IMPROVING STUDENTS' READING COMPREHENSION USING SKIMMING TECHNIQUE IN DESCRIPTIVE TEXT: A CASE STUDY AT SMAN 1 PAKUE

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NOVI RAHMAWATI

F041191098

ENGLISH DEPARTMENT

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCE

HASANUDDIN UNIVERSITY

APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1811/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **Novi Rahmawati** (F041191098) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, **8th September 2023**

Approved by

First Supervisor	Second Supervisor
Dra. Marleiny Radjuni, M.Ed.	**Hidayatullah Yunus, S.S., M.Tesol**
NIP.196004091987032001	NIP. 199210072022043000

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program

Prof. Dra. Nasmilah, M.Hum., Ph.D
NIP. 196311031988112001

LEGITIMATION

THESIS

IMPROVING STUDENTS' READING COMPREHENSION USING SKIMMING TECHNIQUE IN DESCRIPTIVE TEXT: A CASE STUDY AT SMAN 1 PAKUE

BY

NOVI RAHMAWATI

Student ID Number: F041191098

It has been examined before the Board of Thesis Examination on **29th September 2023** and is declared to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairman

Dra. Marleiny Radjuni, M.Ed.
NIP.196004091987032001

Secretary

Hidayatullah Yunus, S.S., M.Tesol
NIP. 199210072022043000

Dean of Faculty of Cultural Sciences of Hasanuddin University

Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

Head of English Literature Study Program

Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

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HASANUDDIN UNIVERSITY

AGREEMENT

On 29th September 2023, the Board of Thesis Examination has kindly approved a thesis by Novi Rahmawati (F041191098) entitled *Improving Students' Reading Comprehension Using Skimming Technique in Descriptive Text: A Case Study At SMAN 1 Pakue* submitted in fulfillment one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 29th September 2023

BOARD OF THESIS EXAMINATION

1. Dra. Marleiny Radjuni, M.Ed. — Chairperson (.....)
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3. Dr. Abidin Pammu, M.A., Dipl.TESOL. — Examiner I (.....)
4. Sitti Sahreny, S.S., M.AppLing. — Examiner II (.....)
5. Dra. Marleiny Radjuni, M.Ed. — Supervisor I (.....)
6. Hidayatullah Yunus, S.S., M.Tesol. — Supervisor II (.....)

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DECLARATION

The thesis by Novi Rahmawati (F041191098) entitled *Improving Students' Reading Comprehension Using Skimming Technique in Descriptive Text: A Case Study At SMAN 1 Pakue* has been revised as advised during the examination on 29th September 2023, and is approved by the Board of Undergraduate Thesis Examiners:

1. Dr. Abidin Pammu, M.A., Dipl.TESOL. Examiner I (.....)
2. Sitti Sahraeny, S.S., M.AppLing. Examiner II (.....)

STATEMENT LETTER OF AUTHENTICITY

I, the undersigned,

Name : Novi Rahmawati

ID Number : F041191098

Department : English Literature

Hereby, the writer declares that this thesis entitled:

Improving Students' Reading Comprehension Using Skimming Technique in Descriptive Text: A Case Study at SMAN 1 Pakue

is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for her action.

Makassar, 29th September 2023

The undersigned,

Novi Rahmawati

NIM. F041191098

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First of all, the writer would like to say Alhamdulillahi Robbil ‘Alamin in the deepest gratitude to Allah Subhanahu Wata'ala for His never-ending blessings so that the writer can finish this thesis entitled “Improving Students' Reading Comprehension Using Skimming Technique in Descriptive Text: A Case Study At SMAN 1 Pakue”. Shalawat and greetings always be given to the prophet Muhammad S.A.W. whose wisdom and example of integrity, hard work, and compassion have inspired the writer's to always seek knowledge.

In the process of writing this thesis, the writer faced several obstacles both from within the writer herself and from the external. However, with motivation and action accompanied by prayer, the writer was finally able to complete the writing of this thesis. This thesis would not have been possible without the support, input, and guidance of parties from many individuals. Therefore, the writer would like to express sincere gratitude to:

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The support and presence of many people were invaluable to the writer. The writer would like to express her gratitude to all those whose names cannot be mentioned one by one. The writer realizes that this thesis has many shortcomings due to the limitations of the writer's knowledge and experience. Therefore, the writer openly accepts all forms of criticisms, corrections, and constructive suggestions for the improvement of this thesis. Hopefully, this thesis will be beneficial and useful for all of us in the field of English language learning.

ABSTRACT

Novi Rahmawati, 2023, *Improving Students' Reading Comprehension Using Skimming Teqhnique in Descriptive Text: A Case Study At SMAN 1 Pakue*. (Supervised by **Marleny Rajuni** and **Hidayatullah Yunus**)

Reading ability is needed by the students for facing both semester and national tests of English tested in reading form. So that to answer the question appropriately and quickly, it is really need a strategy. One of very useful strategy is skimming technique. The aims of this research (1) to examine the improvement of students' reading comprehension after being taught through skimming technique in descriptive text and (2) to find out the effect of skimming techniques in improving students' reading comprehension.

This research uses a quantitative method based on the experimental class by one group pretest-posttest design to collect data. There were 23 students of X IPA 6 at SMAN 1 Pakue as the sample for this research. The research results show that skimming technique is very helpful in improving students' reading comprehension at SMAN 1 Pakue. The results are proven quantitatively by the score post-test is highest than pre-test (68.5 > 33.9) and the percentage of the students' scores shows significant improvement from pre-test (29.3%) to post -test (59.3%). On the effectiveness, the skimming technique really has a positive effect on improving students' reading comprehension. In which, the classification of student scores improved greatly after the skimming technique was taught.

Keywords: *Reading Comprehension, Skimming Technique, Students, Improvement.*

ABSTRAK

Novi Rahmawati, 2023, *Improving Students' Reading Comprehension Using Skimming Teqhnique in Descriptive Text: A Case Study At SMAN 1 Pakue*. (Dibimbing oleh **Marleny Rajuni** dan **Hidayatullah Yunus**)

Kemampuan membaca sangat dibutuhkan oleh siswa untuk menghadapi ujian bahasa Inggris baik ujian semester maupun nasional yang diujikan dalam bentuk bacaan. Sehingga untuk menjawab pertanyaan tersebut dengan tepat dan cepat, sangat memerlukan strategi dalam membaca. Salah satu strategi yang sangat berguna adalah teknik skimming. Tujuan dari penelitian ini (1) untuk mengidentifikasi peningkatan pemahaman membaca siswa setelah diajarkan teknik skimming dalam teks deskriptif dan (2) untuk mengetahui pengaruh teknik skimming dalam meningkatkan pemahaman membaca siswa.

Penelitian ini menggunakan metode kuantitatif berbasis kelas eksperimen dengan menggunakan *one group pretest-posttest design* untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa teknik skimming sangat membantu dalam meningkatkan pemahaman membaca siswa di SMAN 1 Pakue. Sampel dalam penelitian ini berjumlah 23 siswa X IPA 6 SMAN 1 Pakue. Hasil tersebut dibuktikan secara kuantitatif dengan nilai post-test lebih tinggi dibandingkan nilai pre-test (68.5 > 33.9) dan persentase nilai siswa menunjukkan peningkatan yang signifikan dari pre-test (29.3%) ke post-test (59.3%). Pada aspek efektivitas, teknik skimming sangat memberikan pengaruh positif terhadap peningkatan pemahaman membaca siswa. Dimana, klasifikasi nilai siswa meningkat pesat setelah diajarkan teknik skimming.

Kata Kunci: *Pemahaman Membaca, Teknik Skimming, Siswa, Peningkatan.*

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CHAPTER I

INTRODUCTION

1.1. Background of The Study

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading is a fundamental communication ability that has some sub-activities before and after reading in order to fully understand the text. It was a thought-out activity to link the reading practice act to the lesson, method, text, and purposes. From elementary school through junior high and high school and even into college, reading practice was essential for success in reading comprehension teaching learning, and vocabularies.

Reading ability is needed by the students for facing both semester and national tests of English tested in reading form, so that teaching reading should be learned earlier from kindergarten until the higher education level. According to Reading is helpful for learning a language, claims Harmer (2007: 99). Provided that students more or less understand what they read, the more they read, the better they get at it.

Reading is frequently regarded as the most challenging skill. The learner is unable to gain reading proficiency, which is the key component of reading comprehension, particularly in English. It is the teacher's responsibility to find a solution. To ensure that the students can comprehend the reading material provided, they also need to demonstrate how to teach reading. Both for the purpose

of enhancing students' knowledge and for National Examination preparation, it is crucial. The students have to answer the question related to the reading materials, such as: topic of paragraph, main idea, etc.

Reading is the window of the world. It is a fundamental skill for learning, self-improvement, and enjoyment. One of the important indicators of success in school and in life is the extent to which pupils can read and comprehend material in various formats and circumstances. As a long life learning skill, reading goes beyond decoding and comprehension to include interpretation and the creation of new knowledge. It implies that it is important to understand and interpret the information in the text. It suggests that students need to learn a considerable amount of information from a text.

Skimming is a worthy technique for students' reading comprehension. Brown (2004) state skimming is a reading technique that focuses on how to identify the text's primary concept. It is possible to use the skimming technique for both short functional text and lengthy text. The students are intended to learn how to predict the topic of the material they have read by employing the skimming technique. Additionally, the students also know of the text's genre, the writer's perspective and the aim of the text.

Students will be able to cover massive amounts of material more rapidly and save time for anything else on their reading by skimming technique. Students may not have time to complete their reading before class, but skimming will allow them

to catch the main points and arrive at class much more prepared to maximize in-class learning.

Reading comprehension on descriptive text requires students to comprehend the text based on its generic structure, namely identification and description, which typically consists of several paragraphs from which students must be able to identify five reading components, that are main idea, specific information, reference, inference, and the meaning of words in context.

Descriptive text basically contains information and descriptions of an object, such as a person, place, or thing, in detail and use of sensory experience. Readers can visualize the object or event as if they were witnessing the object or event directly through this descriptive text. As a result, students understand the point or meaning of the text more simply.

Alvermann & Moore (1991) investigate that students are assigned to read increasingly complex materials, but teachers spend little time teaching them how to be strategic. Therefore, it is critical to encourage students to develop alternative viewpoints on why reading practice is important for them. Based on that, students' reading comprehension scores tended to be low. It was frequently caused by their difficulty in locating the main idea and discovering specific information, especially in a short period of time. As a result, it is necessary to guide the students in using the proper technique to get information from the text in an appropriately and quickly.

In this research, the writer uses quantitative method based on the experimental class. The writer used one group pretest-posttest design. The research was conducted to see whether there would be a significant difference of students reading comprehension after being taught using skimming technique. This research is focused on students' reading comprehension in descriptive text.

Through this research the researcher wants to find out if there is any significant improvement and difference between students' comprehension in reading descriptive text before and after being taught through skimming technique. Therefore, based on the explanation above the writer is interested to doing a research whether skimming technique can improve students reading comprehension by conducting a research entitle Improving Students' Reading Comprehension Using Skimming Technique in Descriptive Text: A Cast Study at SMAN 1 Pakue.

The selection of research locations was determined use a purposive method. According to Antara (2009) purposive is a technique for determining research locations deliberately based on certain considerations. The selection of this location that is SMAN 1 Pakue was based on considerations. There are, the researcher found an interesting problem or phenomenon that occurred at the school that was relevant to the research title. Furthermore, the students who are the object of this research are at a moderate level in absorbing reading comprehension material.

1.2.Identification of Problems

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

1. The students have less knowledge in reading comprehension.
2. The students were rarely taught the technique of skimming.
3. The students failed to apply the optimal skimming technique to gain sufficient reading comprehension.

1.3. Scope of Problems

In this research, the writer will limit the problems as follows:

1. The students were rarely taught the technique of skimming.
2. The students failed to apply the optimal skimming technique to gain sufficient reading comprehension.

1.4. Research Questions

In this research, the writer tries to figure out:

1. What are students' reading comprehension improving after being taught the skimming technique in descriptive text?
2. How effective is skimming technique in improving students' reading comprehension?

1.5. Research Objectives

There are two research objectives in this research, they are:

1. To examine the improvement of students' reading comprehension after being taught through skimming technique in descriptive text.
2. To find out the effect of skimming techniques in improving students' reading comprehension.

1.6. Significance of the research

There are two significances of this research, 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 descriptive text. Practically, this research is significant for students, teacher, and other writers. Students; this research is expected to assist the students in improving reading comprehension in better and easier way. Teacher; this research can be used as a strategy for teachers to implement the skimming technique to improve the students' reading comprehension in descriptive text. Other writers; this research can be used as a reference for some writers related to this topic.

CHAPTER II

LITERATURE REVIEW

2.1. 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.

The first is *Improving Students' Reading Comprehension Using Skimming Technique on Reading Material* conducted by Nurrahma Indah (2020). The writing of this thesis aims to describe how skimming technique can help students improve their reading skills. 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 pretest, treatment and post-test. Data analysis results show that students' ability in reading comprehension increased after treatment during four meetings.

Next, *Using Skimming to Improve Students' Reading Comprehension in Descriptive* Text by Gideon Setyo Santoso, Cucu Sutarsyah, and Muhammad Sukirlan (2017). The objectives of the research were to find out if there was any significant improvement of reading through skimming technique. The reading comprehension test was the instrument to elicit the data. Paired sample t-test was implemented to examine the student's reading improvement after the implementation of skimming technique. The result of research showed that there was a statistically significant improvement reading comprehension achievement. This suggests that the skimming technique can facilitate the students to improve their reading comprehension.

Another study related to this research is *The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension* by Intan Rani Aritonang, Sandi Lasmana, and Deti Kurnia (2018). The present study is qualitative in nature. The data was collected by interview, observation, and visual analysis. There are some processes in analysis data such as: observation, and interviewing the English teacher that used skimming and scanning in teaching English on the part of reading. The observation, the researchers found that the student of SMK Kharisma Nusantara still lack of the comprehension which they read and also students still difficulty in the define of the main idea and the content of the text, but after doing skimming and scanning technique teaching, students could answered when the teacher asked students. It show that skimming and

scanning are alternative ways to teaching reading comprehension, and by students interview they like skimming and scanning technique in the teaching reading comprehension because it shall help they to easily in the answer the test with used multiple choice form, they will answer the question quickly. The teacher answer on the interview, he stated that ski mming and scanning technique are one of the best teaching technique in reading comprehension teaching, and it can be used to the students in answering nation exam in reading in reading part.

2.2.Theoritical Discussion

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

1. Definition of reading

Several experts have proposed definitions of reading. According to Leu and Kinzer (1987: 9) reading is a developmental, interactive, and global activity that involves learnt skills. Nonlinguistic internal and external variables or elements are particularly incorporated into the process and can influence it both favorably and negatively.

Reading skill is the ability to communicate between the reader and the writer in order to obtain knowledge and information. Brown (2001:298)

believes that reading skill is best fostered in conjunction with writing, listening, and speaking activities.

Furthermore, Tarigan (2008: 7) defines reading as a process carried out and used by a reader to acquire a message that is delivered by a writer through words and may be seen and known by the reader. In a nutshell, reading is the activity of deriving meaning from printed words or symbols, as well as how this ability is applied to recognize, understand, and interpret in words.

All of the definitions above imply that a general understanding of reading can be obtained as an active process of meaning acquisition. This is accomplished by knowledge and is influenced by nonlinguistic internal and external circumstances. Aside from that, reading can be considered a life skill that is relevant to both immediate and long-term life success, and reading generally acts as a source of information and enjoyment.

2. The Importance of Reading

Reading is crucial to our lives and plays a major role in them. Reading can enhance our knowledge and experience. Therefore, reading is important and indispensable. We may learn more about science, technology, and simple ways to obtain a lot of information that is beneficial to us by reading. Reading is a necessary ability for academic achievement. Students who merely focus on what their teacher says in class without making an effort to read a lot of references won't progress or succeed over time. More reading means more

knowledge. Reading in the target language is another way to increase vocabulary for English lessons. It is understood that reading proficiency or reading activity will broaden knowledge and provide additional vocabulary and information.

3. The Aim of Reading

The primary goal of reading is to seek out and gather knowledge pertaining to the text's contents and to comprehend its meaning. According to Tarigan (2008: 9), the purpose has the following significant aspects:

a. The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.
b. Reading for main idea, the readers try to know what the topic interest and the problem of the story.
c. Reading for sequence or organization, the reader try to know what happens in each part of stories, action, etc.
d. Reading for inference, the readers try to find out the conclusion from the action or the idea in the text.
e. Reading to classify, the readers try to classify some information or actions of the writer in the text or paragraph.
f. Reading to evaluate, the reader try to evaluate what the writer has done or what he try to explain in his paragraph.

g. Reading to compare or contrast, the reader compares the plot of story or content, whether have similarity with him or even contrast.

From the purpose above, reading have important role for the readers. We can infer that reading serves as organizing, research, and also as a broad impression. Additionally, we can recognize reading as educational material.

4. Reading comprehension

The definition of comprehension, as stated by F. Dubim, D.E. Eskey, and W. Grabe (1986), is understanding the meaning or point of a topic, as well as a more detailed explanation of what we do not know or new information, which is not just a collection of facts but a theory of the world in each of our heads. Understanding what has been read involves reading with comprehension.

Before reaching a degree of proficiency in the second language, the reader must first grasp the passage's broad meaning before breaking it down into smaller pieces of specialized information.

Reading is established to understand the meaning of words, sentences, and paragraphs as well as sense relation among the concepts, therefore reading comprehension is not merely reading with aloud voice. Simanjuntak (2000) The level of understanding of a text is what is meant by reading comprehension. According to Keith (2001) understanding is derived from how

words interact with one another and how they elicit knowledge from beyond the text.

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

5. Sort of reading

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

a) Skill

Skill, according to Devies and Whitney (1983), is the capacity to do an action competently and successfully as a result of instruction, practice, or experience. Reading is an active talent that requires inference, prognostication, verification, and self-questioning.

b) Skimming

According to Brown (2001), skimming is quickly running one's eyes over a text to get the gist 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

Brown (2001) defines scanning as skimming a text fast in search of a specific piece of information. Exercises for scanning are simple to design; the simplest ones call for pupils to look for a single word.

d) Intensive reading

When reading intensively, students typically read books that are more challenging in both language and topic than those used for extensive reading. According to Macalister (2011), teachers should emphasize reading skills like identifying primary ideas and inferring the meaning of unknown words from context to assist students understand texts that may be difficult for them to understand in terms of vocabulary, grammar, or concepts.

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.

A method of learning a language, including a foreign language, through a lot of reading is extensive reading, also known as free reading, book flooding, or reading for pleasure. In addition to making language acquisition easier, it is thought to boost motivation through advantageous affective effects. It is thought that reading extensively is crucial to education. Proponents like Stephen Krashen (1989) assert that reading alone will boost opportunities for inferential learning by increasing contacts with unfamiliar terms. The student will be able to infer meanings from unfamiliar terms when they are encountered in particular settings. Although the mechanism is widely acknowledged to exist, its significance for language learning is debatable (Cobb:2007).

6. Skimming

A passage can be quickly skimmed before being read in-depth or subjected to analysis. After a thorough reading, skimming might help one refresh their memory or understand a passage. Skimming is used as an assessment tool to determine the relevance and utility of reading content, or to pinpoint specific knowledge or information that is required. 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.

According to Freedman (2012) skimming is a technique that helps students to get a sense of its overall logical progression and make decisions about where to place the readers focus when they have a limited time in reading. Also Ways (2014) stated that skimming will focus on understanding the main idea and concept.

Adults and students frequently want to be well-informed in areas like politics or cultural developments, but they lack the time to read extensively about the topics. Skimming will frequently keep them updated without requiring the same amount of time as average reading in their general areas of interest.

According to Baron (2015), parents and educators need to take these tactics seriously if they wish to raise the next generation of readers. As a result, using reading strategies is crucial for obtaining and comprehending the desired information.

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 much you skim in a passage depends on your purpose and on the passage.

7. Descriptive Text

Gerot and Wignell (1994) define descriptive text as the type of text we employ to describe how something looks, smells, feels, acts, tastes, sounds, etc. In essence, it gives specific information about traits of individuals, locations, and things. The reader is assisted in visualizing the story or text by the details.

Pardiyono (2007:34) maintain that three parts of descriptive, they are:

1. Communicative purpose, that was to describe an object (human and non-human),
2. Rhetorical structure, there are two parts of rhetorical structure:
   a. Identification, that was statement that consist of one topic to describe.

b. Description, that was consist of the detail description about object that identify in identification.

3. Grammatical patterns, it was needed to understand that in descriptive paragraph, declarative sentence was used and using present forms.