IMPROVING STUDENTS’ READING COMPREHENSION IN DETERMINING MAIN IDEA THROUGH SKIMMING TECHNIQUE

( A Study of Action Research at the twelfth grade of SMAN I Widodaren in the Academic Year 2015/2016)

Submitted to Graduate School Sebelas Maret University as Partial fulfillment for Getting the Graduate Degree in English Education.

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2015
ORIGINATLITY AND PUBLICATION

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Surakarta July, 2016
Sincerely

Nur Susilowati
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APPROVAL

IMPROVING STUDENTS' READING COMPREHENSION IN DETERMINING MAIN IDEA THROUGH SKIMMING TECHNIQUE

( A Study of Action Research at the twelfth grade of SMAN I Widodaren in the Academic Year 2015/2016)

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MOTTO

Wa aqimis Sholaah, Innas sholaata tanha ‘anil Fakhsaai Wal munkar.
“ And do praying, praying actually prevents something cruel and bad “.
.( QS. Al An kabut : 45).

Alloh mengangkat orang orang beriman diantara kamu dan juga orang orang yang
dikaruniai ilmu pengetahuan hingga beberapa derajat.
(Q.S. Al Mujadalah : 11)

Kepuasan itu terletak pada usaha, bukan pada pencapaian hasil. Berusaha keras
adalah kemenangan besar.
.(Mahatma Gandhi)
DEDICATION

I dedicate this thesis to:

- My late beloved father who used to support and inspire me to study more and more,
  Sorry to say I couldn’t do the best, but I have attempted my best. Love you forever my father, my inspirator, my supporter.

- My beloved mother who always supports, strengthens, and prays of me, in spite of your weakness in your being old. I’m very proud of you.

- My beloved children and husband who support my study, in my sadness and happiness.

- My big families for their support and prayer.

- The readers. Hopefully this thesis will be helpful in your reading comprehension.
ABSTRACT


The aims of this study are: (1) Revealing if skimming technique can improve students’ reading comprehension in determining main idea; (2) clarifying the kind of Skimming technique that enables to improve students’ reading comprehension in determining main idea; and (3) Identifying the strengths and weaknesses of Skimming technique in this study.

This class action research was conducted in 3 cycles. Each cycle had 4 meetings. Its steps were identifying the problems, planning the action, implementing the action, observing the implementation, and reflecting the result of the research. The research was enacted in SMAN 1 Widodaren, Ngawi, from October to November 2015. The subject of the research was the students of twelfth grade, Science 1 SMAN 1 Widodaren, Ngawi, East Java. This research used qualitative and quantitative data collecting. To get the qualitative data, I conducted observation, questionnaires, and interview. While for getting quantitative data, I conducted pre-test, post-test 1, post-test 2, and post-test 3. To analyze the qualitative, I used Contrast Comparative Methods which covered: (1) Compare incidents to each category; (2) Integrating categories and properties; (3) Delimiting the theory; (4) Writing theory. To analyze the quantitative data, I used descriptive statistic analyses.

The research findings showed that teaching students with Skimming technique enabled students improving their reading comprehension in determining main idea. Its improvement proved on: (1) students’ mean score from pre test up to post test 3 that is described as follow: pre-test: 52.71; post-test 1: 55.76; Post-test 2: 61.57, and post-test 3: 66.67; (2) Skimming enables students: (2a) to determine main idea of text, main idea of paragraph, and find supporting details; (2b) to be competent and fast reader; and (2c) to cover many materials in short time. (3) Skimming, however, has some weaknesses: (3a) Skimming doesn’t encourage students to enlarge vocabulary; (3b) It is not helpful for getting specific information; (3c) It can’t be used for solving all reading indicators; (3d) It has lower comprehension level than average reading; (3e) It was difficult to apply when there were many unfamiliar words and grammar for students. Based on the result of the research, it can be inferred that students’ reading comprehension in determining main idea can be improved through Skimming technique implementation.

It is crucial for Language teachers to understand the proper technique to make students study motivatedly and yield better result. The use of Skimming technique has proven to be a suitable technique in reading comprehension to determine main idea. It is advisable for teachers to use Skimming technique...
from the very beginning in order to improve students’ reading comprehension for determining main idea.

Keywords: Skimming technique, determining main idea, reading comprehension.
ABSTRAK


Tujuan dari penelitian ini adalah: (1) Mengungkap apakah teknik skimming dapat meningkatkan pemahaman membaca siswa dalam menentukan gagasan utama; (2) menjelaskan jenis teknik Skimming yang memungkinkan untuk meningkatkan pemahaman bacaan siswa dalam menentukan gagasan utama; dan (3) Mengidentifikasi kekuatan dan kelemahan dari teknik Skimming dalam penelitian ini.

Penelitian tindakan kelas ini dilakukan dalam 3 siklus. Setiap siklus terdiri dari 4 pertemuan. langkah-langkah yang telah terlaksana adalah mengidentifikasi masalah, merencanakan tindakan, melaksanakan tindakan, mengamati pelaksanaan, dan merefleksikan hasil penelitian. Penelitian ini dilaksanakan di SMAN I Widodaren, Ngawi, pada bulan Oktober sampai November 2015. Subyek penelitian adalah siswa kelas XII IPA1 I SMAN I Widodaren, Ngawi, Jawa Timur. Penelitian ini menggunakan data kuantitatif dan kualitatif. Pengumpulan data kuantitatif melalui pretes, postes 1, postes 2, dan postes 3 Data kualitatif didapatkan melalui melalui observasi, kuesioner, dan wawancara. Saya gunakan analisis data statistik deskriptif untuk data kuantitatif, dan metode konstan komparatif untuk menganalisa data kualitatif yang meliputi: (1)Pembandingan kejadian pada setiap kategori; (2) Penggabungan kategori dan kondisi; (3) pembatasan teori; (4) Perumusan teori. Untuk menganalisis data kuantitatif, saya menggunakan analisis statistik deskriptif, yang meliputi nilai, nilai rata rata, dan prosentase.

Hasil penelitian menunjukkan bahwa pengajaran membaca pada siswa dengan teknik Skimming memungkinkan siswa meningkatkan pemahaman membaca mereka dalam menentukan gagasan utama. Penelitian terbukti berhasil dengan adanya peningkatan pada: (1) nilai rata-rata siswa dari pretes hingga postes 3, dengan penjelasan sebagai berikut: pretes: 52,71; postes 1: 55,76; postes 2: 61,57, dan postes 3: 66,67; (2) Skimming memungkinkan siswa untuk: (2a) Menentukan gagasan pokok teks, gagasan pokok paragraf, dan menemukan kalimat pendukung; (2b)Menjadi pembaca cepat dan kompeten; dan (2c) Menguasa materi bacaan yang banyak dalam waktu singkat. (3) Skimming disiain memiliki beberapa kelemahan, antara lain : (3a) Skimming tidak mendorong siswa untuk memperbanyak kosakata; (3b) Skimming tidak membantu siswa untuk mencari informasi rinci dari teks; (3c) Skimming tidak bisa digunakan unuk seluruh indikator pemahaman teks; (3d) Skimming menghasilkan tingkat pemahaman seluruh teks yang lebih rendah dibanding membaca biasa. ; (3e) Skimming sulit diterapkan bila sebagian besar kosa kata dan tata bahasanya asing bagi siswa. Berdasarkan hasil penelitian, dapat disimpulkan bahwa siswa dapat meningkatkan kemampuan menentukan gagasan pokok dalam bacaan melalui teknik Skimming.
Guru bahasa perlu mencari teknik membaca yang dapat membuat siswa termotivasi dan lebih kompeten. Penggunaan teknik Skimming telah terbukti menjadi teknik yang cocok dalam membaca untuk menentukan gagasan utama. Dianjurkan bagi guru untuk menggunakan teknik Skimming sedini mungkin agar kemampuan siswa dalam menentukan gagasan pokok lebih baik.

*Kata kunci: Teknik Skimming, Penentuan gagasan utama, pemahaman bacaan.*
ACKNOWLEDGMENT

Alhamdulillah ahlullah ‘aalamiin. Thanks and praises from my deepest heart to the almighty Alloh SWT, because I can complete the thesis entitled “Improving Students’ Reading Comprehension in Determining Main Idea through Skimming Technique” fluently.

I realize that I can’t accomplish this thesis without help from any people. From my deepest heart, therefore, I say thanks a bunch to:

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I realize that this thesis has many weaknesses, I, therefore, really need suggestion and criticism for revising and improving this thesis. I really hope that this thesis is beneficial for education world, especially for reading skill in English Subject.

Surakarta, July 2016

Nur Susilowati
NIM.S891402041
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