to join the activity. They want to know about skimming, to find out their ability in skimming and to improve their ability in the skill during the research.

3.2.1 Population and sample

a. Population

According to Hadi (1980: 220) population is a group of people or items about which information is collected. In the other word Best (1981: 8) states that population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of that group. So the eighth year students of SLTP SATAP Sayung are the population of this research.

b. Sample

Nawawi (1983: 144) states that a sample is a part of population that represents the whole population. Meanwhile Gay (1987: 103) states: "a good sample is one that is representative of the population from which it was selected." A research study is carried out on a sample from population. And the writer takes IIA as sample.

3.2.2 Variable

a. Independent variable

According to Narbuko (2004: 119) independent variables are the conditions or characteristics that are manipulated by researcher in order to explain the relation with the observed phenomena. But Brown (199: 10) states independent variable was selected by researcher to determine their effect on or relationship with the dependent variable. It is stimulated variable or input. In this

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research the independent variables are improving skimming in learning English and improving speed reading in learning English

b. Dependent variable

Dependent variables are the conditions or characteristics that appear, disappear, or changes as the experimenter introduces, removes, or changes dependent variables Best (1981: 60). In deferent way Brown (1993: 10) states that dependent variable was observed to determine what effect, if any, the other types of variable might have on it. It is a response variable or output. So the student's achievement in reading is the dependent variable in this research.

3.3 Method of Data Collection

In this study questionnaires, observation sheets, teacher's made journals, and tests are used. The questionnaires are given at the beginning and at the end of the study. The observation sheets monitor the student's activity during teaching and learning activity and are used to decide what kind of reflection made for the next action. The teacher-made journals are the schedule made during the action research. The journals show some notes taken in each action. The tests are presented at the end of each cycle. They are the learning products in which the lesson plans are conducted and the indicator of the students' achievement on their skimming skills.

The first data are taken from the pre action questionnaire. It aims to confirm that the students have difficulty on skimming. The second data is collected from the first test, which is the pre-test. The third up to the fifth data are

obtained from the tests in which the actions are conducted. The last data are from the post-test and the post action questionnaire.

3.4 Method of Data Analysis

Qualitative analysis is used in the study. A content analysis is used to analyse the data collected through observation sheets and journals. In addition, the data from the test are analysed using a descriptive statistical computation, such as frequency distribution and mean. Saleh (1997: 35) states that frequency distribution shows the distribution of the data which follows a certain criterion which is presented in figures or percentage, whereas mean shows the central tendency of data with formula: $\frac{\sum n\,x}{\sum n}$. Both frequency distribution and mean are used to measure the students' progress in their skimming skill.

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CHAPTER IV
RESULTS AND DISCUSSION

This chapter consists of introduction, analysis of the activities conducted in the study, and overall analysis.

4.1 Introduction

This chapter presents results of the study and analysis of the data collected in a number of activities of the classroom action research. In this study the action research consisted of seven activities. The first and the second activities were considered as the preliminary reflection observation, which were done by giving the pre action questionnaire and a pre test. The third up to the fifth activities were planned actions, which include implementations and observations of the actions. The three activities were also named as three cycles. Both the implementations and the observations were focused on how quickly and accurately the students skim the reading materials given. There were a lesson plan, special treatments, data analysis and reflection in each cycle. Materials in the lesson plans were prepared based on the curriculum and focused on skimming activity. The special treatments were given according to observation results and data findings from previous activities. The data gathered from the tests then analyzed and reflected to the next activity. The posttest was given in the sixth activity. The post action questionnaire was given in the seventh activity. The sixth and the seventh activities were the final assessments and reflections. It was used to know whether

or not the students understand more about skimming. There was an observer who participated and observed the classroom activities in this research. Using checklists, the observer monitored the students while they were joining the activities.

4.2 Analysis of the Activities Conducted in the Study

The analysis of the seven activities will be discussed respectively, as follows:

4.2.1 The First Activity

In this activity, the students were given a pre action questionnaire (see appendix 1). It was conducted on Tuesday November 8, 2008, at the fourth period. There were 40 students who responded the questionnaire. All of the students were present. They were asked to answer the questionnaire honestly based on the reading skill. The finding from activity was primary data and was considered as the preliminary reflection observation. The questionnaire consisted of 7 items. The students were asked to answer with 'yes' or 'no' for each item. The following are the result of the pre action questionnaire.

Table 1 Pre Action Questionnaire

No.	Item	Yes	No	Total
1.	Do you get difficulty in reading English?	65%	35%	100%
2.	Has your teacher ever given explanations in getting the main ideas of a text?	80%	20%	100%
3.	Has your teacher ever given reading exercises through speed-reading?	80%	20%	100%
4.	Do you get difficulty in getting the main ideas of the text?	52,5%	47,5%	100%

5.	Do you take along time to get the main ideas of a text?	62,5%	37,5%	100%
6.	Do you have to translate word by word to get the main ideas of a text?	77,5%	22,5%	100%
7.	Do your difficulties in reading English materials influence your mark?	75%	25%	100%

Item 1 shows that 65% of the students answered 'yes' and only 35% answered 'no'. It was clear that the majority of the students got difficulty in reading English materials.

Item 2 80% answer yes, it indicates that their teacher had explained how to get the general ideas of a text. It can be said that most of them remember what they had done before, but they still got difficulty in getting the general ideas.

Furthermore, item 3 proved that their teacher had given more reading exercises through speed-reading because 80% students answered 'yes' and 20% of them answered 'no' for this item.

Item 4 showed that 52,5% of the students got difficulty in getting general ideas of and only 47,5% of them understood how to get them.

Most of students took a long time to get the general ideas of a text because they unfortunately did not know the technique how to find general ideas in limited time. It can be seen from the result of item 5 that 62,5% of them responded 'yes' while only 37,5% of them answered 'no' for the item.

Furthermore, they opened their dictionaries to translate word by word of the texts given because they did not know the meaning of the words at all although the pre reading activity and some practices related to the material had

been given before. It can be seen on the item 6 that 75% of them answered 'yes' but 25% of them answered 'no' for the item.

Most of the students had no self-confident in reading English materials. They said that their difficulties of reading skill influenced their marks. It proved that 75% of the students answered 'yes' for that item but only 25% of them answered 'no'.

Based on the results of the questionnaires above, it can be conducted that most of the students Grade VIIIC of SLTP PIDI Sayung had difficulty in reading English texts especially in getting general ideas of a text of skimming through speed-reading. They translate word by word of the texts. They took a long time to find the general ideas. They did not know the technique how to skim in a limited time. The questionnaire followed by the pretest was considered as the preliminary reflection observation.

4.2.2 The Second Activity

The second activity was pretest (see appendix: 2). It was conducted on Wednesday, November 15, 2008, at fourth period. The test was aimed to gather both quantitative and qualitative data. The quantitative data was gathered through the students' marks from the test while the qualitative one was collected from the teacher's journal and the checklist. There were 40 students who did the pretest. No student was absent. In this activity, the students were asked to answer the items. There was a text consists of 100 words with 10 items in 20 minutes. The materials were based on the curriculum. The items were given in multiple-choice form.

Based on the data recorded by the observer 7 students opened their dictionaries, 8 students discussed the answers with their friends. The situation in this class was noisy because many students verbalized the texts. They also seemed very nervous.

Table 2 Scores of Pretest

No	x	n	nx
1.	8	2	16
2.	7	3	21
3.	6	4	24
4.	5	10	50
5.	4	4	16
6.	3	9	27
7.	2	8	16
Total		40	170

The explanations are as follows:

x : student's marks

n : number of students

nx : student's marks multiplied by the numbers of students

Based on Table 2, it can be seen that 2 students got 8; 3 students got 7; 4 students got 6; 10 students got 5; 4 students got 4; 9 students got 3; and 8 students got 2.

To know the mean of the scores, the following formula is used.

$$\text{Mean} = \frac{\sum n\,x}{\sum n}$$

The mean from data on table 2 can be calculated as:

nx : n = 170 : 40 = 4,25

Mean = 4,25

The result of the questionnaire and the pretest were considered as the preliminary reflection. They became a basic step to do the first cycle, which was done in the third activity.

4.2.3 The Third Activity

The third activity was conducted on Friday, November 22, 2005, at the first period. The theme discussed in this activity was 'Transportation' and the sub theme was 'Transportation on land'. The classroom activity was part of a lesson plan scheduled for 45 minutes. The text will be added each test by 50 words in the text. So in this test consists of 150 words with time constant that was 20 minutes. The instructional objectives were as follows:

a) the students were able to explain the definition of skimming and get some ideas about speed reading activity; and
b) the students were able to get the main ideas of short paragraphs about 'Transportation'.

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Before giving a test, the students were given special treatments. The treatments were:

a. they were not allowed to translate and read word by word,
b. they should be aware of the limited time provided to read the texts during the practice period; and
c. they had to follow the instruction carefully during the test period.

The activity was divided into two sections. The first 25 minutes was used to practice. The first 5 minutes in the first section were used to arouse the students' interest about the topic discussed. They are asked some questions about 'Transportation'. Their vocabularies were activated during this period. They were given a short paragraph to read in two minutes and then asked what the text was about in-group as well as individually. The tasks were controlled with a timer and repeated several times until the end of the first section. The second section was a test (see Appendix: 9). The test was the same as pretest. It was given 20 minutes to do 10 items with 150 words in that text. The students had to do each item within the given period of time. Each passage had instructions to follow and time limit to stop the task.

Based on the observer's observation, 5 students opened their dictionaries, 6 students verbalized the texts, and 8 students pointed their fingers on the texts they were reading. They looked nervous because they could not manage the time and did not use speed-reading technique. Table 3 shows the result of the test on the first cycle.

Table 3 Scores of Test in Cycle 1

No.	x	n	xn
1.	10	3	30
2.	8	8	64
3.	6	10	60
4.	5	6	30
5.	3	10	30
6.	2	3	6
Total		40	220

The table showed that 3 students got 10; 8 students got 8; 10 students got 6; 6 students got 5; 10 students got 3; and 3 students got 2. The mean calculation used the same formula to the previous data. The mean in this test was 220: 40 = 5.50.

The result of the observation shows that students skimmed the texts in a wrong way. They opened the dictionaries, verbalized the texts and pointed their fingers on the texts they were reading. The result of the test in the third activity increased although a little. This happened because they did not have speed-reading skill. Both the observation and the test result of the third activity became the reflection for the next cycle. In general the students still got difficulty in skimming through speed-reading.

4.2.4 The Fourth Activity

The fourth activity was conducted on Tuesday, 23 November 2005, at the fourth period. In this activity there were 40 students. The theme was 'Mass Media' and the sub theme was 'Radio'. The classroom activity was planned as part of a lesson plan scheduled for 45 minutes. There was a text consists of 200 words with 10 items in 20 minutes. The instructional objectives were as follows:

a) the students were able to get the main ideas of short paragraphs about 'Radio'; and
b) they were able to manage the time both during the first and the second period and tried to use speed reading skill to answer the question.

Before giving a test, the students were given some treatments during the second cycle. The treatments were:

a. the students were asked not to use their fingers to point out the text they read, because it disturbed the reading process and they were asked to read fast to get the general ideas of the texts.
b. they should not verbalize the texts they were reading; and
c. they had to follow the instructions carefully during the test period.

The activity was divided into two sections. The first 20 minutes was used to practice. The first 5 minutes in this period was used to arouse the students' interest about the topic. They asked some questions about 'Radio'. Their vocabularies were activated during this period. They were given a short paragraph to read in a couple of minutes and then asked what the main idea of the text in-group as well as individually. The tasks were controlled with a timer and repeated several times using different texts until the end of the period. The second section was a test. The form and the number of items were the same as the ones in the previous activities. They were speed-reading type test with 10 items. The time available was 20 minutes.

Based on the observer's observation, 4 students pointed their fingers to the text, 5 students opened their dictionaries; 6 students discussed the answers with each other. The result of the second cycle test can be seen in the following table.

Table 4 Scores of Test in Cycle 2

No.	x	n	nx
1.	10	5	50
2.	8	9	72
3.	6	10	60
4.	5	13	65

5.	3	3	9
6.	1	-	-
Total		40	240

The above table shows that 5 students got 10; 9 students got 8; 10 students got 6; 13 students got 5; 3 students got 3. The mean of the score is 240: 40 = 6.40. It can be concluded that there were more students got better marks than those did in the second test. Both the observations and the test result of the fourth activity became the reflection for next cycle. They became the reflection for the third cycle to be done in the fifth activity.

4.2.5 The Fifth Activity

Based on the result of the previous activity, there were some improvements gained by the students. There were fewer students who skimmed in a wrong way. The mean of their marks were improved although they still took more time to do the test.

The fifth activity was conducted on Tuesday, December 5, 2008, at the fourth period. There were 40 students who did the test. The theme was 'Sport' and the sub theme was 'The National Games'. The classroom activity was planned as part of a lesson plan scheduled for 45 minutes. There was a text consists of 250 words with 10 items in 20 minutes. The instructional objectives were as follows:

a) the students were able to get the main ideas of sort paragraphs about The National Games; and
b) they were able to use speed reading technique both during the first and the second period.

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Before giving a test, the students were given a treatment during the third cycle. They were:

a. the students were not allowed to open their dictionaries;
b. they had to answer the questions by themselves instead of discussing each other; and
c. they had to follow the instructions carefully during the test period.

The activity was divided into two sections. The first 20 minutes was used to practice. The first 5 minutes in the first section was used to arouse the students' interest about the topic discussed. They are asked some questions about 'The National Games'. Their vocabularies were activated during this section. They practice skimming using various kinds of texts through speed-reading exercises until the end of the first period. The second section was used to do the assessment like the previous activity (see Appendix: 11). There were 10 items that should be done in the test. The time available was 20 minutes. The test was speed-reading.

Based on the observer's observation, no student opened his/her dictionary, 2 students pointed their fingers to the text, but 6 students looked at their friends' answers. The result of the third cycle can be seen on the following table.

Table 5 Scores of Test in Cycle 3

No	x	n	nx
1.	10	6	60
2.	8	10	80
3.	6	14	84
4.	5	8	40
5.	3	2	6
Total		40	270

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Table 5 shows that 6 students got 10; 10 students got 8; 14 students got 6; 8 students got 5; and 2 students got 3. The mean is 270: 40 = 6,75. It can be seen that the result of this test was better than the result of the third test.

4.2.6 The Sixth Activity

Based on the result of each test, there was a significant improvement of students' skimming. The sixth activity was posttest (see Appendix: 6). The test was based on the materials given before. The time available was 20 minutes to do 10 items with 300 words. The test was conducted on Wednesday, December 11 2008, at the fourth period. There were 40 students who did the test. The test was conducted after the students were given instructions as given in the previous activities, as follows:

a) they were not allowed to translate and read word by word;
b) the students were asked not to use their fingers to point out the text they read, because it disturbed the reading process and they were asked to read fast to get the general ideas of the texts;
c) they should not verbalize the texts they read;
d) the students were not allowed to open their dictionaries;
e) they had to answer the questions by themselves instead of the discussing each other;
f) they had to use speed reading technique to do it; and
g) they had to follow the instructions carefully during the test period.

Based on the observer's observation, the test ran well, none of the students opened his/her dictionary, all of them did the text silently, and only 3 students spoke to their friends. The result of the posttest can be seen in table 6 below.

Table 6 Scores of Posttest

No.	x	n	nx
1.	10	9	90
2.	8	17	136
3.	6	9	54
4.	5	4	20
5.	3	1	3
Total		40	303

Based on the table above, it can be seen that 9 students got 10; 17 students got 8; 9 students got 6; 4 students got 5; and 1 student got 3. The mean of the test score is 303: 40 = 7,25.

The table shows that the result of the posttest was better than the third cycle. It can be concluded that there was a significant improvement from the pretest was 7,58. The increasing point was 3,18.

4.2.7 The Seventh Activity

The seventh activity was done through a post action questionnaire (see Appendix: 7). It was given to know how far the students understood more about

skimming through speed-reading and to see whether or not skimming had some advantages for them in studying English.

The questionnaires consisted of 7 items using 'yes' or 'no' type answers. The questionnaire was administered on Friday, December 15, 2008, at the fourth period. All of the students were present. Table 7 shows the result of the questionnaire.

Table 7 Post Action Questionnaire

No.	Item	Yes	No	Total
1.	Do you get difficulty in reading English?	36%	64%	100%
2.	Has your teacher ever given an explanation in getting the main ideas of a text?	82%	18%	100%
3.	Has your teacher ever given reading exercises through speed-reading?	84%	16%	100%
4.	Do you get difficulty in getting the main ideas of a text?	33%	67%	100%
5.	Do you take a long time to get the main ideas of a text?	34%	66%	100%
6.	Do you have to translate word by word to get the main ideas of a text?	13%	87%	100%
7.	Is skimming through speed reading skill useful for you to improve your reading?	76%	24%	100%

The result of the questionnaire showed that most of the students got some advantages from the skimming through speed-reading. It was proved that only 33% of the students got difficulty in reading English. They understood more about how to skim in a limited time with long reading, based on the result of item 4 and 5. There are about 66% of the students who could get the general ideas. Most of them did not translate but read word by word of the text rather than read it as a whole. It proves from the result of the item 6 that only 13% of them still translated and read word by word.

4.3 Overall Analysis

Based on the result of each table above, there is a significant improvement of the students' skimming skill. The result of all activities can be seen in table 8.

Table 8 Comparison of Scores of all test Results

Activity	Pretest	Cycle 1	Cycle 2	Cycle 3	Posttest
Time available	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Word	100	150	200	250	300
Mean	4.25	5.50	6.40	6.75	7.25

Based on the above table, it can be seen that there were some increases of mean from pretest to posttest. In the pretest, there was a text consists of 100 words with 10 items in 20 minutes and the result was 4.25. It was not good because the students did the test in their own ways.

In cycle 1, there was a text consists of 150 words with 10 items in 20 minutes and their marks increased little bit by 1.25. This happened because they did not have self-confident in managing the time. They had to do each item of the test under control of the timer, so they felt nervous to do the test.

On cycle 2, there was a text consists of 200 words with 10 items in 20 minutes the students got better marks. The mean was 6.40. In this cycle the students understood more about getting general ideas of a text used speed-reading technique in a limited time. And in cycle 3 the students were common in using

speed-reading technique to do the test. Although in cycle 3, the words increased to be 250 words in text, the average of their marks significantly increased to 6.75.

The highest mean of the students' marks was on the posttest. In this activity, most students felt confident to do the test. They did the test according to what their teacher ask to do. The mean of their marks was 7.25. Even though in the posttest became 300 words.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion and suggestion.

5.1 Conclusions

After the action research were conducted through seven activities with three cycles, after the data analyzed and findings discussed, a number of conclusions could be drawn.

There is an improvement of students' skimming skill among Grade IIA students of SMPN 3 SATAP Sayung in the 2008/2009 academic years. This is evidenced from an increase of the mean score from 4,25 in the pretest to the mean score 7.25 in the post test, or increase of 2.

The improvement could also be seen from the observations and the two questionnaires. At the beginning of the study when the students were reading, they seemed to have some problems in getting the main ideas of the English texts and did not have the ability to skim and to scan. They had poor skimming techniques gradually until the end of the research. They reduced their bad habits in reading. The post action questionnaire showed that the students' difficulty in skimming decreases. In other words, they felt more confident using the skimming techniques introduced in this research.

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5.2 Suggestions

Based on the conclusion above, some suggestions are proposed, as follows:

For the teacher:

To know the important of speed reading to improve his/her teaching reading.

For the students:

They are able to read speed reading activity should be used to improve the students skimming skill especially in the second grade and in all grades of junior high schools in general.

For the next researchers:

To get a new experience about this research, that used to teach his/her students.

speed reading activity should be applied not only in English but also in any other reading materials. For example, it could be given in other subjects like Physics, Biology or mathematics; and

with respect to curriculum development, it is necessary to explicitly include speed reading activity in order to improve the students' skimming skill.

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Appendix 1 Pre Action Questionnaire

Kuesioner

Jawablah dengan jujur pertanyaan-pertanyaan dibawah ini. Jawaban anda tidak mempengaruhi nilai atau prestasi anda. Untuk itu anda tidak perlu membubuhkan nama pada lembar kuesioner ini.

A. Berilah tanda (√) pada kotak yang anda pilih.

	Ya	Tidak
1. Apakah pelajaran membaca bahasa inggris itu sulit bagi anda?	☐	☐
2. Apakah guru anda pernah memberikan penjelasan tentang bagaimana menemukan gambaran umum tentang isi bacaan?	☐	☐
3. Apakah guru anda pernah memberikan latihan membaca dengan pembatasan waktu?	☐	☐
4. Apakah anda mengalami kesulitan dalam menemukan gambaran umum tentang isi bacaan?	☐	☐
5. Apakah anda memerlukan waktu yang lama untuk menemukan gambaran tentang isi bacaan?	☐	☐
6. Apakah anda harus menterjemahkan kata-perkata untuk menemukan gambaran tentang isi bacaan?	☐	☐

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7. Apakah kesulitan anda membaca wacana Bahasa Inggris mempengaruhi perolehan nilai Bahasa Inggris? ☐ ☐

B. Tuliskan kesan-kesan anda tentang pelajaran membaca pada mata pelajaran Bahasa Inggris, pada waktu anda kelas 1. tulislah secara singkat dan jelas dan apa adanya.

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Appendix 2 Pretest

Pretest

For number 1, 2 and 3, read carefully text A, B and C. Then you have only ten minutes to do these items.

A. These young people are going abroad, too. But they are not going on a package holiday will not be very expensive either. They will probably walk most of the way. Sometimes they will get 'lifts' in lorries of cars. Sometimes they will stay in youth hotel. Sometimes they will even sleep in park or field. That is how a lot of young people see the world these days.

B. "Package holidays" are becoming more and more popular. That is the sort of holiday these people are going on. A travel agency has chartered the plane they are going to travel, reserved the hotel they will stay at and even ordered the food they will eat. That is why it is called a package holiday. Such holiday is usually rather cheap. That is probably why they are so popular. But not every body likes them. Some people say you do not see very much of the country you go to.

C. It is getting easier and easier but it is getting harder to get away from other people. Perhaps that is the most difficult thing of all.

These people thought a camping holiday would be a good idea. But they were not able to find a camping site they really liked. Thay managed to find an empty place in the forest only after they had spent hours looking. The police will probably come in a few minutes and tell them they cannot camp everywhere they like. They will probably have to go to a crowded camping site somewhere.

4. You have only 1 minute to do this

   The following article is about

   a. People who have much time and money.
   b. People who do not have houses.
   c. Students in London.
   d. Students who have no time.

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Helps the homeless
Thousands of people in this city are homeless. They have nowhere to live, nowhere to sleep. Many of these people are students.
You can help!
by giving money
by giving your time

Write, call or phone :
Help the homeless
27 West Street
London W 8.

5. Find the main idea of paragraph below. (You have only 3 minutes)

   Two hundreds miles away in London, Baxter's train is standing at platform 9in Paddington station. Baxter is sitting in a comfortable sompartment. There is another man opposites him. Baxter does not know the man but he can see he wants to talk. The man is holding a newspaper in his hands.

6. You have only one minute to do this.

   A guest who needs a cheap room will choose ..... room.

   a. Economy
   b. Standard
   c. Suite
   d. Duplex

PUTRI HOTEL
Jl. Nusa Indah 8 Boyolali
Phone : 12345678

ROOM RATE		FACILITIES
ECONOMY	Rp. 15,000.00	AIR CONDITIONING – SWIMMING POOL
STANDARD	Rp. 60,000.00	TEKEPHONE – BAR & RESTAURANT LARGE
SUITE	Rp. 80,000.00	PARKING AREA
DUPLEX	Rp. 100,000.00	
Children under 12 sharing with parents free.		CHECK OUT TIME : 12 noon.

7. Which are not the customers of Central Bank? (You have 1 minute to do this).

   a. Government
   b. Commercials
   c. Individuals
   d. Financial institutions

A central bank also provides loan to its customers. But the customers are not individuals as the case of a commercial bank. The customers of central banks are governments other commercial banks and financial institutions. A country will have one central bank. The central bank often has the duty of formulating and implementing the country's monetary and credit policies usually in cooperation with the government.

8. This post cart was sent from .... (1 minute)
   a. Boyolali
   b. Convent Garden
   c. Jane
   d. London

c.

April, 20, 1995

Dear Fitri,
Thank you for your invitation.
I plan to visit Indonesia during
The holiday next month.
Therefore, could you tell me
Sometimes interesting places which
I can visit and how long there
From your house I am going
to stay with you for two weeks.
Oh yes how many brothers and
Sisters do you have & how old?

Love
Jane

Fitria Suryatari
Class II A SLTP 2
Banyudono – Boyolali
CENTRAL JAVA – INDONESIA

9. What does this paragraph about? (You have 2 minutes to do this)

   Answer: ...

   Cities began to have many serious problems. The rich people and the businesses did not pay city taxis anymore. The poor people could not pay much money in taxes. So cities had less money for schools and housing. Sometimes they could not take good care of their streets and parks.

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10. What kind of room will the guest book? (You have 1 minute to do this)

a. a double room
b. a double room with bath
c. a double room without bath
d. a single room with bath

Clerk : President hotel. Good afternoon!

Man : I'd to book a double room for Wednesday next week.

Clerk : Very good sir, a double room for Wednesday, Jun 11th
With bath or without?

Man : What's the price difference?

Clerk : A double room with bath is US $ 155 per night, without bath is US $ 132.

Man : I think, I'll take the one with bath then.

Clerk : That'll be room number 208 sir. And how long will you be staying?

Man : we'll be leaving on Sunday morning.

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Appendix 3 First Lesson Plan

Theme : City and Village Life
Sub Theme : Living
Time : 45 Minutes including 20 minutes test

A. Aims: Enable the students to:
   1. Get information from written texts about "Living"
   2. Get information from spoken text about "Living"
   3. Get main idea from text about "Living"

B. Source of Materials:
   1. Kurikulum KTSP Bahasa Inggris tahun 2004 untuk SLTP
   2. English for The second Year of Junior High School, Balai Pustaka
   3. LKS Bahasa Inggris, PT Tiga Serangkai, Surakarta

C. Steps

No.	Steps	Time
1.	Greetings	2'
2.	Presenting new vocabulary from the texts	5'
3.	Training the students to read the texts with timed reading about "Living"	10'
4.	Eliciting the answers of the questions during the practice	8'
5.	Asking the students to do the skimming test	20'

D. Description
   1. Practice the vocabulary related to the topic.
   2. Do the reading practice with timed reading.
   3. Do the test.

Sayung, November 2008
English Teacher

DEWO WINOTO RAHARJO

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Appendix 4 Second Lesson Plan

Theme : City and Village Life
Sub Theme : Transportation
Time : 45 Minutes including 18 minutes test

E. Aims: Enable the students to:
   1. Get information from written texts about "Transportation"
   2. Get information from spoken text about "Transportation"
   3. Get main idea from text about "Transportation"

F. Source of Materials:
   1. KTSP Bahasa Inggris tahun 2006 untuk SLTP
   2. English for The second Year of Junior High School, Balai Pustaka
   3. LKS Bahasa Inggris, PT Tiga Serangkai, Surakarta

G. Steps

No.	Steps	Time
1.	Greetings	2'
2.	Presenting new vocabulary from the texts	5'
3.	Training the students to read the texts with timed reading about "Transportation"	10'
4.	Eliciting the answers of the questions during the practice	10'
5.	Asking the students to do the skimming test	18'

H. Description
   1. Practice the vocabulary related to the topic.
   2. Do the reading practice with timed reading.
   3. Do the test.

Sayung, November 2008
English Teacher

DEWO WINOTO RAHARJO

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Appendix 5 Third Lesson Plan

Theme : Recreation
Sub Theme : Going to the Beach
Time : 45 Minutes including 16 minutes test

I. Aims: Enable the students to:
   1. Get information from written texts about "Going to the Beach"
   2. Get information from spoken text about "Going to the Beach"
   3. Get main idea from text about "Going to the Beach"

J. Source of Materials:
   1. KTSP Bahasa Inggris tahun 2004 untuk SLTP
   2. English for The second Year of Junior High School, Balai Pustaka
   3. LKS Bahasa Inggris, Fokus, Kartasura, Solo

K. Steps

No.	Steps	Time
1.	Greetings	2'
2.	Presenting new vocabulary from the texts	5'
3.	Training the students to read the texts with timed reading about "Going to the Beach"	12'
4.	Eliciting the answers of the questions during the practice	10'
5.	Asking the students to do the skimming test	16'

L. Description
   1. Practice the vocabulary related to the topic.
   2. Do the reading practice with timed reading.
   3. Do the test.

Sayung, November 2008
English Teacher

DEWO WINOTO RAHARJO

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Appendix 6 Posttest

Posttest

For number 1, 2 and 3, read carefully text A,B and C. You have only ten minutes to do these items. Find the main idea of each pharagraph int text A, B and C.

A. These young people ar e going abroad, too. But they are not going on a package holiday will not be very expensive either. They will probably walk most of the way. Sometimes they will get 'lifts' in lorries of cars. Sometimes they will stay in youth hotel. Sometimes they will even sleep in park or field. That is how a lot of young people see the world these days.

B. "Package holidays" are becoming more and more popular. That is the sort of holiday these people are going on. A travel agency has chartered the plane they are going to travel, reserved the hotel they will stay at and even ordered the food they will eat. That is why it is called a package holiday. Such holiday is usually rather cheap. That is probably why they are so popular. But not every body likes them. Some people say you do not see very much of the country you go to.

C. It is getting easier and easier but it is getting harder to get away from other people. Perhaps that is the most difficult thing of all.

These people thought a camping holiday would be a good idea. But they were not able to find a camping site they really liked. Thay managed to find an empty place in the forest only after they had spent hours looking. The police will probably come in a few minutes and tell them they cannot camp everywhere they like. They will probably have to go to a crowded camping site somewhere.

4. What does this paragraph about? (You have 2 minutes to do this)

   Answer: ...

   Cities began to have many serious problems. The rich people and the businesses did not pay city taxis anymore. The poor people could not pay much money in taxes. So cities had less money for schools and housing. Sometimes they could not take good care of their streets and parks.

5. Which paragraph is suitable with the picture? (You have only 3 minutes)

   Two hundreds miles away in London, Baxter's train is standing at platform 9in Paddington station. Baxter is sitting in a comfortable sompartment. There is another man opposites him. Baxter does not know the man but he can see he wants to talk. The man is holding a newspaper in his hands.

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6. You have only 1 minute to do this

   The following article is about

   a. People who have much time and money.
   b. People who do not have houses.
   c. Students in London.
   d. Students who have no time.

> Helps the homeless
> Thousands of people in this city are homeless. They have nowhere to live, nowhere to sleep. Many of these people are students.
> You can help!
> # by giving money
> # by giving your time
>
> Write, call or phone :
> Help the homeless
> # 27 West Street
> London W 8.

7. What kind of room will the guest book? (You have 1 minute to do this)

   a. a double room
   b. a double room with bath
   c. a double room without bath
   d. a single room with bath

   Clerk : President hotel. Good afternoon!

   Man : I'd to book a double room for Wednesday next week.

   Clerk : Very good sir, a double room for Wednesday, Jun 11th With bath or without?

   Man : What's the price difference?

   Clerk : A double room with bath is US $ 155 per night, without bath is US $ 132.

   Man : I think, I'll take the one with bath then.

   Clerk : That'll be room number 208 sir. And how long will you be staying?

   Man : we'll be leaving on Sunday morning.

8. This post cart was sent from .... (1 minute)

   a. Boyolali
   b. Convent Garden
   c. Jane
   d. London

April, 20, 1995

Dear Fitri,
Thank you for your invitation.
I plan to visit Indonesia during
The holiday next month.
Therefore, could you tell me
Sometimes interesting places which
I can visit and how long there
From your house I am going
to stay with you for two weeks.
Oh yes how many brothers and
Sisters do you have & how old?

Love
Jane

Fitria Suryatari
Class II A SLTP 2
Banyudono – Boyolali
CENTRAL JAVA – INDONESIA

9. What does this paragraph about? (You have 2 minutes to do this)

   Answer: ...

   Cities began to have many serious problems. The rich people and the businesses did not pay city taxis anymore. The poor people could not pay much money in taxes. So cities had less money for schools and housing. Sometimes they could not take good care of their streets and parks.

10. What kind of room will the guest book? (You have 1 minute to do this)

    a. a double room
    b. a double room with bath
    c. a double room without bath
    d. a single room with bath

    Clerk : President hotel. Good afternoon!
    Man : I'd to book a double room for Wednesday next week.
    Clerk : Very good sir, a double room for Wednesday, Jun 11th
    With bath or without?
    Man : What's the price difference?
    Clerk : A double room with bath is US $ 155 per night, without bath is US $ 132.
    Man : I think, I'll take the one with bath then.
    Clerk : That'll be room number 208 sir. And how long will you be staying?
    Man : we'll be leaving on Sunday morning.

Appendix 7 Post Action Questionnaire

Kuesioner

Jawablah dengan jujur pertanyaan-pertanyaan dibawah ini. Jawaban anda tidak mempengaruhi nilai atau prestasi anda. Untuk itu anda *tidak perlu* membubuhkan nama pada lembar kuesioner ini.

C. Berilah tanda (√) pada kotak yang anda pilih.

	Ya	Tidak
1. Apakah anda mengalami kesulitan membaca teks dalam bahasa Inggris?		
2. Apakah guru anda pernah memberikan bagaimana penjelasan tentang bagaimana menemukan gambaran umum tentang isi bacaan?		
3. Apakah guru anda pernah memberikan latihan membaca dengan pembatasan waktu?		
4. Apakah anda mengalami kesulitan dalam menemukan gambaran umum tentang isi bacaan?		
5. Apakah anda memerlukan waktu yang lama untuk menemukan gambaran tentang isi bacaan?		
6. Apakah anda harus menterjemahkan kata-perkata untuk menemukan gambaran tentang isi bacaan?		
7. Apakah skimming dengan timed reading bermanfat untuk meningkatkan ketrampilan membaca anda?		

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Appendix 8 Observation Sheet

Lembar Pengamatan

Nama Pengamat : .....
Hari/Tanggal : .....
Pukul : .....

Siklus : .....
Pertemuan : .....
Kelas : .....
Theme : .....
Sub Theme : .....

KEGIATAN		Pengamatan Setiap Menit																			
A.	Persiapan Pengajaran	Tidak termasuk dalam Pengamatan																			
B.	Salam																				
C.	Berlatih Kosa kata baru																				
D.	Berlatih Skimming																				
E.	Mengerjakan Test:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
1.	Membaca dengan menggerakkan bibir																				
2.	Menjawab pertanyaan dengan membuka kamus.																				
3.	Mencontek temannya sewaktu mengerjakan test.																				
4.	Membaca dengan menunjukkan jari pada teks bacaan.																				
5.	Mengikuti setiap perintah soal test																				

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Appendix 9 First Test

Theme : City and Village Life
Sub Theme : Living

Name : .....
Class : .....
Date : .....

Read the text and answer the questions below. You have only 20 minutes to finish it!

Mr. and Mrs. Yasni live in a city. They have two children, Tety and Agus. Every morning, the four of them have breakfast together at six o'clock. Then Tety and Agus go to school by bus. Mr. Yasni goes to work by his car. Mrs. Yasni is a housewife. She does all the housework by herself.

Tety and Agus go home from school at one o'clock. They help their mother. Tety pick up the clothes and iron them. Then she cut the vegetables for the night meal. Agus work in the garden. Mr. Yasni comes home at seven o'clock. After dinner both Tety and Agus prepare their lesson for the next day.

Mrs. Yasni and Tety sometimes go to the Supermarket on Sunday. They buy many things. They do not walk to the supermarket, because it is too far from their house. Mr. Yasni drives them there.

Mr. Yasni usually plays tennis every Sunday afternoon. He likes to play it very much. But Agus likes to play football with his friends. Once in a while the Yasnis go to the movies or visit their relatives on Sunday. They also like to the beach.

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Choose the correct answer!

1. What is the suitable title for the text above?
   A. Doing housework
   B. Shopping in a supermarket
   C. Living in the city
   D. Living in the village

2. The first paragraph tells us about….
   A. Mr. Yasni's activity in the morning
   B. Mrs. Yasni's activity in the morning
   C. The children's activity in the morning
   D. The Yasni's activity every day in the morning
3. The second paragraph tells us about….
   A. The children's activity after school
   B. The children's activity before school
   C. The children's activity in the afternoon
   D. The children's activity in the afternoon until in the evening
4. From the third paragraph, we learn that….
   A. Mrs. Yasni goes to the supermarket every Sunday
   B. She walks to the supermarket
   C. She always go to the supermarket alone
   D. She drives the car by herself
5. From the last paragraph, we find that every Sunday….
   A. Mr. Yasni plays tennis in the morning
   B. Agus plays tennis with his father
   C. Mr. Yasni does hid hobbies
   D. Mr. Yasni and his son do their hobbies
6. Which of these statements is correct according to the text?
   A. Mr. Yasni has three children
   B. Agus and Tety never helps their parents
   C. Tety goes to the supermarket with her mother
   D. Mr. Yasni stays at home every Sunday

Chose the correct respond by putting (√), for item number 7 up to 10!

7. If you live in the city, you will find a lot of mean of transportation
   For…. Against….
8. There are many supermarkets in the village.
   For…. Against….
9. City people often buy their daily needs at a supermarket.

For…. Against….

10. If you live in the village, you can watch movies in a theater

For…. Against….

Appendix 10 Second Test

Theme : City and Village life
Sub Theme : Transportation

Name : .....
Class : .....
Date : .....

Read the text and answer the questions below. You have only 18 minutes to finish it!

According to the functions, means of transportation can be classified into three groups; those are land transportation, which can be used on the land, like buses, cars, carts, trains etc. the second is sea transportation can be used to transport things or passengers on the sea or the river. And the third is air transportation. If you want to go to a far place in a short time you can take an airplane.

In our country the sea and air transportations are very important because our country consist of thousands of islands. To transport passengers or things from one island to other island of course those means of transportations are needed. Based on these situations, there is always a harbor or an airport in every big city in Indonesia.

Although the facilities of transportation have been prepared by the government as well as by the private firms, we are still lack of them.

If you want to go by bus in a big city like Surabaya, you can go by a city bus. In the rush hours, the buses are usually very crowded. To get on the busses, you have to push the other passengers. You sometimes cannot get a seat because there are too many people in the bus. You might stand all the way to your destination.

Choose the correct answer!

1. The first paragraph tells us about….
   A. The function of land transportation
   B. Air transportation
   C. The kinds of transportation

D. Sea transportation

2. From the first paragraph, we learn that to bring things or passengers on the sea we cannot use….
   A. The function of land transportation
   B. Air transportation
   C. The kinds of transportation
   D. Sea transportation
3. Paragraph 2 tells us about….
   A. Means of transportation
   B. The importance of sea and air transportation
   C. Thousand of Indonesian island
   D. An airport in every big city
4. Third paragraph tells us about….
   A. Lack of facilities of transportation
   B. The government's transportation
   C. The preparation of facilities of transportation
   D. The private transportation
5. The whole paragraph tells us about….
   A. Sea transportation
   B. Land transportation
   C. Air transportation
   D. Transportation
6. From the last paragraph, we learn that….
   A. The buses are full of passengers in the rush hours.
   B. It is easy to get a seat to go by bus
   C. We may not go by bus in the rush hours
   D. We may have a seat all the way to our destination

Chose the correct respond by putting (√), for item number 7 up to 10!

7. If we want to go abroad in short time we can go by an airplane
   For…. Against….
8. Railway is the only track for a cart.

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For…. Against….

9. If you want to go by ship, you have to depart from a harbor.

   For…. Against….

10. The fastest land transportation is train.

    For…. Against….

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Appendix 11 Third Test

Theme : Recreation
Sub Theme : Going to the Beach

Name : .....
Class : .....
Date : .....

Read the text and answer the questions below. You have only 16 minutes to finish it!

Going to the Beach

Last Sunday, Mr. Wawan's family had a picnic. Mr Wawan's went picnic with his wife and his children. Mr. Wawan's has two children. They are Oki and Evie. They decided to go to the beach. They went to Baron and Parangtritiss beach. They went there by car. Mr Wawan drove the car. They came to Baron Beach at 10 a.m. There were many visitors at that day. There were very happy. The wave in Baron Beach was big, so the children must be careful playing in the water.

In the afternoon, they went to parangtritis beach after they had lunch. They got to Parangtritis beach at two o'clock in the afternoon. The beach was crowded by many visitors. Oki and Evie enjoyed playing in the water, while Mr. and Mrs. Wawan waited and sat on the sand after they walked along the sea shore.

Okie and Evie saw some visitors' activities. Some of them laid on the sand to have sunbath, while some others were swimming, playing sand and so on. Okie and Evie also played sand. They enjoyed their picnic very much. They spent two ours in Parangtritis beach, then they went home at about five o'clock in the afternoon.

Answer the questions below based on the text above!

1. When di Mr. Wawan's family go to Baron beach?
   Answer:
2. Mr. Wawan went to the beach with whom?
   Answer:

3. Did Oki and Evie enjoyed picnic in Baron and Parangtritis beach?
   Answer:
4. What did Mr. and Mrs. Wawan do in Baron beach?
   Answer:
5. What did some visitors do in Parangtritis beach?
   Answer:
6. How long did Mr. Wawans family stay in Parangtritis beach?
   Answer:
7. They went there by?
   Answer:
8. How many hours they spent there?
   Answer:
9. What time they went home?
   Answer:
10. Mention some activities that did by Okie and Evie?
    Answer:

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Appendix 12 Journal of the Activity

JURNAL KEGIATAN PENELITI TINI AKAN KELAS

Th 2000/2001 Cawu…

Nama Peneliti :

Unit Kerja :

Kelas yang diteliti :

No	Waktu		Tema/Sub Tema	Catatan
	Pert. Ke	Hari/Tgl		

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Appendix 13 List of Skimming Skill improvement

DAFTAR KEMAJUAN KETRAMPILAN MEMBACA SKIMMING

Kelas:

No	Nama Siswa	Pre-test		Siklus 1		Siklus 2		Siklus 3		Post-test

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