IMPROVING STUDENTS' READING

COMPREHENSION USING SKIMMING TECHNIQUE

ON READING MATERIAL

A THESIS

Submitted to the Faculty of Cultural Science of Hasanuddin University in partial fulfillment of requirement To Obtain Sarjana Degree in English Department

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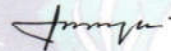
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THESIS

IMPROVING STUDENTS' READING COMPREHENSION USING
SKIMMING TECHNIQUE ON READING MATERIAL

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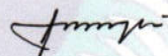
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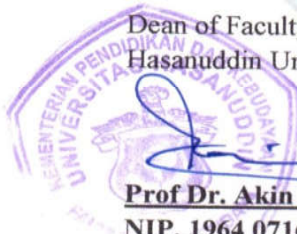Dean of Faculty of Cultural Sciences
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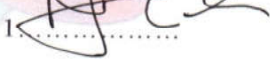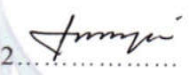NIP. 1960 1231 1986 01 1071
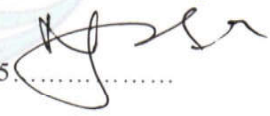
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Today, Friday 14 August 2020, the Board of Thesis Examination has kindly approved a thesis by **NURRAHMA INDAH** (No. F21113325) entitled, **IMPROVING STUDENTS' READING COMPREHENSION USING SKIMMING TECHNIQUE ON READING MATERIAL** submitted in fulfilment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 14 August 2020

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The thesis by NURRAHMA INDAH (No. F21113325) entitled, IMPROVING STUDENTS' READING COMPREHENSION USING SKIMMING TECHNIQUE ON READING MATERIAL. Has been revised as advised during examination on 14 August 2020 and approved by the board of Undergraduate Thesis Examiners:

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Bismillahirrahmanirrahim...

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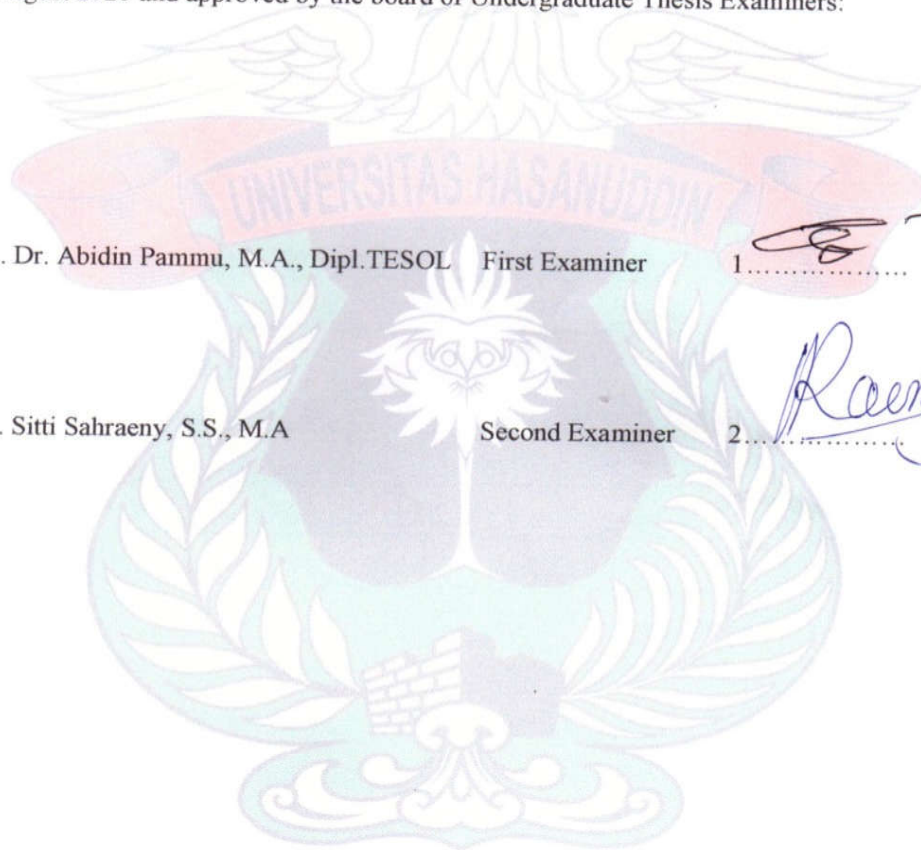It cannot be denied that there were so many challenges faced by me in finishing this thesis. However, Allah the Most Gracious sending me many people that encouraged and helped me to complete this thesis. Therefore, I would like to express my sincere gratitude to those people whom the names are mentioned below :

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Finally, the writer realizes that this thesis is still far from being perfect, therefore any suggestions or critics will be very much appreciated for the improvement of this writing.

Makassar, August 2020

The Writer

ABSTRACT

NURRAHMA INDAH. *Improving Students' Reading Comprehension Using Skimming Technique on Reading Material* (Supervised by **Dra. Nadira Mahaseng, M.Ed. dan Dra. Francisca E. Kapoyos, M.Hum.**).

The writing of this thesis aims to describe how skimming technique can help students improve their reading skills. The research was held in Junior High School of Cokroaminoto Tamalanrea Makassar, Where the samples were selected from The Third Year Students of 2020.

In this research, the writer used the qualitative research with an experimental class that consists of pre-test, treatment and post-test. Reading materials used at pre-test and post-test are not same. Students are required to read the text by using one to one method and answer the questions found in the reading material. After that, the author transcribed the learning result and analyzed them.

To see if the treatment performed has an influence on students' reading comprehension. The writer compared the average value of the pre-test, treatment and post-test. Data analysis results show that students' ability in reading comprehension increased after treatment during four meetings. The average value of students' reading comprehension each increased by 48, 47.6 and 86.4. Thus, it can be concluded that. Students' Reading Comprehension Using Skimming Technique on Reading Material is improved.

ABSTRAK

NURRAHMA INDAH. *Improving Students' Reading Comprehension Using Skimming Technique on Reading Material* (Dibimbing oleh **Dra. Nadira Mahaseng, M.Ed.** dan **Dra. Francisca E. Kapoyos, M.Hum.**).

Penulisan skripsi ini bertujuan untuk menggambarkan bagaimana teknik skimming dapat membantu siswa meningkatkan kemampuan membaca mereka. Penelitian ini dilaksanakan di SMP Cokroaminoto Tamalanrea Makassar, dimana sampelnya diambil dari Siswa Tahun Ketiga 2020.

Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan eksperimental class yang terdiri dari pre-test, treatment dan post-test. Bahan bacaan yang digunakan saat pre-test dan post-test tidak sama. Siswa diminta untuk membaca teks dengan menggunakan metode *one to one* dan menjawab pertanyaan yang terdapat pada bahan bacaan. Setelah itu, penulis mentranskripsikan hasil belajar siswa tersebut dan menganalisanya.

Untuk melihat apakah treatment yang dilakukan memiliki pengaruh terhadap pemahaman bacaan siswa. Penulis membandingkan nilai rata-rata pre-test, treatment dan post-test. Hasil analisis data menunjukkan bahwa kemampuan pemahaman membaca siswa meningkat setelah dilakukan treatment selama empat pertemuan. Nilai rata-rata pemahaman bacaan siswa masing-masing meningkat sebesar 48, 47.6 dan 86.4. Dengan demikian dapat disimpulkan bahwa Pemahaman Membaca Siswa Menggunakan Teknik Skimming pada Bahan Bacaan dapat ditingkatkan.

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CHAPTER I

INTRODUCTION

A.   Background

English is one of the International languages in the world and it is a tool for human to communicate their idea, thought, and feeling. It has been very important role because this is particularly used in almost all of countries as international language. In Indonesia, English is one of the subjects that must be learned by students, in every level from the Elementary School until the University. It says that English is learnt for all level of Education in Indonesia. There are four basic language skills that should be mastered well by students, such as reading, writing, listening, and speaking.

Reading has a very important role in Indonesia for higher education as one of Language Skills. A reader should comprehend the reading for certain purposes. However, this needs some practical and suitable methods. Reading needs comprehension to understand the context and get the new information of the texts. Reading comprehension is defined as the level of understanding of a text. The understanding comes from the interaction between the words which and how they trigger knowledge outside the text. There are many advantages from reading such as increase the knowledge, information, education, reference, memory improvement, improve focus

and concentration, stronger analytical thinking skills, stress reduction, tranquility and other.

In reading, there must be a technique which can help them to read effectively and efficiently. Those techniques are scanning and skimming. Scanning is a fast reading and one of the techniques to find specific information such as subject, methodology, names, or other easily identifiable data within a text while ignoring its broader meaning. It searches for keywords or ideas in written text. Meanwhile, skimming is one of the techniques to identify main idea in the text such as topic, subject, title, supporting idea, purpose, and passage. Skimming will often help to keep informed in their general field of interest without taking the time that average would.

According to Alderson & Urguhart "The reading comprehension process focuses on three elements: The text being read, the background knowledge possessed by the reader, and contextual aspects". He suggests that background knowledge is a helpful tool when a person confronts a text since he can reorganize his knowledge and put it together better. To comprehend a reading it is necessary that the reader can extract the key words in order to capture the whole sense of the text.

The process of reading is very important because it helps to develop thought and active cognitive processes such as inferring, categorizing, arguing, predicting, etc. There are different techniques to make the reading process more effective. For this project we concentrated on the skimming

technique. Synthesizing Grellet's claims, the skimming technique has basic characteristics. It is an activity which requires an overall view of the text in order to find the general contents and ideas of the written material. Also, skimming is going through the reading material quickly to find out how it is organized or to get an idea of the intention of the writer.

Skimming is a form of rapid reading or speed reading and it is about looking through a text quickly to get the general idea or the gist. It works best with non-fiction or factual material, as this type of content is the one that usually has a better layout and formatting for us to extract information from. Like everything else, skimming is a skill, and we can actually get better at it. That will then allow us to reduce the time necessary to go through the material. It can also help with the overall comprehension of a subject, as it is often used together with actual studying more on that in a second. What we need to keep in mind, though, is that by just skimming through a text, our comprehension will be lower. It is impossible to beat actually reading the text fully. If we feel like we've comprehended the content, we probably are still reading too much of the material. In order to skim successfully and effectively, the speed must be fast, the comprehension relatively low, but we need to feel like we grasp the concepts included in the skimmed material. In fact, skimming is a technique heavily based on the concept of the 80/20 rule.

Comprehension skills are fundamental to language fluency and are necessary for students' success. They are a part of every subject the student

learns, and these skills are imperative to his or advancement in school. Strong comprehension skills are required to excel in standardized state testing as well as placement testing for middle school, high school, and college. Many tests have reading portions specifically written to evaluate comprehension skills. Therefore, it is important to make sure the student feels comfortable and confident with reading comprehension, and that he or she practices these skills frequently and continuously throughout every level of school.

The benefits that result from well-developed comprehension skills are endless. Reading comprehension skills will help the students not only in English class but in all areas of academic study. They translate into real-world abilities and critical thinking, which are valuable skills the student needs to be successful in both academic and professional settings. Comprehension skills acquired early in life and practiced often and refined throughout grade school and high school will ensure the students' success in college and in his or her future career.

This research was implemented by the researcher name was Andi Asmawati applied quasi experimental design in THE EFFECTIVENESS OF SKIMMING – SCANNING STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMK DARUSSALAM MAKASSAR . The subject of the research was the second grade students of SMK Darussalam Makassar. The data collected were the students' reading achievement through test (pretest

and posttest). This research was divided into two groups, experimental and control group, the groups consisted of 28 and 27 students, respectively. The result of the data analysis showed that t-test was higher than t-table (6.373>2.000) or P-value (Sig.) was smaller than alpha (0.000 < 0.05). It meant that mean score of the experimental group was higher than the control group.

According to the English teacher in Junior High School of Cokroaminoto Tamalanrea Makassar, the writer found that the development of students in the ability to read did not show the significance of improvement, viewed from their daily life and from the results of reading tests provided. And also students still have difficulty to understanding the subject matter and require the teacher to continue to repeat

Based on the explanation above the writer is interested to doing a research entitle **"Improving Students' Reading Comprehension Using Skimming Technique on Reading Material"**

B.   Identification of the Problems

Based on the explanation elaborated above, the writer formulated the problem as follows:

1. The students had a low achievement / insignificancy in reading comprehension, which consists of identifying main idea, finding specific information, finding references, making inferences and understanding vocabularies.

2. The students were rarely taught the technique of skimming. They learn using jigsaw, small group discussion and discovery learning.

3. The students failed to apply the optimal skimming technique to gain sufficient reading comprehension since they were not given the opportunities to apply this technique appropriately so they are not able to answer the questions properly and/or making a brief summary of the text.

C.   Scope of the problem

The scope of this research is improving students' reading comprehension using skimming technique on reading material at the third year student of Junior High School of Cokroaminoto Tamalanrea Makassar. In this research, the writer will limit the problems from the identification of the problem as follows:

1. The students who had a low achievement / insignificancy in reading comprehension.

2. The students who failed to apply the optimal skimming technique to gain sufficient reading comprehension since they were not given the opportunities to apply this technique appropriately.

D.   Research Question

In this research, the writer tries to figure out:

1. Is reading comprehension improving after being taught through the skimming technique in reading material?

2. How is the students' result after being taught through the skimming technique in reading material?

E. Objectives of Research

1. To find out the reading comprehension that improved after being taught through the skimming technique in reading material.

2. To describe how the students' results that after being taught through the skimming technique in reading material.

F. Significances of the research

There are two significances of this research, such as theoretically and practically. Theoretically, the result of this research may give the contribution and support for the previous research concerning the use skimming technique in improving students' reading comprehension in reading material. Practically, this research can be useful for English teachers to implement the skimming technique to improve the students' reading comprehension in reading material.

CHAPTER II

THEORETICAL REVIEW

A. Previous Studies

This chapter aims to provide literature review of the research. A previous study was needed as a material consideration of this research, as well as supporting material for the formation theoretical framework. Based on this part, the writer would like to present various term and thesis that are relative and helpful to this analysis. They are:

- Sukriah Safitri (2014). The title of her research was **"*Improving Students' Reading Comprehension Using Picture-Sequences"*.** In her writing, she focused on the improving students' reading comprehension abilities in learning English using picture-sequences. Based on the research, she found out that pictures are effectively to improve students' reading comprehension in Junior high school.

- Lely Visal (1989). The title of her research was **"*The Student Reading Proficiency in English (A Case Study at SMA Frater in Ujung Pandang)".*** In her writing, she focused on reading proficiency and the factors of students in learning reading comprehension subjects.

- Rahmansyah Nawawi (2014). The title of his research was **"*The effect of reading strategy on students reading comprehension of SMA Negeri 1 Soppeng Riaja".*** In his writing, he focused on the effective reading strategy that students apply in improving reading comprehension based on the research, he found the factor that can

improve students' reading comprehension for student of Senior high school at second grade.

The three researches are valuable, because the studies gave some references about reading comprehension to this writing. Besides, from the researches, the writer found out comparison of students comprehension in different object (Junior High School), kind, time, and place.

Based on the study above, the research focuses on improving students' reading comprehension using skimming technique on reading material. The object of this research is the third year students of Junior High School of Cokroaminoto Tamalanrea Makassar.

B. Literature Review

In this chapter, the writer would explain some definitions and theories related to the topic of the study. Such as:

1. Definition of reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material. Reading also engages human brain, emotions, and beliefs as Weaver (2009) stated that "Reading is

a process which is very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it."

Reading is very important activity for students in their learning process. Learning to read by the students is using familiar letters until students able to read every words, clauses, and sentences fluently and clearly. The students need a proper understanding of reading comprehension. Therefore, they can get the passage from reading correctly.

a) The purposes of reading

Basically, the purposes why the students read are for pleasure, reference, or information. According to Grellet (1981) divided two main reasons for reading, such as

1). Reading for pleasure. It is done to obtain information out of the text as much as possible for pleasure, needing extensive reading skills, e.g. reading a novel;

2). Reading for information (in order to find out something or in order to do something with the information). It is relevant to reading academic text in order to get the general idea of what the text about by skimming.

b)   Why do we read?

According to Keith Johnson (1981:87), we read in order to obtain information which is presented in the written form, but by nature of the information so obtained requires more explicit definition. He further explains "by referential (factual), affective, or emotional. The first, we read reference material in order to obtain factual information with operating on our environment. e.g. a set of instructions on how to use a piece of equipment.

Secondly, we read material as a way of developing our own intellectual skills, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of a series of operations, e.g. making proposal for project. Thirdly, we read for emotional gratification of spiritual enlightenment, e.g. for pleasure or self-environment.

Reading is carried out for purposes the other that reading of language itself. Basically, the purpose why someone reads is for pleasure, reference, or information.

c)   Types of reading test

Types of reading test are divided into 5 types, there are:

1) Sight word reading: reading words of increasing difficulty until they become unable to read or understand the words presented to them.

2) Non-word reading: reading lists of pronounceable nonsense words out loud. The difficulty is increased by using loud.

3) Reading comprehension: a passage is presented to the reader, in which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage.

4) Reading fluency: the rate with which individuals can name words.

5) Reading accuracy: the ability to correctly name a word on a page.

Some tests incorporate several of the components above at once. Reading comprehension is different from the other type of reading test because reading comprehension uses to know students' reading comprehension about the text, not students' knowledge about the number of words in the text. (Wikipedia, 2012)

2. Reading comprehension

According to F. Dubim, D.E Eskey and W. Grabe (1986), Comprehension means understanding the meaning or the point of a topic and more specific explanation and comprehension relating what

we do not know or new information, which is not random collection of facts but a theory of a world in each of our head. Reading with comprehensions means to understand what has been read.

In understanding a reading text, the reader first senses the overall meaning, then segments the passage into the smaller units of specific information and finally reaches a level of knowledge in the second language. Reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relation among the ideas. (Simanjuntak: 1998)

Reading comprehension is defined as the level of understanding of a text. The understanding comes from the interaction between the words that are which and how they trigger knowledge outside the text. (Keith: 2001)

According to Laughed and TOEFL Information Bulletin Indjiwandono (2002:97), the questions in reading comprehension test are about:

1) Main idea
2) Supporting details
3) Inferring meaning
4) Passage structure
5) Author's aim
6) Knowledge about certain vocabulary
7) Definition vocabulary based on the context

3. Aspect of Reading

Nuttal (1985) states that there are five reading skill that the readers should master to comprehend the text profoundly, those are:

a) Identifying Main Idea

Every single paragraph has a main idea, in which it is the gist or conclusion of the whole test. One of the objectives of reading is finding the main idea of a text. It is a common goal in reading instruction or in reading test (Sutarsyah, 2013:173). Moreover, Suparman (2011:233) states that no reading without understanding the main idea. Therefore, identifying the main idea of a text, the students will be able to understand the contents contained the text. By recognizing the main idea, the students will also take a stance whether the reading activity should be read as a whole, or it should not be continued because the contents have been understood. Therefore they will be able to summarize the text effectively. By identifying the main idea, the students will also determine whether the topic of the text is interesting or not.

b) Identifying Details

According to Segretto (2012:12), supporting details provide the readers more information about main idea or subject of main idea of the passage. By recognizing the details of a text, the readers

will be able to see the big picture of the text. Therefore a lot of information that readers can obtains by identifying details of a text.

c) **Finding Reference**

In understanding the text, it is necessary for the readers to understand how the sentences are related. Words like it, they, he, she, his, her, its, that, their, and there refer to other parts of the text. The readers should be able to recognize what those common words refer to. Latullipe in Marsiyah (2019) defines that reference is the words or phrases used either before or after the main subject in the reading material.

d) **Making inference**

Developing inference is coming to a conclusion after considering all the facts; one of comprehension strategies to make conclusion of what is not directly stated in the text based on clues given (Suparman, 2011:233). The readers take clues from the text and combine the clues with their experiences to draw a conclusions and inferences since the texts do not always tell everything to readers.

e) **Understanding Vocabulary**

Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of words meaning and their use, contributes to

reading comprehension and knowledge building. The readers cannot understand a text without knowing what most of the words mean.

4. **Sort of Reading**

Sort of reading comprehensions are divided into 5 types, there are:

a) **Skill**

According to Devies and Whitney (1983: 11), Skill is ability to do something well and expertly as a result of training, practice, or experience. Reading is an active skill that involves guessing, prediction, checking, and asking oneself questions.

b) **Skimming**

According to Brown (2001: 308), skimming is quickly running one's eyes over a text to get fist of it. It means that is reading a text by skimming, students can be asked to say briefly what a text is about, or given specific questions that can be answered by glancing quickly through the text.

c) **Scanning**

According to Brown (2001: 310), scanning is quickly through a text to find particular piece of information. In scanning, exercises are easy to devise: the easiest are those requiring the students to seen for single word.

d) Intensive reading

In intensive reading, learners usually read texts that are more difficult, in terms of content and language, than those used for extensive reading. To help learners make sense of texts that may present a significant challenge in terms of vocabulary, grammar and/or concepts, teachers should focus on reading skills, such as identifying main ideas and guessing the meaning of unfamiliar words from context (Macalister, 2011)

e) Extensive reading

The more you read, the better you read. That is, reading many books that you choose for our self. It will actively promote reading out of class. Class time is always in short supply the mount of reading need to achieve fluency and efficiency is very great. So, the extensive reading can increase the students' knowledge.

Extensive reading, free reading, book flood, or reading for pleasure is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition of vocabulary, it is believed to increase motivation through positive affective benefits. It is believed that extensive reading is an important factor in education. Proponents such as Stephen Krashen (1989) Claims that reading alone will increase encounters with unknown words, bringing learning opportunities by inferencing. The learner's encounters with unknown words in

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specific contexts will allow the learner to infer and thus learn those words' meanings. While the mechanism is commonly accepted as true, its importance in language learning is disputed (Cobb 2007).

5. **Skimming**

Skimming is useful to preview a passage before reading in detail or analyzing the information. Skimming also helps to refresh the memory or understand a passage after detailed reading. Skimming is used to identify specific knowledge or information needed, or as an assessment toll to judge the relevance and use of reading materials. Skimming improved memory for important ideas from a text but did not improve memory of less important details or of inferences made from information within the text.

Adults and students often have a desire to be generally informed in such fields as political affairs or cultural developments and yet they have not the time to read much of the subjects. Skimming will often help to keep them informed in their general fields of interest without taking the time that average reading would.

a) **When skimming**

- Don't read everything but try to skip the text.
- Read the first and last sentences of paragraphs.
- Read the introduction and the summary.

- Read a few examples until you understand the concepts they are meant to illustrate.

b) How to skim?

- Read the title

- Read the subtitle or introduction.

- Read the first sentences of each paragraph.

- Notice any picture, charts, or graphics.

- Read the summary or last paragraph if there is one

c) Guidelines for effective skimming

- Always work as fast as you can. Don't let details slow as you down.

- Always keep in mind your reason for skimming.

- Be flexible when you are skimming. How muuch you skim in a passage depends on your purpose and on the passage.

CHAPTER III

METHODOLOGY

A. Methods of Research

According to Sugiyono (2004) stated that "Methodology refers to ways of obtaining, organizing and analyzing data. Methodology decisions depend on the nature of the research question". In addition, According to Burns and Grove (2003) describes that "Methodology includes the design, setting, sample, methodological limitations and the data collection and analysis technique in a study".

The method of this research is qualitative Research Methods. According to Mary Ainsworth's Strange Situations (1970) used the qualitative method of observations to gather results. This study illustrates reliability because it has been replicated numerous times and the original results have correlated with many later studies including Wartner et al's (1994) study which found that 78% of children were classified in the same way at one and six years old. Qualitative research methods involve exploring and describing a research topic therefore does not have an actual hypothesis because they aren't actually trying to "prove" anything.

The research was qualitative based on the experimental class. The research was carried out to find the result of implementing skimming technique in improving students' reading comprehension. The writer used

one group pretest-posttest design. The research conducted the research to see whether there would be a significant difference of students reading comprehension after being taught using skimming technique.

B.   Library Research

This strategy is to find and organize collection of sources of information needed. In addition to provide materials, research resources typically consist of books from academic publishers, articles on similar topic, thesis, web, and others. It is used to prepare the theories to back up the information on the subject matters of this research.

C.   Method of Collecting Data

In collecting data the writer used the following steps to getting the data.

1.   Interview

The purpose of the research interview was to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Interviews are, therefore, most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants. They are also particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment (P. Gill, K. Stewart, E. Treasure & B. Chadwick,

2008). In this research, the English language teacher will be interviewed mainly about teaching and learning English language process, students' reading comprehension skills and the method used in teaching. The result of the interview will be collected as a supporting data. And this research the writer interviewed the teacher as follows:

No	Questions
1	Could you please introduce yourself?
2	How long have you been teaching in Junior High School Cokroaminoto Tamalanrea Makassar?
3	What are your impressions during teaching English lesson?
4	What techniques are used in teaching English lesson?
5	What are the difficulties faced during teaching English lesson?
6	How is the students' ability in reading comprehension?
7	What are the difficulties encountered in the reading section?
8	Have you ever used a skimming technique in teaching English lesson?
9	What are your suggestions and expectations to the researcher about the title of this study?
10	If the results of this research indicate a high success rate, would you apply this technique after research is completed?

2. Diary Notes

According to Baker (2002) cited in Klingner, Vaughn, and Boardman (2007:31), Observations are an integral part of the assessment process and provide evidence of what children actually do rather than just what they say they do. In this research the writer used observation diary notes to examine students' comprehension on reading material.

3. One to one reading

In this section, the writer analyzed the students' in learning reading using skimming technique at the third year students of Junior High School of Cokroaminoto Tamalanrea Makassar. The data will be collected while the pre-test and post-test conducted. This section is used while reading material and helping the writer to manage time during the treatment.

D. Method of Analyzing Data

In this study, the writer analyzed the data from the results of the test which are given to the third year students of Junior High School of Cokroaminoto Tamalanrea Makassar. There were several steps in analyzing the data, such as:

1.   **Giving Test**

The writer administered the pre-test before learning the skimming technique and the subject was given posttest after treatment in order to gained some data about the improvement students reading comprehension's ability.

2.   **Scoring**

The scoring was following the method suggested by Syah, (2008).

$$Score = \frac{Students\ correct\ answer}{Total\ number\ of\ items}\ X\ 100$$

3.   **Tabulating and classifying**

The students' scores served into the following classification. The writer is classified students' score into five levels using the following criteria.

Scores:

80-100 is classified as excellent

70-79 is classified as good

60-69 is classified as fair

50-59 is classified as poor

0-49 is classified as very poor

(According to Syah, 2008)

4. **Finding the percentage of the students' scores:**

$$P = \frac{F}{N} X\ 100\ \%$$

Where:

P: Percentage

F: Frequency

N: The total number of the students' quence

(According to Anas, 2011:43)

5. **Calculating the mean scores of the students' pre-test and post-test using the following formula**:

$$M = \frac{\Sigma(X)}{N}$$

Where:

M   : Mean Score

$\square$(X)   : The sum of total score

N   : Number of students

(According to Anas, 2011: 81)

After administering the test, the writer analyzed and calculated the students' score by applying the techniques that mentioned in the preceding paragraph.

6. **Calculating the standard deviation of the students' pre-test and post-test using the following formula**:

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{n}}{n-1}}$$

Where:

SD   : Sum of squares

$\square X_1$: The sum of total score

n   : Total number of sample

(Anas, 2011: 260)

After administering the vocabulary test, the writer analyzed and calculated the students' score by applying the techniques that mentioned in the preceding paragraph.

E. **Population and Samples**

This research used of 25 students in Junior High School of Cokroaminoto Tamalanrea Makassar, where there are 13 males and 12 females. With ranged of age around 14 years old (15 students) and 15 years old (10 students).