CORRELATION BETWEEN STUDENTS READING COMPREHENSION
AND STUDENTS SKIMMING SKILL AT THE EIGHTH GRADE STUDENTS
OF SMPN 1 PRINGAPUS IN THE ACADEMIC YEAR 2016/2017

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty

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2017
DECLARATION

In the Name of Allah the Most Gracious and the Most Merciful

Hereby the writer fully declares that this is written by the writer herself, and it is not containing materials written or has been published by other people, and other people’s ideas except the information from the references.

The writer capable accounts for this graduating paper if in the future this graduating paper can be proved of containing others ideas or in fact writer imitates the others’ graduating paper.

Likewise, the declaration is made by writer and writer hopes that this declaration can be understood.

Salatiga, September 18th 2017

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ATTENTIVE COUNSELOR’S NOTE

Case: Pipit Puspitasari’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Pipit Puspitasari’s graduating paper entitled THE CORRELATION BETWEEN STUDENTS’ READING COMPREHENSION AND STUDENTS’ SKIMMING SKILL (A STUDY FOR THE EIGHT GRADE STUDENTS OF SMPN 1 PRINGAPUS IN THE ACADEMIC YEAR OF 2016/2017), I have decided and would like to propose that it could be accepted in the Education Faculty and I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

THE CORRELATION BETWEEN STUDENTS READING COMPREHENSION AND STUDENTS SKIMMING SKILL (A Study for the Eighth Grade Students of SMP N 1 Pringapus in the Academic Year of 2016/2017)

WRITTEN BY:

PIPIT PUSPITASARI

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 26th 2017, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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Salatiga, September 26th 2017

Dean of Teacher Training and Education Faculty

S.M.Pd 196701211999031002
MOTTO

Do the best and pray. God will take care of the rest.
DEDICATION

This graduation paper is whole heartedly dedicated to:

1. Allah SWT the Almighty God for the everything to me.

2. My Family, father (Mukhlisin), mother (Kastun), my sister (Siti Kholisoh), young sister (Lailatul Maghfiroh) and young brother (Aqim Miftahuddin). I love you so much. You are my spirit and happiness thank for all your pray and support.

3. All of my big family in Pati and Ungaran. Thanks for always supporting me. I love you all.
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In the name of Allah, the most gracious and merciful, the lord of universe. Because of Him, the researcher could finish this thesis as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga in 2017.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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10. Everybody who has contributed to finish my final paper.

   Finally this graduating paper is expected to provide useful knowledge and information to the researcher and other researchers. Moreover, the researcher is pleased to accept more suggestion and contribution for the betterment graduating paper.

   *Wassalamu’alaikumWr.Wb*

   Salatiga, September 18th, 2017

   The Researcher
ABSTRACT
Puspitasari, Pipit. 2017. THE CORRELATION BETWEEN STUDENTS READING COMPREHENSION AND STUDENTS SKIMMING SKILL (A Study for Eighth Grade Students of SMPN 1 Pringapus in the Academic Year of 2016/2017)

Counselor: Hanung Triyoko, S.S., M.Hum., M.Ed.

This research is aimed to find out the correlation between Reading Comprehension and Skimming Skill. The number of population is 32 students of eighth grade students of SMPN 1 Pringapus. The method used in this research was a quantitative method and the technique used in this research was a correlational technique. The instruments of the collecting data are test and documentation. The score of students reading comprehension were collected from the multiple choice test whereas the score of students skimming skill were collected from the true or false questions test. The result of this research shows that there is a sufficient correlation between students reading comprehension and students skimming skill. It is proved by the \( r_{xy} \) (0.778) \( > r \) table in the degree of significance 5% (0.361) and 1% (0.463). It is considered that the alternative hypothesis (Ha) is accepted.

Keywords: Correlation, Reading Comprehension and Skimming Skill.
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CHAPTER I
INTRODUCTION

A. Background of Research

There are four skills in basic teaching English, such as listening, speaking, writing and reading. Teachers should develop these four skills so that their students could use these skills to communicate with each other. For many students, Reading is most important of these four skills, particularly in English as a second or foreign language.

According to Elizabeth (2003), reading is about understanding written text. It is complex activity that involves both perception and thought. Reading is one of basic skill which is not simply to translate word by word but need to be acquired during language course.

According to Danielle (2007), reading is an extraordinary achievement when one considers the number of level and competence that is mastered.

Junior high school students still get difficulties in reading comprehension. They may not know what the purpose of reading. Students who are lack of vocabularies difficult to understand the meaning of English word in text or students have difficulty to find the main idea of the text.

In Reading comprehension there are many skills, one of them is skimming skill. Skimming is a technique in looking over a text to get a quick idea of the gist of a text. By encouraging the students to glance their eyes and take a short look at a text and searching for specific piece of information, it
will help them get the general understanding and detail information of the text itself (Harmer:2001).

Based on the explanation above, the researcher is interested to conduct a research about: CORRELATION BETWEEN STUDENTS READING COMPREHENSION AND STUDENTS SKIMMING SKILL AT THE EIGHTH GRADE STUDENTS OF SMPN 1 PRINGAPUS IN THE ACADEMIC YEAR OF 2016/2017.

B. Research Questions

Based on the explanation in the background of research, the questions research in this research are:

1. How far is the score of Students Reading Comprehension of the eighth Grade of SMPN 1 Pringapus in the Academic Year 2016/2017?
2. How far is the score Students Skimming Skill of the eighth Grade of SMPN 1 Pringapus in the Academic Year 2016/2017?
3. Is there Correlation between Students Reading Comprehension and Students Skimming Skill of the eighth Grade of SMPN 1 Pringapus in the Academic Year 2016/2017?

C. Objective of Research

The objective of this research are:

1. To know the score of Students Reading comprehension of the eighth Grade of SMPN 1 Pringapus in Academic Year 2016/2017.
2. To know the score of Students Skimming Skill of the eighth Grade of SMPN 1 Pringapus in Academic Year 2016/2017.

3. To know the Correlation of Students Reading Comprehension and Students Skimming Skill of the eighth Students of SMPN 1 Pringapus in Academic Year 2016/2017.

D. Limitation of the research

There are two variables in this research, namely students reading comprehension as the dependent variable and students skimming skill as independent variable. Researcher limits this graduating paper in finding out the correlation between students reading comprehension and students skimming skill. The subject’s research is the eighth grade of SMPN 1 Pringapus in the academic year 2016/2017.

E. The Benefits of the Research

The researcher hopes that the result of this research can improve learning English in reading by applying reading comprehension and skimming skill. The researcher also hopes that it will be useful for teachers, students, and for the school of SMPN 1 Pringapus.

1. For the Teachers

The positive result of this research can support the English teacher in their teaching Reading.

2. For the students
The positive result of this research can support the students to master Reading Skill. It is also improve the student’s skill of reading.

3. For the School

The result of this research also can support the school to develop the curriculum of English teaching and learning. The school can give recommendation for english teacher who want to apply the curriculum that make students reading english actively.

F. Definition of Key Term

1. Correlation

    Correlation issingle number that tells us to what extent two things are related, to what extent variations in the one go with variation in the other( Guilford : 1987 )

    In this research the researcher makes correlation between the students reading comprehension and students skimming skill.

2. Reading Comprehension

    Reading comprehension is the process of making sense of writing idea through meaningful interpretation and interaction with language. It means that the essential goal of reading is to know meaningful of sentence and to improve their understanding about what they read(Dallman, Rouch, Char, &Deboer : 1982 ).

3. Skimming skill
Skimming skill is a technique in finding over to get a quick idea of the gist of text (Harmer, 2001).

G. Hypothesis

Hypothesis is a predicate answers of the research problem with data (Arikunto, 1993:102). The researcher tries to determine the hypothesis of this research. The hypothesis of this research is “there is a significant correlation between students reading comprehension and students skimming skill.”

H. Organization of the Paper

This research contains five chapters. Chapter I is Introduction, consist of background of the research, statement of the problems, purpose of the research, previous research, significance of the research, scope and limitation, definition of key term and organization of the paper. Chapter II is Theoretical Framework, which contains the theories that related and support this research, this discusses the theory that used in this research, taken from some book that describes reading, reading comprehension and skimming skill. Chapter III is research methodology. This chapter explain how the researcher analyzed. It consists of setting of the research, research design, population and sample, instrument of the data collection, procedure of the data collection, technique of the data collection, and technique of the data analysis. Chapter IV is research finding and discuss. This chapter the researcher would like to explain the description of data presentation and discussion.
Chapter V is closure that describes the conclusion and suggestion. The last part is bibliography and appendix.
CHAPTER II

LITERATURE REVIEW

This chapter discuss some theories and ideas related to the study. It consists of definition of reading, reading comprehension and skimming skill by experts.

A. Previous Research

In this graduating paper, the researcher takes review of related literature from the other graduating paper.

Mubarok (2011). He conducted research analyzed about use of skimming in pre-reading activity. He chooses an experimental study, then used pre-test, post-test to find the mean score of the students. He found that teaching reading comprehension by using skimming in pre-reading activity is more effective than teaching reading comprehension without skimming in pre-reading activity. There is a significant result of this research, the mean of the experiment class is 5.90 and the control class is 4.35.

Khishullah (2012). He chooses classroom action research to find out the influence of retelling technique to improve the student’s reading comprehension. He found that the improvement of the student’s reading comprehension is significant after the students got reading instruction by retelling technique.

Ardiansyah (2008). He conduct a research about the correlation between student’s interest and reading comprehension. The participant was one of the six
classes of seventh grade students consisting are 40 students. The technique used to analyze the data was single and multiple regression and correlation. The result of this analysis shows that (1) there is a positive correlation between interest in game activity and vocabulary mastery (2) there is a positive correlation between vocabulary mastery and reading comprehension, and (3) there is positive correlation between interest in game activity and vocabulary mastery simultaneously and reading comprehension of the seventh grade students.

Studies above the researcher focused on the effectiveness of skimming and improving students reading comprehension in general. Therefore, in the present research, the researcher focus on the students reading comprehension and students skimming skill.

B. Theoretical Framework

A. Reading

1. Definition of Reading

Reading is about understanding written text. It is a complex activity that involves both perception and thought (Elizabeth 2003:6). Smith (1982:2) explains as a matter of making sense of written language rather than of decoding print to sound.

Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one’s idea and knowledge of language (River 1968:24). According to Nunan (2003:68), reading is a
fluent process of readers combining information from a text and their own background knowledge to build meaning.

People know that reading always deals with a text which is written books, newspaper, magazine, and website. Furthermore, the written text has many varieties. Brown (2000:302) states there are two main categories of the varieties of the written text. The first is non-fiction such as reports, editorial, letter, greeting card, diaries, journal, announcement, newspaper, academic writing, article and dictionaries. The second is fiction such as novels, short stories and comic stripes or cartoons.

2. Purpose of Reading

According to Mahmoed (1992:103-104) there are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

a. Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.
b. Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

c. Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussion.

e. Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.
3. Aspect of reading

According to Dallman (1982:25), some of the aspects of reading which deserve both specific attentions in isolated learning situation and other time, more balanced attention in more normal reading situation are word recognition, comprehension and reflection.

There are three aspects of reading as follows:

a. Word recognition

Reading is chiefly skill in recognizing words, continue to enjoy support in respectable and influential quarters. Today the favorite of adherents to his view of reading is decoding the printed page that is recognizing the oral equivalent of written symbol.

b. Comprehension

The vast majority of teachers do not endorse the claim that the individual who can recognize words can read. To them, comprehension is an absolute necessity in reading.

c. Reflection

May education have pointed out that the word recognition and comprehension do not the total of reading act, during the process of reading when defined as gaining from the printed page. It is necessary to able to mold ideas as they occur and conceptualize meaning interpretation through reflection.
4. **The principle of teaching reading**

Harmer (2001:64) offers an idea that reading is essential either for students’ careers, learning purposes, or pleasure. Reading is also useful as part of the process of language acquisition. It provides the students with opportunities to study language and its vocabulary, grammar, punctuation, and the way they construct sentences, paragraphs and texts.

Based on the statements above, it can be stated that reading may increase the students’ pleasure and effectiveness of language acquisition. In turn, their reading may help all other subjects and their personal and professional lives.

Teaching reading promote some principles, according to Harmer (2001:65) and they are identified as follows:

a. Reading is not a passive skills. To be skilled readers, the students are required not only to scratch the surface of the text, but also understand what the words mean.

b. Students need to be engaged with they are reading. The teacher has a responsibility to engage the students in the teaching or reading. He (she) may make them engage by providing them with interesting reading texts.

c. Students should be encouraged to respond to the content of a reading text, not to the language. The teaching of reading does not only learn the
language used in the text, but also give the students a chance to respond to the meaning and message of the text.

d. Prediction is a major factor in reading. It is important to introduce the theme of the text before the teacher asks the students to read it. It will give them some idea what to expect and increase their interest. It will also make them better and more engaged readers.

e. Match the task topic. The task that students do after reading must be appropriate with the topic of the reading text.

f. Good teachers exploit reading texts to the full. After reading, the teacher should integrate the reading text interesting class sequences, such as using the topic for discussion and further tasks.

In conclusion, the teaching of reading must provide the students with some reading comprehension skills. To achieve this, some principles must be applied. Reading should not be considered as a passive skill, students must engage with the text and respond to the content, prediction can be a major factor in reading, the task must match the topic, and the teacher is suggested to explore the text.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experience using appropriate and efficient comprehension strategies. (Snow,
The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al, 2003:14). In this process, the reader use their prior knowledge about the topic, language structure and text structure to understand the researcher’s message (Lenz, 2005:1). In the process of understand the message which is stated or unstated in the text, the reader also need to use various strategie such as predicting, clarifying and confirming. Those all strategies used by the reader for the negotiation of meaning.

2. Levels of Comprehension

Alyousef (2005:67) defines reading as the ability to comprehend, not simply to recognize, letters, forms, and symbols. Reading may prove to be almost useless without comprehension. There are six levels of comprehension, these are:

a. Literal comprehension is state fact in text based on data, specific, dates, traits, and setting.

b. Inferential comprehension is prediction using from text, sequence, traits and setting.

c. Evaluative comprehension is judgment of the text based on fact or opinion from the text, validity, appropriateness, acceptable or desirable ideas, comparison and cause-effect.
d. Appreciative comprehension is response to the text based on personal reaction and reflection (place reader in story) and author’s purpose.

e. Essential comprehension is response to the text based on down from entire text, looks at the big ideas and themes from text, word view that the text bring up, applies the themes to today’s word.

f. Critique comprehension is response to the text based on author’s use of language, reaction to author’s ideas, and reaction to author’s value, imaginary, style, and execution.

3. The process of Reading Comprehension

   The three process of constructing meaning of the text are:

   a. Bottom-up processing

      Bottom-up processing views the process of reading as phonemic unit. In bottom-up processing the reader must recognize a multiplicity of linguistic signal such as letter, morpheme, syllables, words, phrase, grammatical cues and discourse markers (Brown, 2001:299). It mean that the reader has to scan from letters, recognize the words from one to another, associate among phrase, clause and sentences and finally it is processed into phonemic unit representing lexical meaning and attains some comprehension of the text.

   b. Top-down processing
In top-down processing the reader involve their knowledge of syntax and semantic to create meaning of the text (Goodman, 1971 cited in Hudson, 2007:37). The reader construct meaning by bringing their early thought to the text being read. It means that the reader’s background knowledge is very important in getting the meaning of the text. In top-down processing, the reader make some prediction of the text. The process is continued by taking sample which will be confirmed or not to the prediction have been made before. Finally, the reader check the prediction.

c. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive process, the reader predict the probable meaning of the text, then moving to the bottom-up process to check whether that is really what the researcher says (Nuttal, 1996 cited in Brown, 2001:299). It means that the reader both recognize word and predict the implied information in constructing meaning of the text.

4. Factors affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some expert. Below four factors affecting reading comprehension are presented.

a. Background knowledge of the text

Students background knowledge of the text is one of the factor affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concept already stored in their memories. Here, the students background knowledge is important since the students start to make connection about

b. Affection

Affection factor include the students interest, motivation, attitude and beliefs. The affective factors have an important role in influencing what is understood by the readers (Alderson, 2000:32).

c. Purpose of reading

Efficient reading consist of clearly identifying the purpose in reading. Purpose of reading help the reader to focus on information that they want to find out. A reader can have problem in understanding a text if he reads with no particular purpose in mind (Alderson, 2000:32, Brown, 2001:306).

d. Vocabulary mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the reader do not know much about a significant number of the word in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily (Klinger, Vaughn, and Boardman 2007:47).

5. Reading Comprehension Strategies

The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe & Ross, 2006:12). In this definition, strategies are ways for learner to solve problem encountered in constructing meaning in any context. Strategies chosen by learners are modified to fit
the demands of the learning situation. The strategies used by the students must be
different from one another. There are some strategies in reading comprehension.

a. Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By
identifying the purpose in reading before reading a text, the readers know what they
are looking for and can weed out potential distracting information (Brown, 2001:306).

b. Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy
leads the students to try inferring meaning from context. It is also the best practice
to make the students become efficient readers (Brown, 2001:306).

c. Skimming and scanning the text

Skimming is reading strategy in which the readers quickly run their eyes across a whole
text. By skimming the text, the reader will be able to predict the purpose of the passage,
the main topic, or message and the supporting ideas. Scanning is quickly searching
for some particular piece or pieces of information in a text. The purpose of scanning
is to extract specific information without reading through the whole text. The reader
can use this strategy to look for the detail information in the text such as looking for
the name or date, finding the definition of a key concept, and listing a certain number
of supporting details (Brown, 2001:306).

d. Guessing
In this strategy students try to guess the meaning of the word when they are not certain or they do not know the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, content message and infer implied meanings (Brown, 2001:306).

e. **Questioning**

   This strategy allows the students to have practice in making questions and then answering by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

f. **Making prediction and inferences**

   Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inference, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

C. **Skimming**

1. **Definition of Skimming**

   Skimming as one of effective techniques is useful to enhance the reading comprehension. According to Brown (2003:213), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Moreover, Kustaryo (1988:5) states that skimming is a technique used to look for the gist of what the author is saying without a lot of detail. It is a prediction strategy used to give a reader
a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the researcher and its usefulness to the reader. When reading, the reader needs to know every single word in the text. Some of the words are not so important to understand that the reader may neglect them, they sometimes do not really connect to the idea being searched (Sutaryah, 2010:64).

Skimming is done at a speed three to four times faster than normal reading (Curnick, 1999 in Woods, 2005:65). There are many strategies that can be used when skimming. Some people read the first and last paragraph using headings, summarize and other organizers as they move done the page. They might read the title, subtitle, subheading, and illustration, consider reading the first sentence of each paragraph.

From the explanation expert above, it can be conclude that skimming from the is a useful skill to be applied in reading. Skimming is the type of reading which is used when the readers want to study the text only to get the texts main idea by reading quickly without pausing to steady the details. In a fact the reader need appropriate technique in reading a text. This is important for the students before reading a text, the students have a purpose and goal for certain a piece of material. The students must know, why they are reading a text, what they are want to know about text, what students do after reading the text, and what is appropriate technique that is used in a text.
2. Advantages and Disadvantages of skimming

According to Brown (2001:310) skimming consist advantages and disadvantages as follows:

Advantages of skimming are:

a. It will make students aware of the benefits of the information available in reading materials both authentic and inauthentic because this technique also prepares the students to be independent reader.

b. It will make students aware of reading strategy is used to find the stated and unstated information in certain text as this technique does not only focus on asking the students to do reading test but also focus on equipping the students with the technique used in different texts.

Disadvantages of skimming are:

a. It will take time if the teacher does not allocate the time appropriately. Moreover, if the students have many problem in reading and the teacher does not prepare for the solution, the teacher will need time to think of the various solutions.

b. It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.
D. Teaching Reading through Skimming Technique

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several depending on one’s reason for reading. Students will never read efficiently unless they can adapt their reading speed and technique to their aim when reading (Grellet, 1981:17).

Careful reading when it is done in a very long passage would be boring and wasting time. Particularly, when the reading is aimed to answer some questions testing on the students’ comprehension of the text, it would be ineffective if they still use careful reading. Skimming can be used in this kind of case. Skimming to get an overview is an important skill for students. They will find that more reading will be assigned and suggested to them than is humanly possible to read intensively. By skimming to get the gist of the material, the students are able to cover all of it. However, be certain that they do not skim materials that require careful reading (Grellet, 1981:20).

According to Brown (2003:220) skimming should probably not be done competitively, as more is involved then eye movements. Students can be asked to locate facts that are expressed in sentences rather than in single words, or they can be asked to say briefly what the text is about or given specific questions that can be answered by glancing quickly over the surface of the text, reading selected important
parts rapidly in order to get an overview of content and organization. According to Harmer (2001:75) teaching reading use skimming technique are follows:

1. Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if the read in strict order when making such a decision in their mother tongues.

2. Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.

3. Distributing comprehension questions and the text to the students.

4. Making a special point to the students by first read the title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph to find main idea of the text.

5. Asking the students to use the text to answer the questions. Increase difficulty add timing element (this should help students who insist on understanding every word not to do so).

6. Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a give ask e.g, finding a destination, they would like to visit. Once again asking the student to do the exercise by skimming and not reading each word.
E. **How to measure students skimming skill**

Skim text is an important skill because it allows one to find answers within the text quickly, without having to read the entire text. This is especially valuable when working with texts that cover difficult subjects or have complicated vocabulary or grammar (Kustaryo, 1988:5).

Skimming prevents cognitive overload and helps students to overcome feeling overwhelmed when faced with difficult subject matter. It saves time when the reader has to find answers to a given question quickly, as long as some small loss in comprehension of the text is acceptable (Grellet, 1981:17).

According to Brown (2003:221), additional benefits of skimming emerge when working with a complicated text. When the readers skim the text as a pre-reading material they gain a general idea of the topics covered in the text. This helps when they read the text in more detail: they can follow the text easier because they already understand some of the main points. Having an idea of the overall structure of the text also allows readers to find easily which parts of the text to focus on.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses research methodology. It includes: setting of the research, research design, population and sample, instrument of the data collection, procedure of the data collection, technique of the data collection, and technique of the data analysis.

A. Setting of the Research

1. Research Location

The research is conducted at SMP N 1 Pringapus which was located in Siswa street, Wonoyoso, Pringapus.

2. Vision and Mission of the school

1) Vision

“Virtous noble character, skilled, cultured and accomplished.” The vision reflects the profile and ideals of the school that are expected to materialize in the following indicators:

1. The implementation of religious activities and social manners.

2. Competent in various academic activities.

3. The realization of a cultured school.

4. The implementation of learning and guidance effectively and efficiently to foster the spirit of achievement.
2) Mission

1. Growing appreciation and improving the practice of religious teachings adopted.

2. Cultivate a polite behavioral attitude and possess noble character.

3. Provide and organize a vehicle for the development of skills, arts, sports, science and technology in a planned and sustainable manner.

4. Fostering and developing artistic talent in order to preserve local and national culture.

5. Growing an orderly, disciplined, clean, and enthusiastic culture of learning to all citizens of the school.

6. Organizing learning and guidance effectively and efficiently to optimize the students' academic potential.

7. Growing the spirit of achievement and excellence in all school citizens so as to strengthen competitive competitiveness.

(Translated for monograph document of SMPN 1 Pringapus, 2017)

B. Research Design

The type of research in this study is correlation by applying a quantitative approach. The correlation research is a study to determine whether two or more variables are related. There are two kinds of variables in this research, the independent and dependent variable. The independent variable is a
variable which causes or influences the order variables. The dependent variable is a variable that influenced by the independent variable (Marczyk, 1964:46). The variables of this research are the students reading comprehension (as the independent variable) and students skimming skill (as dependent variable).

According Ary et al (2010:349), the definition of correlation research is non-experimental research that is similar to ex post facto research in employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. They differ in that in ex post facto research, selected variables are used to make comparisons between two or more existing groups, whereas correlation research assesses the relationships among two or more variables in a single group.

This research applies a quantitative approach. Quantitative research is seeks to quantify the data and typically applies some form of statistical analysis (Malhotra, 2007:137). It means that the researcher analyzed the data which has been collected statistically to gain the findings. In this case, the researcher indicates the correlation between students reading comprehension and students skimming skill of the eight grade students of SMPN 1 Pringapus, Semarang District in the academic year 2016/2017.
C. Population and Sample of the Research

In this study, the researcher selected the eighth grade students of SMPN 1 Pringapus in the academic year 2016/2017 as the subjects of the research.

1. Population

According to Ary et al (2010:148) population is defined as all members of any well-defined class of people, events, or objects. Other statement, Malhotra, (2007:327) population is the aggregate of all the elements, sharing some common set of characteristics, that comprises the universe for the purpose of the marketing research problems. Based on definition, the researcher concluded that population is a number of groups participants interested to the researcher, a number of groups which she would like to make the results of the study is about reading comprehension and skimming skill with the total number of population is 32 students in one class.

2. Sample

A sample is the selected participants that taken from the population for the research study. Malhotra (2007:327) states that a sample is a subgroup of the elements of the population selected for participation in the study. Ary (2010:148) Sample is part of population or the representation of a population.
The participants of this study are eighth grade students of SMPN 1 Pringapus academic year 2016/2017. The purpose is hopefully students can master reading comprehension and skimming skill well so that later can accelerate them in doing a test about reading.

Table 3.1

List of sample the eighth grade students of SMPN 1 Pringapus in academic year 2016/2017

<table>
<thead>
<tr>
<th>No.</th>
<th>NIS</th>
<th>NISN</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7113</td>
<td>0030222380</td>
<td>A</td>
</tr>
<tr>
<td>2.</td>
<td>7114</td>
<td>0038075609</td>
<td>B</td>
</tr>
<tr>
<td>3.</td>
<td>7157</td>
<td>0047051629</td>
<td>C</td>
</tr>
<tr>
<td>4.</td>
<td>7291</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>7119</td>
<td>0013142678</td>
<td>E</td>
</tr>
<tr>
<td>6.</td>
<td>7120</td>
<td>0038100731</td>
<td>F</td>
</tr>
<tr>
<td>7.</td>
<td>7121</td>
<td>0046732400</td>
<td>G</td>
</tr>
<tr>
<td>8.</td>
<td>7160</td>
<td></td>
<td>H</td>
</tr>
<tr>
<td>9.</td>
<td>7122</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>10.</td>
<td>7123</td>
<td>0045093892</td>
<td>J</td>
</tr>
<tr>
<td>11.</td>
<td>7126</td>
<td>0030222855</td>
<td>K</td>
</tr>
<tr>
<td>12.</td>
<td>7127</td>
<td>0047051659</td>
<td>L</td>
</tr>
<tr>
<td>13.</td>
<td>7128</td>
<td>0030225031</td>
<td>M</td>
</tr>
<tr>
<td>14.</td>
<td>7129</td>
<td>0047051661</td>
<td>N</td>
</tr>
<tr>
<td>15.</td>
<td>7130</td>
<td>0046345574</td>
<td>O</td>
</tr>
<tr>
<td>16.</td>
<td>7131</td>
<td>0047056267</td>
<td>P</td>
</tr>
<tr>
<td>17.</td>
<td>7135</td>
<td>0047051671</td>
<td>Q</td>
</tr>
</tbody>
</table>
D. **Instrument of The Data Collection**

In this research, the researcher uses two kinds of test. They are multiple choice test and the true or false question test. The descriptions of both tests are as follows:

a. **Multiple choice test**

The multiple choice test cover 20 items in this test with four options: A, B, C or D.

To judge the students’ grade and the level of the reading comprehension, the researcher used the criteria from the standard
of evaluation for the students’s scores. However, they are simplified into five classifications of students’ score (Depdikbud, 2004:10) as see in the following table:

**Table 3.2**

The classifications of students score reading comprehension

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>86-100</td>
<td>Very good</td>
</tr>
<tr>
<td>2.</td>
<td>66-85</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>46-65</td>
<td>Enough</td>
</tr>
<tr>
<td>4.</td>
<td>26-45</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>Under 25</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

b. True or false question test

The true or false questions is intended to classification true or false statement according to the text or sentences. The participants are given 10 minutes to finish the question according to the text. To judge the students’ score true or false questions same with the multiple choice test.

**E. Procedure of Data Collection**

In this research, the procedure of data collection has been arranged as the following steps:
a. Procedure of multiple choice test
   
a) First, before conducting the test, the eight grade students in SMPN 1 Pringapus who became the participants of this study are taken their identities.
   
b) Next, in order to give a testing atmosphere, some instructions are told to the participants that this test would be included in their academic report, therefore they are forbidden to cheat. Besides, they are also forbidden to use their cellular phone while they were doing this test.
   
c) Then, as all the conditions above had been fulfilled, the participants of this study are able to do the multiple choice test conducted for 30 minutes in a piece of paper which had been provided to them.
   
d) After the multiple choice test is finished, the students’ answer sheets of multiple choice test were rated.

b. Procedure of true or false questions test
   
a) This true or false questions test is conducted after the multiple choice test is already finished by the participants, so it is conducted simultaneously in one occasion with multiple choice test.
   
b) Next, in order to give a testing atmosphere, some instructions are told to the participants that this test would be included in
their academic report, therefore they are forbidden to cheat. Besides, they are also forbidden to use their cellular phone while they were doing this test.

c) Then, as all the conditions above had been fulfilled, the participants of this study are able to read the text are given and classification true or false statement according to the text. They are given 10 minutes to finished the questions.

d) After the written test is finished, the students submit on the desk.

e) Finally, the researcher is collecting of data of tabulating and analyzing with statistical calculating method.

F. Technique of The Data Collection

In this research, there are two techniques are utilized to obtain the data. The researcher is going to present of the data collection:

1. Test.

According to Ary (2010:201) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test from researcher is to know the achievement of students.
2. Documentation

Documentation research is a wide range of written materials can produce information. These can be particularly useful in trying to understand the philosophy of an organization as may be required in ethnography. They can include mission statement, annual reports, websites, series of letters or emails (Hancock, 2009:19). The researcher has applied this method to collect the data about the profile of school, the student’s profile, and the syllabus. Those data have benefits for completing and processing the analysis in this research.

G. Technique of The Data Analysis

In order to conduct a good arrangement, the researcher uses a statistic formula to find out the relation between students reading comprehension and students skimming skill.

1. Calculating the average score of students reading comprehension

\[ M_x = \frac{\sum x}{N} \]

Notes :

\( M_x \) = The mean of students reading comprehension (X)
\( \sum x \) = Sum of variable students reading comprehension (X)
\( N \) = Number of Subject
2. Calculating students skimming skill

\[ M_Y = \frac{\sum y}{N} \]

Notes :

\( M_Y \): The mean of students skimming skill (Y)

\( \sum y \): Sum of students skimming skill (Y)

\( N \): Number of Subject

3. Product Moment Correlation Analysis

To analysis the data in this research, the researcher uses product moment analysis. The researcher uses the following formula to find out the correlation between students reading comprehension and students skimming skill:

\[
r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}
\]

Notes :

\( r_{xy} \): Correlation coefficient

\( N \): The total of sample participating in this study

\( \sum xy \): The total score of students’ reading comprehension

\( \sum y \): The total score of students’ skimming skill

\( \sum x \): The total of multiple score of students’ reading comprehension
and students skimming skill

$\sum x^2$: The total of square score of students’ reading comprehension

$\sum y^2$: The total of square score of students’ skimming skill

The data was analyzed through some steps as follows:

1. Determining the scores of $N$, $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, and $\sum y^2$;

2. Determining and calculating the scores of $r_{xy}$ using Product moment correlation formula;

3. Interpreting the scores of $r_{xy}$ using the Table 3.1 below:

   **Table 3.3
Table of $r$ Score Interpretation**

<table>
<thead>
<tr>
<th>The $r$ score scale</th>
<th>Interpretation of $r$ correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.800—1.00</td>
<td>High correlation</td>
</tr>
<tr>
<td>0.600—0.800</td>
<td>Sufficient correlation</td>
</tr>
<tr>
<td>0.400—0.600</td>
<td>Fair correlation</td>
</tr>
<tr>
<td>0.200—0.400</td>
<td>Low correlation</td>
</tr>
<tr>
<td>0.000—0.200</td>
<td>Very low correlation</td>
</tr>
</tbody>
</table>

4. Interpreting and comparing the scores of $r_{xy}$ based on the significant standard 5% and 1%;

5. Drawing conclusion based on the interpretation of $r_{xy}$.

The formula above is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis accepted in this research. The
result computation indicates whether there is any correlation between two variables or not.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the result of the study. It is discusses the research findings which includes data presentation and data analysis of the students reading comprehension and students skimming skill, and also discussion which concerning to the students reading comprehension and students skimming skill.

A. Research Findings

1. Data Presentation

In order to get the necessary data related to the two variables in this study that were “students reading comprehension and students skimming skill”. The researcher gave the test to the students of the eight grade students of SMPN 1 Pringapus, academic year 2016/2017. The researcher took 32 students as the sample to represent the population. The presentation data of both instrument can be seen as follows :

a. Description of students reading comprehension

To find out the students reading comprehension, the researcher collected the data by conducting multiple choice test gave it to the students. The multiple choice test here consist of 20 (twenty) questions. To give the score of the answer, the researcher gave 4(four) options A, B, C, or D. The researcher gave 100 point for answer. The highest score was 100 points, and the lowest level score was 20 points.
After scoring the multiple choice test, the researcher presented score list of test as follows:

**Table 4.1**

The score of reading comprehension (X) for the eight grade students of SMPN 1 Pringapus

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>80</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>90</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>70</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>80</td>
</tr>
<tr>
<td>10.</td>
<td>J</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>K</td>
<td>90</td>
</tr>
<tr>
<td>12.</td>
<td>L</td>
<td>90</td>
</tr>
<tr>
<td>13.</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>14.</td>
<td>N</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>O</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16.</td>
<td>P</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>Q</td>
<td>70</td>
</tr>
<tr>
<td>18.</td>
<td>R</td>
<td>50</td>
</tr>
<tr>
<td>19.</td>
<td>S</td>
<td>70</td>
</tr>
<tr>
<td>20.</td>
<td>T</td>
<td>80</td>
</tr>
<tr>
<td>21.</td>
<td>U</td>
<td>80</td>
</tr>
<tr>
<td>22.</td>
<td>V</td>
<td>80</td>
</tr>
<tr>
<td>23.</td>
<td>W</td>
<td>60</td>
</tr>
<tr>
<td>24.</td>
<td>X</td>
<td>70</td>
</tr>
<tr>
<td>25.</td>
<td>Y</td>
<td>60</td>
</tr>
<tr>
<td>26.</td>
<td>Z</td>
<td>60</td>
</tr>
<tr>
<td>27.</td>
<td>AA</td>
<td>80</td>
</tr>
<tr>
<td>28.</td>
<td>BB</td>
<td>90</td>
</tr>
<tr>
<td>29.</td>
<td>CC</td>
<td>80</td>
</tr>
<tr>
<td>30.</td>
<td>DD</td>
<td>80</td>
</tr>
<tr>
<td>31.</td>
<td>EE</td>
<td>90</td>
</tr>
<tr>
<td>32.</td>
<td>FF</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total score ( $\sum$ )</td>
<td>2330</td>
</tr>
<tr>
<td></td>
<td>Max. score</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Min. score</td>
<td>50</td>
</tr>
</tbody>
</table>
From the data above, it can be seen that the total score of students reading comprehension was 2330 with maximum score was 90 and the minimum score was 50.

b. **Description of students skimming skill**

To find out students skimming skill, the researcher collected the data which is gotten from the result of true or false questions test. Here, the researcher presented the list of the skimming score as above:

**Table 4.2**

**The score skimming skill (Y) for the grade students of SMPN 1 Pringapus**

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>90</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>90</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>90</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>70</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10.</td>
<td>J</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>K</td>
<td>90</td>
</tr>
<tr>
<td>12.</td>
<td>L</td>
<td>90</td>
</tr>
<tr>
<td>13.</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>14.</td>
<td>N</td>
<td>80</td>
</tr>
<tr>
<td>15.</td>
<td>O</td>
<td>60</td>
</tr>
<tr>
<td>16.</td>
<td>P</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>Q</td>
<td>50</td>
</tr>
<tr>
<td>18.</td>
<td>R</td>
<td>60</td>
</tr>
<tr>
<td>19.</td>
<td>S</td>
<td>80</td>
</tr>
<tr>
<td>20.</td>
<td>T</td>
<td>80</td>
</tr>
<tr>
<td>21.</td>
<td>U</td>
<td>80</td>
</tr>
<tr>
<td>22.</td>
<td>V</td>
<td>90</td>
</tr>
<tr>
<td>23.</td>
<td>W</td>
<td>80</td>
</tr>
<tr>
<td>24.</td>
<td>X</td>
<td>80</td>
</tr>
<tr>
<td>25.</td>
<td>Y</td>
<td>60</td>
</tr>
<tr>
<td>26.</td>
<td>Z</td>
<td>70</td>
</tr>
<tr>
<td>27.</td>
<td>AA</td>
<td>70</td>
</tr>
<tr>
<td>28.</td>
<td>BB</td>
<td>90</td>
</tr>
<tr>
<td>29.</td>
<td>CC</td>
<td>80</td>
</tr>
<tr>
<td>30.</td>
<td>DD</td>
<td>80</td>
</tr>
</tbody>
</table>
From the data above, it can see that total score of students skimming skill was 2420 with the maximum score was 90 and the minimum score was 50.

2. Data Analysis

a. Analysis of the students reading comprehension

From the data of students reading comprehension score stated in the score of multiple choice test above, the researcher analyzed the mean of variable X “students reading comprehension” by using Mean formulation as below:

\[ M_X = \frac{\sum x}{N} \]

Based on the data presented, the calculation was as follow:

\[ M_X = \text{Mean of variable X} \]

\[ \sum x = 2330 \]

\[ N = 32 \]

\[ M_X = 72.8125 \approx 73 \]
The result of calculation above showed that mean score was 73

Table 4.3

The analysis of level measurement of students reading comprehension test

<table>
<thead>
<tr>
<th>Interval</th>
<th>$F$</th>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>5</td>
<td>Very good</td>
<td>16%</td>
</tr>
<tr>
<td>66-85</td>
<td>18</td>
<td>Good</td>
<td>56%</td>
</tr>
<tr>
<td>46-65</td>
<td>9</td>
<td>Enough</td>
<td>28%</td>
</tr>
<tr>
<td>26-45</td>
<td></td>
<td>poor</td>
<td>0%</td>
</tr>
<tr>
<td>Under 25</td>
<td></td>
<td>Very poor</td>
<td>0%</td>
</tr>
<tr>
<td>$\Sigma$</td>
<td>32</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

$f =$ frequency of the score

From the counting above, it is able to be seen that reading comprehension for the eighth grade students of SMPN1 Pringapus is varieties. There are 16% or 5 students get very good categorization with score between 86-100. 56% or 18 students get good categorization with score between 66-85. 28% or 9 students get enough categorization with score between 46-65. So that, it is able to be concluded that the reading comprehension of the eight grade students of SMPN 1 Pringapus is good.
b. Analysis of students skimming skill

From the data of students skimming skill score stated in the table, the researcher analyzed the mean of variable Y “students skimming skill” by using Mean formula as below:

\[ M_X = \frac{\sum X}{N} \]

Based on the data presented, the calculation was as follow:

\[ M_X = \frac{\sum X}{N} \]

\[ = \frac{2420}{32} \]

\[ = 75.625 \approx 76 \]

The result of calculation above showed that mean score was 76.

Table 4.4

The analysis of level measurement of students skimming skill test

<table>
<thead>
<tr>
<th>Interval</th>
<th>F</th>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>8</td>
<td>Very good</td>
<td>25%</td>
</tr>
<tr>
<td>66-85</td>
<td>17</td>
<td>Good</td>
<td>53%</td>
</tr>
<tr>
<td>46-65</td>
<td>7</td>
<td>Enough</td>
<td>22%</td>
</tr>
<tr>
<td>26-45</td>
<td></td>
<td>poor</td>
<td>0%</td>
</tr>
<tr>
<td>Under 25</td>
<td></td>
<td>Very poor</td>
<td>0%</td>
</tr>
<tr>
<td>( \Sigma )</td>
<td>32</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the counting above, it is able to be seen that skimming skill of the eight grade students of SMPN 1 Pringapus is varieties. There are 25% or 8 students get very good categorization with score between 86-100, 53% or 17 students get good categorization with score between 66-85, 22% or 7 students get enough categorization with score between 46-65. So that, it is able to be concluded that the skimming skill of the eight grade students of SMPN 1 Pringapus is good.

c. Analysis on the Correlation between students reading comprehension and students skimming skill

in this study, to interpret the result of this research, the researcher used statistical method, in which the data was analyzed by using Pearson Product Moment Formula. Variable X was used to represent the score of students reading comprehension and variable Y used to represent the score of students skimming skill. Then, hypothesis will be tasted by using Pearson Product Moment Coefficient Correlation.

Before analyzing the data, the researcher presented the description of the correlation below:
Table 4.5

The correlation between students reading comprehension and students skimming skill.

<table>
<thead>
<tr>
<th>Participants</th>
<th>X</th>
<th>Y</th>
<th>$X^2$</th>
<th>$Y^2$</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>50</td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>70</td>
<td>3600</td>
<td>4900</td>
<td>4200</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>90</td>
<td>6400</td>
<td>8100</td>
<td>7200</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>70</td>
<td>2500</td>
<td>4900</td>
<td>3500</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>60</td>
<td>3600</td>
<td>3600</td>
<td>3600</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td>90</td>
<td>6400</td>
<td>8100</td>
<td>7200</td>
</tr>
<tr>
<td>7</td>
<td>90</td>
<td>90</td>
<td>8100</td>
<td>8100</td>
<td>8100</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>70</td>
<td>4900</td>
<td>4900</td>
<td>4900</td>
</tr>
<tr>
<td>9</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
<td>6400</td>
</tr>
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<td>10</td>
<td>70</td>
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<td>11</td>
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<td>13</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
<td>6400</td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
<td>5600</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>60</td>
<td>3600</td>
<td>3600</td>
<td>3600</td>
</tr>
<tr>
<td>16</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
<td>6400</td>
</tr>
<tr>
<td>17</td>
<td>70</td>
<td>50</td>
<td>4900</td>
<td>2500</td>
<td>3500</td>
</tr>
<tr>
<td>18</td>
<td>50</td>
<td>60</td>
<td>2500</td>
<td>3600</td>
<td>3000</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
<td>5600</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
<td>6400</td>
</tr>
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<td>21</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
<td>6400</td>
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<tr>
<td>22</td>
<td>80</td>
<td>90</td>
<td>6400</td>
<td>8100</td>
<td>7200</td>
</tr>
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<td>23</td>
<td>60</td>
<td>80</td>
<td>3600</td>
<td>6400</td>
<td>4800</td>
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<td>24</td>
<td>70</td>
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<td>4900</td>
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</tr>
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<tr>
<td>26</td>
<td>60</td>
<td>70</td>
<td>3600</td>
<td>4900</td>
<td>4200</td>
</tr>
</tbody>
</table>
From the table above, the correlation between two variables can be calculated by using the Pearson Product Moment formula as follows:

\[
    r_{xy} = \frac{N \sum_{xy} - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}
\]

\(r_{xy}\): Correlation between variable X and variable Y

\(N\) : 32

\(\sum_{xy}\) : 179800

\(\sum y\) : 2420

\(\sum x\) : 2330

\(\sum x^2\) : 174300

\(\sum y^2\) : 187600

\[
    r_{xy} = \frac{32.179800 - (2330)(2420)}{\sqrt{32.174300 - (2330)^2}(32.187600 - (2420)^2)}
\]
This is the result of the calculation from the data derived from variable X and Y. After the score \( r_{xy} \) is obtained, it is compared with the score of \( r \) table (rt) with degrees of significance 5% and 1% as follows:

\[
\frac{5753600 - 5638600}{\sqrt{(5577600 - 5428900)(6003200 - 5856400)}}
\]

\[
= \frac{115000}{\sqrt{148700(146800)}}
\]

\[
= \frac{115000}{\sqrt{21829160000}}
\]

\[
= \frac{115000}{147746.94582}
\]

\[
= 0.778
\]

3. Discussion (Testing Hypothesis and Interpretation)

1. Testing hypothesis

This study is to answer the following hypothesis:
a. Null hypothesis (Ho) : there is no any significant relationship between students reading comprehension and students skimming skill.

b. Alternative hypothesis (Hₐ) : there is any significant relationship between students reading comprehension and students skimming skill.

And the statistical hypothesis as follows :

a. Ho : \( \rho = 0 \) or if \( r_{xy} < r_t \), H₀ is accepted, and Hₐ is rejected.

b. Hₐ : \( \rho \neq 0 \) or if \( r_{xy} > r_t \), Hₐ is accepted, and H₀ is rejected.

Based on the research findings on this study, the calculation of \( r_{xy} \) is 0.778 and the score of df is 30. Then, the score \( r_{xy} \) is compared with the degree of significance 5% which shows that with the df = 30, the \( r_t \) score which obtained is 0.361, therefore, \( r_{xy} > r_t \). Meanwhile, the score \( r_{xy} \) is compared with the degree of significance 1% which shows that with the df =30, the \( r_t \) score which obtained is 0.463, therefore, \( r_{xy} > r_t \). It caused the H₀ (Null Hypothesis) is rejected and Hₐ (Alternative Hypothesis) is accepted. It means there is a significance correlation between students reading comprehension and students skimming skill in the research of the eight grade students of SMPN1 Pringapus in academic year 2016/2017.

2. Interpretation

This study, the researcher interpret the correlation by applying the index of correlation. The interpretation about the rate of the correlation coefficient is formed by certain rule, are as follow :
Table 4.6

Table of $r$ score interpretation

<table>
<thead>
<tr>
<th>The $r$ score scale</th>
<th>Interpretation of $r$ correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.800—1.00</td>
<td>High correlation</td>
</tr>
<tr>
<td>0.600—0.800</td>
<td>Sufficient correlation</td>
</tr>
<tr>
<td>0.400—0.600</td>
<td>Fair correlation</td>
</tr>
<tr>
<td>0.200—0.400</td>
<td>Low correlation</td>
</tr>
<tr>
<td>0.000—0.200</td>
<td>Very low correlation</td>
</tr>
</tbody>
</table>

Based on the computation, it show that value of $r_{xy} = 0.778$. is going to be categorized by using coefficient correlation criteria above. It show that 0.778 is classified interval $0.600 – 0.800$ in the indexes of correlation is Sufficient correlation.

From the research findings, it was found that the students reading comprehension and students skimming skill gave good effect. Moreover, comprehension and skimming is an absolute necessity in reading.
CHAPTER V

Conclusion and Suggestion

A. Conclusion

Based on the previous discussion and the result of the research, the researcher concludes that:

1. The average score of Reading Comprehension for the eighth grade students of SMPN 1 Pringapus in the academic year 2016/2017 is very good. It showed about 56% or 18 students get the score between the ranges of 66-85. It is able to be concluded that the score is categorized in good.

2. The average score of skimming skill for the eighth grade students of SMPN 1 Pringapus in the academic year 2016/2017 is good. It showed about 53% or 17 students get the score between the ranges of 66-85. It is able to be concluded that the score is categorized in good.

3. Yes, there is a significance correlation between students reading comprehension (X) and students skimming skill (Y) for the eighth grade students of SMPN 1 Pringapus in the academic year 2016/2017. It is obtained the result of multiplication by using pattern of product moment correlation. The correlation score is 0.778. It is able to be shown in the index correlation. The index is 0.600 – 0.800. It is able
to be concludes that the good and the poor comprehend correlate with the good and poor skimming skill.

B. Suggestion

Based on the conclusions above, it is able to be delivered some suggestions related to teaching and learning of skimming skill as well as reading comprehension at going to:

a. English teachers

English teachers are expected can teaching about skimming for students in order to they can get information quickly.

b. Students

For the eighth grade of SMPN 1 Pringapus in the academic year 2016/2017 are expected to more quickly understanding about what they read.

c. School

The school, SMPN 1 Pringapus is expected and suggested to to increase the quality of the educators’ works. They may provide the students with knowledge and guide them well and maximally.
References


Mubarok, Mun’im. 2011. “*The effectiveness of skimming in pre reading activity of the second year student of Mts NU Salatiga in the academic year 2009/2010.*” Salatiga: English Department of Educational Faculty State Institute for Islamic Studies (STAIN).


APPENDICES
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Pipit Puspitasari  
**NIM:** 113-12-106  
**Dosen Pembimbing:** Hanung Triyoko, M.Hum, M.Ed  
**Judul Skripsi:** Correlation between Students Reading Comprehension and Students Skimming Skill at the Second Grade Students of SMPN 1 Pringapus in the Academic Year of 2016/2017

<table>
<thead>
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<th>NO</th>
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<th>Catatan Pembimbing</th>
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<td>6 Feb 2017</td>
<td>Proposal</td>
<td>POROD</td>
<td>Sp</td>
</tr>
<tr>
<td>2</td>
<td>18 Mei 2017</td>
<td>Chapter I</td>
<td>Chapter II</td>
<td>JK</td>
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<td>JK</td>
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</tr>
</tbody>
</table>

Pembimbing  
Hanung Triyoko M.Hum, M.Ed  
19730815 199903 1003
VISI DAN MISI SEKOLAH

VISI

“BERBUDI PEKERTI LUHUR, TERAMPIL,
BERBUDAYA DAN BERPRESTASI”

Visi tersebut mencerminkan profil dan cita-cita sekolah yang diharapkan terwujud dalam indikator sebagai berikut:

a. Terselenggaranya Aktivitas Keagamaan dan tata krama sosial

b. Terampil dalam berbagai kegiatan akademik dan non akademik

c. Terwujudnya sekolah yang berbudaya

d. Terselenggaranya pembelajaran dan bimbingan secara efektif dan efisien untuk menumbuhkan semangat berprestasi.
MISI

1. Menumbuhkan penghayatan dan meningkatkan pengamalan terhadap ajaran agama yang dianut
2. Menumbuhkan sikap perilaku yang santun dan memiliki budi pekerti yang luahir
3. Menyediakan dan menyelenggarakan wahana pembinaan ketrampilan, seni, olah raga ilmu pengetahuan dan teknologi secara terencana dan berkesinambungan
4. Memupuk dan mengembangkan bakat seni dalam rangka pelestarian budaya daerah dan nasional.
5. Menumbuhkembangkan budaya tertib, disiplin, bersih, dan semangat belajar kepada seluruh warga sekolah.
6. Menyelenggarakan pembelajaran dan bimbingan secara efektif dan efisien untuk mengoptimalkan potensi akademik yang dimiliki siswa.
7. Menumbuhkan semangat berprestasi dan keunggulan pada seluruh warga sekolah sehingga dapat memperkuat daya saing kompetitif.
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DECLARATION AND PERMISSION FOR PUBLICATIONS

I have been marked bellow:

Name       : Pipit Puspitasari
NIM        : 113-12-106
Faculty    : Teacher Training and Education Faculty
Department : English Education Department

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The Researcher

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