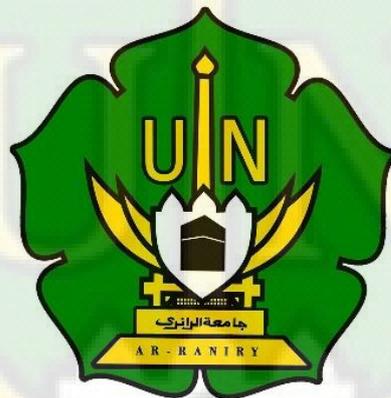


**THE USE OF SKIMMING AND SCANNING TECHNIQUES  
IN READING COMPREHENSION FOR TOEFL  
(An Experimental Research at UIN Ar-Raniry Banda Aceh)**

**THESIS**



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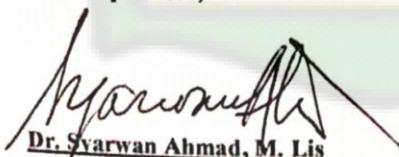
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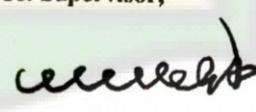
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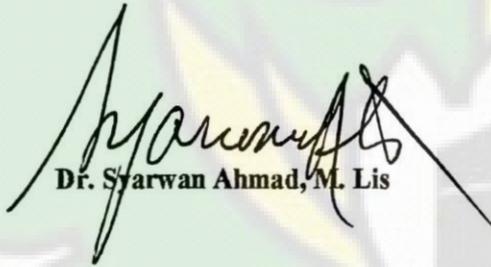
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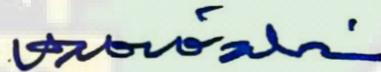
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## ABSTRACT

The present research was conducted to investigate the influence of skimming and scanning techniques in improving students' reading comprehension for TOEFL, especially to build the students' critical thinking in learning reading comprehension. Hence, this research was led to investigate the effect of skimming and scanning techniques in students' reading comprehension for TOEFL. This research was conducted to all the second year students of English Department at UIN Ar-Raniry Banda Aceh in the academic year of 2017/2018. The total number of population was 214 students and there were 32 students chosen as the sample of this research which was taken purposively. To fulfill the purpose of the research, the researcher took experimental research involved one class to be given treatment. The data were obtained through pre-test, post-test, and questionnaire. The results of this research indicated that there was a statistically significant difference between the score of the pre-test and the post-test. The score of the post-test got higher than the pre-test. Furthermore, the result of the questionnaire showed that the majority of the students gave positive responses toward skimming and scanning techniques in reading comprehension in TOEFL. Based on the results, it can be concluded that skimming and scanning techniques generate meaningful progress in students' reading comprehension for TOEFL and these techniques are appropriate to be applied.

**Keywords:** *Skimming, scanning, reading comprehension, TOEFL.*

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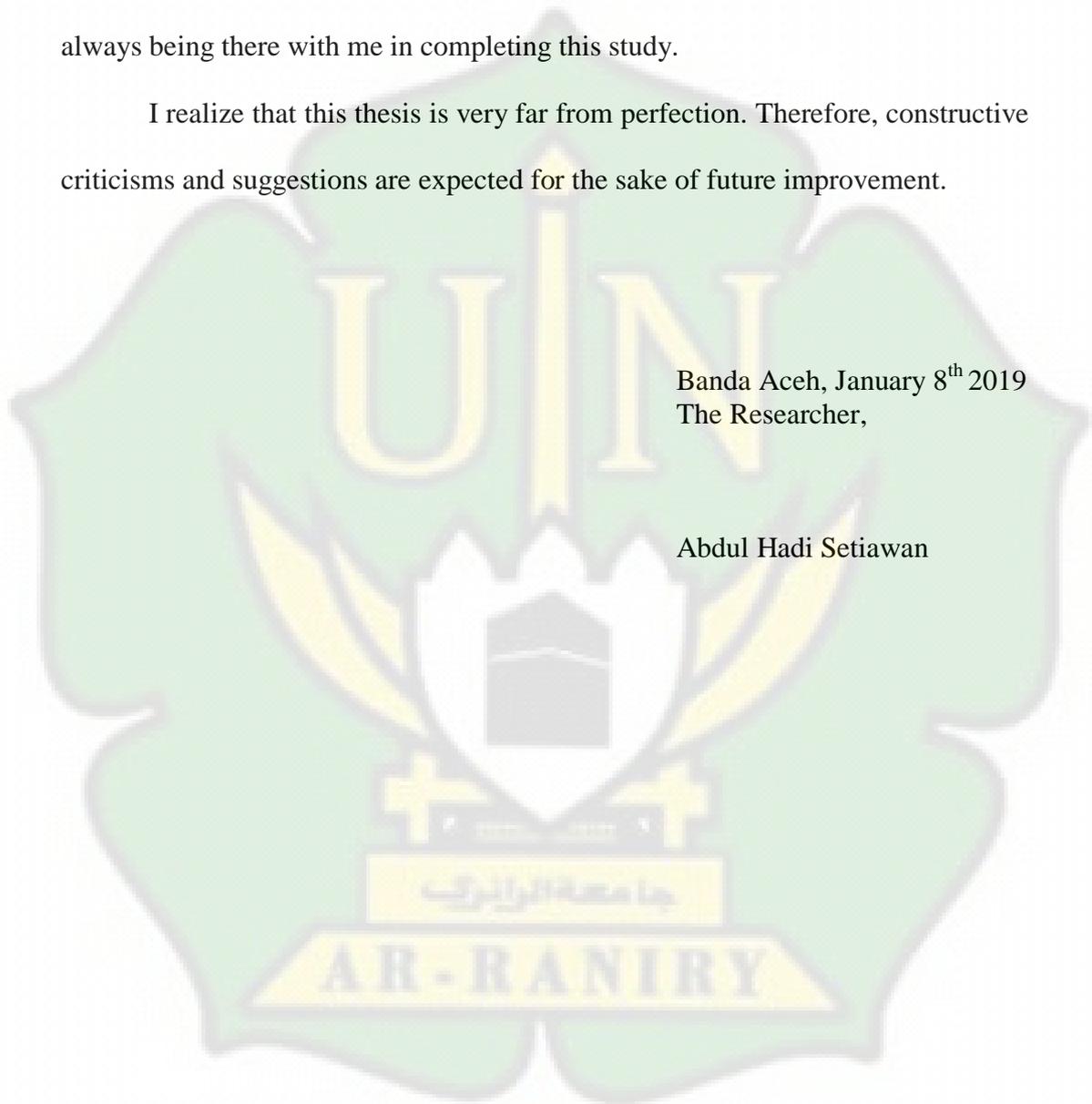
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I realize that this thesis is very far from perfection. Therefore, constructive criticisms and suggestions are expected for the sake of future improvement.

Banda Aceh, January 8<sup>th</sup> 2019  
The Researcher,

Abdul Hadi Setiawan



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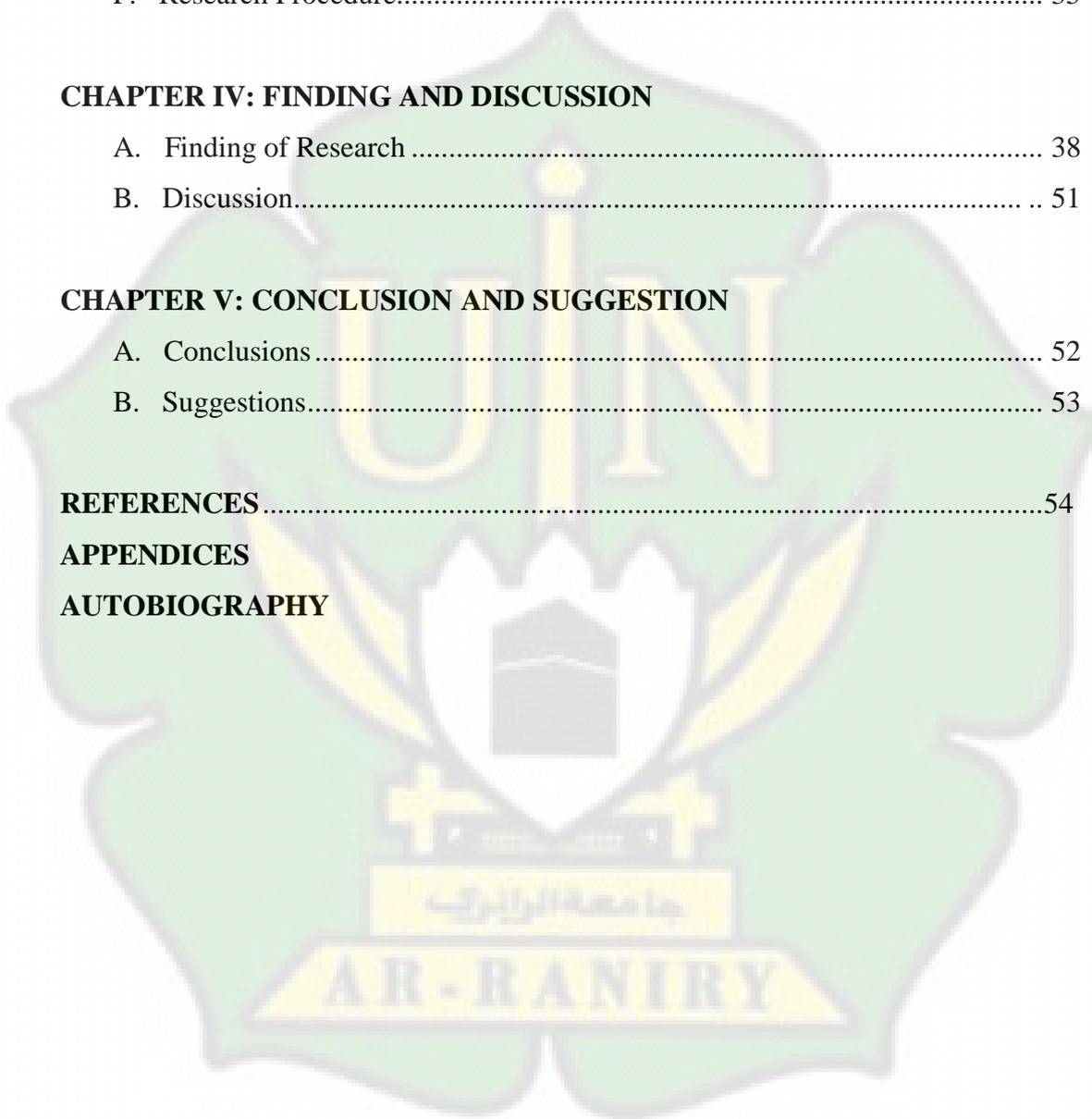
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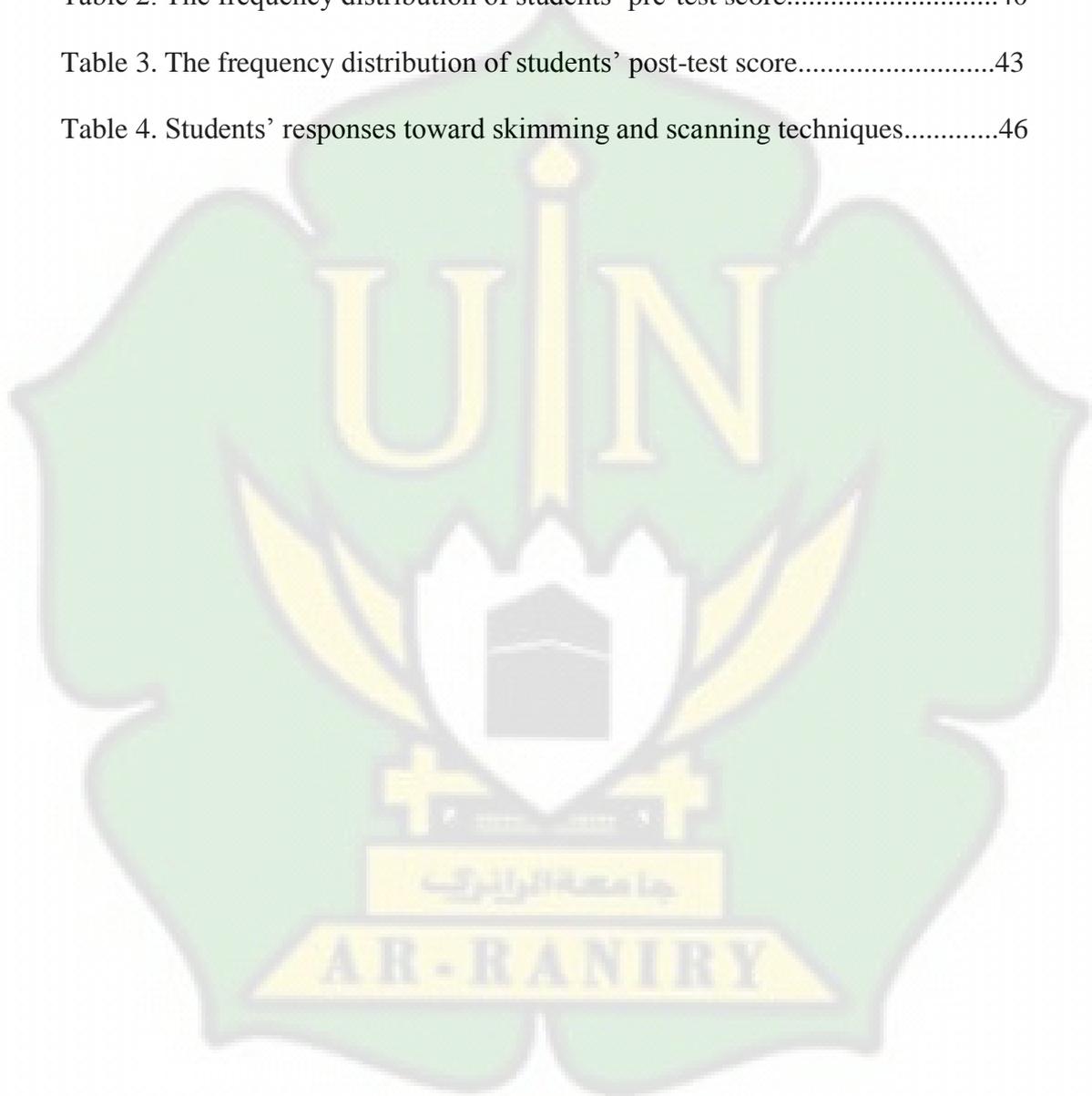
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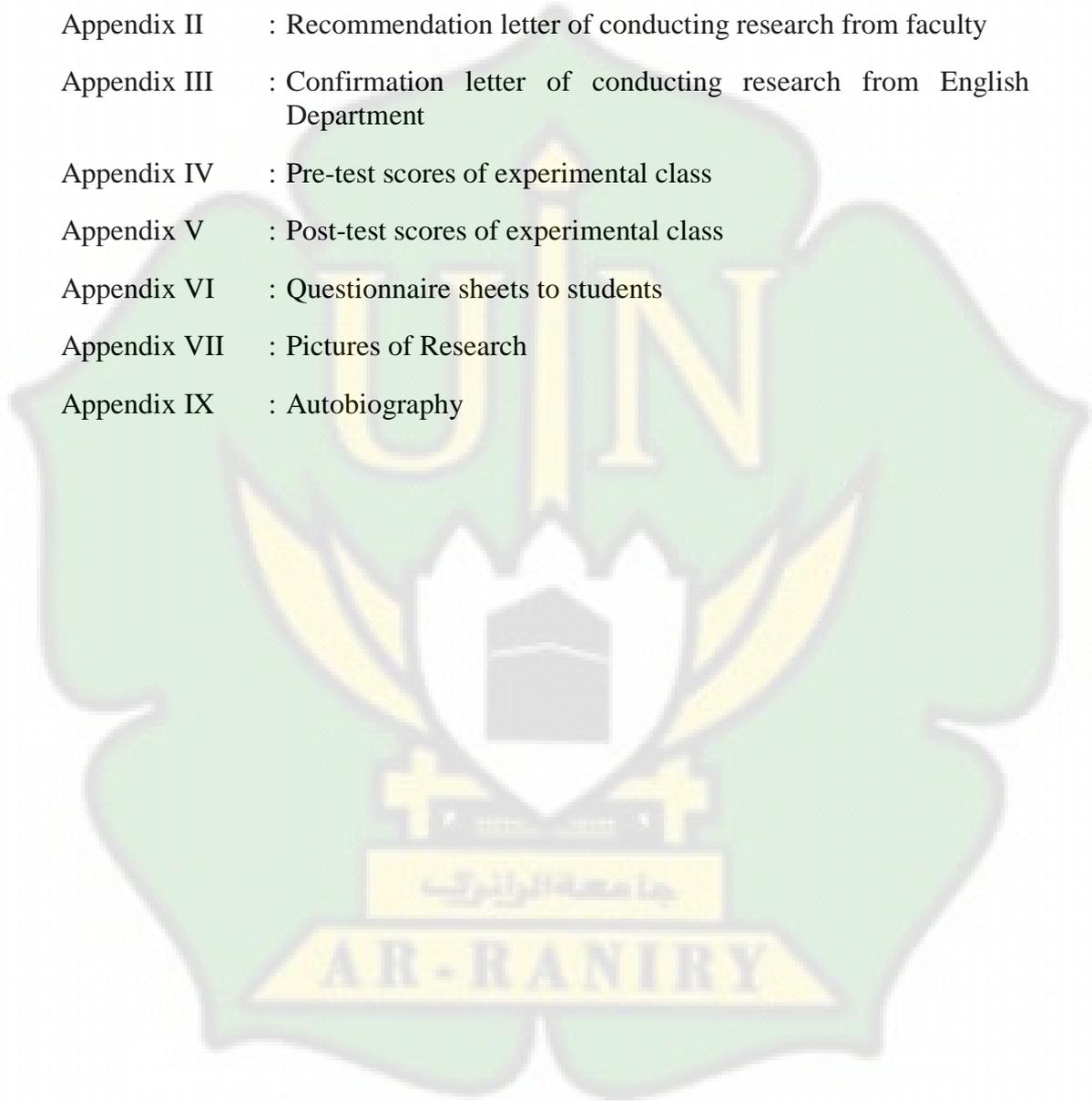
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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

There are four skills in English which are speaking, listening, writing, and reading. One of the most important skills in learning English is reading. Through reading skill, all of the people can prepare themselves to read and understand most of the scientific books written in English. Reading also helps people in transmitting knowledge from the book, newspaper, internet, article, magazine, letter or any written sources to their mind. For more explanation of the importance of reading, Harbert, and Digaentani (1984, p. 59) argued: “Reading is also important to everyone who wants to stay informed what is happening in a profession, not to mention the word by reading regularly. It adds your professional knowledge and understanding, it should actually increase your ability to communicate all you know”.

Reading is one of the complex ways of learning English. It means that learners must first recognize letters which will form a word. Later, they have to pronounce those words. It is followed by the ability to read sentences, paragraph and full text. Finally, the learners have to deal with the content of the text. In this phase, they comprehend the message from the writer by relating it to their own knowledge (Caldwell, 2008).

In the process of learning skills, mastering reading is important as it is one of four skills in mastering English. Speaking, writing and listening skills may also

give important roles but reading is considered to be the most essential skill since it is used in formal tests to assess the language learner's ability. Brown (2004, p.185), argued: "most formal tests use the written words as a stimulus for test-taker response; even oral interview may require reading performance for certain tasks. Reading, arguably the most essential skill for success in educational contexts remains a skill of paramount importance as we create an assessment of general language ability". In short, mastering reading is crucial because the success of language learners depends on their ability to read.

To do this, we need to start with a specific skill that named reading comprehension skill. Reading comprehension is not only one of the subjects that learned by students in the university but it also included in one of the TOEFL test sections. In this research, the researcher focuses on students reading comprehension in TOEFL, because there are many bad perceptions of students in learning and answering the questions of reading comprehension in TOEFL. They think that reading comprehension in TOEFL is very difficult for them because of the lack of the vocabularies they have and also the time given to answer the questions is very short for them.

In relation to learning and answering the question of reading comprehension in TOEFL, the students need the reading techniques for improving students reading comprehension in TOEFL. Grallet (1986, p.14) argued that: "Reading technique is an essential thing to acquire a basic reading competence. It is used to illustrate a different way of helping students reach for a better understanding of the text, starting from overall comprehension (function and

organization the passage) moving towards more detailed one understanding meaning) and ending with some guidelines to help the students access and evaluate what they read". A need to overcome these students problem is urgent, and thus, the researcher must take steps to assist them in improving their reading comprehension.

Hence, based on the problem, the teacher needs to help the students develop successful reading skill. Some of the techniques can be applied by the teachers to facilitate their students are the skimming and scanning techniques. As stated by Susanti (2013), skimming and scanning techniques are reading techniques which are presumed to help students in overcoming the difficulties in reading and improving their reading comprehension. The students should be encouraged to practice skimming and scanning in the text. Skimming and scanning effectively will prevent the students from inefficient reading habits such as reading word by word, reading aloud, moving lips, translating, reading for form and details. Skimming and scanning are two very useful techniques. The advantages of skimming are that the students can predict the purpose of the passage, the main topic and possibly some supporting ideas. Skimming requires a superficial reading, not an in-depth reading. The students can be trained to skim the passage by giving them a few minutes to look through the text, having them close the book and saying what they learn. The advantage of scanning is that the students can extract certain specific information without reading through the whole text and scanning is especially useful when the students deal with schedules, tables, charts, and graphs. Nuttall (1996) also stated that skimming and

scanning are important techniques and emphasizes that certain kinds of practice seem to help students read more effectively and efficiently.

Some previous studies related to the techniques in reading comprehension have been conducted in this study. One of the study conducted by Rahmi (2011) entitled "*Students' Perception On Techniques Used In Teaching Reading Comprehension*". This study focused on students' perceptions on techniques used by the teacher in teaching reading comprehension and their participation in learning reading comprehension. Another study which is related to skimming and scanning techniques in reading comprehension was conducted by Nguyen (2015) entitled "*implementation of skimming and scanning techniques in teaching reading comprehension*". The focused of this study is to find out the result whether skimming and scanning can improve students ability in reading comprehension. Most of those studies focused on techniques used in learning reading comprehension while this study would be focusing on the use of skimming scanning techniques in reading comprehensionspecifically for TOEFL.

Some appropriate techniques used in TOEFL reading comprehension are skimming and scanning. Both of these techniques areconsidered effective in improving students achievement in TOEFL reading comprehension. The researcheris curious to know the result of how far the techniques are improving the students reading comprehension. Therefore, the researcher is interested in conducting the research entitled: ***the use of skimming and scanning techniques in reading comprehension for TOEFL.***

## **B. Research Questions**

Two research questions that the researcher considered important to be answered are:

1. To what extent the use of skimming and scanning techniques improve students reading comprehension in TOEFL?
2. How are the students' perspectives on the use of skimming and scanning techniques in dealing with reading comprehension in TOEFL and answering questions?

## **C. The Aim of Study**

In accordance with the problems above, this study aims:

1. To describe the use of the skimming and scanning techniques in improving students reading comprehension for TOEFL
2. To discuss the responses of the students in dealing with reading comprehension in TOEFL and answering the questions

## **D. The Significance of Study**

The section will provide a brief description of the significance of the study given to those who will benefit from the proposed study:

1. To the students

The researcher hopes that this research would give contribution especially in the theoretical and practical aspect of the education field. The result of this

study may help students to improve students reading comprehension for TOEFL by using skimming and scanning techniques.

## 2. To the teachers

This researcher may give some idea and contribution to the teachers in teaching reading comprehension that would apply in their classroom. In addition, it provides some sources that can contribute to support other research in order to find a better result related to this topic.

## **E. Terminology**

There are some terms in this research which should be defined in order to avoid misunderstanding. The terms are:

### **1. Skimming**

*Skimming* can be defined as a reading technique which done at a speed three to four times faster than normal reading (Yusuf et al.,2007). Readers often skim when they have masses of materials to read in a limited amount of time. In skimming, the readers only have to take important information and the main idea.

### **2. Scanning**

*Scanning* is unlike skimming because the readers don't focus on general information of the text but detail. In this technique, the readers quickly look for specific information such as dates, years, names, paces, among others (Yusuf et al.,2007).

### **3. Reading Comprehension**

Grellet (1986, p.14) defines “ *Reading Comprehension* is understanding written text by means of extracting required information from it as efficiently as possible”. Reading comprehension is a crucial skill in the educational success of all individuals. It becomes an important skill because needed for all areas of the school. The subject, other reading and literature, where reading comprehension skills are significantly important to include science, social studies and math (Baier, 2005). Reading comprehension skill is also included in one of TOEFL section. The meaning of reading comprehension that the researcher means in this thesis is the student’s understanding or comprehension of English text by using some reading techniques.

### **4. Test of English as a Foreign Language (TOEFL)**

*TOEFL* is a standardized test to measure the English language ability of non-native speakers to enroll in American universities and to obtain a scholarship in those countries. The test is developed and established by the ETS (Educational Testing Service) in 1964. The TOEFL score has been used as the requirement for non-native applicants in American and English speaking colleges and universities (Sharpe, 2013).

### **F. Research Methodology**

Field research is conducted to collect the required data. The data of research are gathered through the following instruments:

## 1. Test

Test was a technique to measure the student's ability and describe the student's understanding of the material. Hills (1982) defined a test as a compact task or series of tasks to ascertain the quality and quantity of something. In this research, the test was divided into two categories; pre-test was aimed to know the student's ability before they had been taught by skimming and scanning techniques and post-test was aimed to find out the students' ability after they had been taught by skimming and scanning techniques.

## 2. Questionnaire

The questionnaire was a technique to collect the data in indirect communication by providing a set of questions or statements to others as respondents to answer. In this research, the researcher conducted to investigate the students' responses during the implementation of skimming and scanning techniques. In addition, it also helped the researcher to find out students' response about teaching reading skill by using this technique

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Scope of Reading Comprehension**

##### **1. The Definition of Reading Comprehension**

Reading comprehension is one of four English skills to be mastered by its learners. It is considered as a vital component to reach the goal of the teaching-learning process. Anderson et al. (1985) defined reading as the process of making meaning from the written texts. It means that readers need to comprehend what they are reading to get an idea of the passage. Ahmadi and Gilakjani (2012) emphasized that the main goal of reading is to gain the correct message from a text that the writer intended for readers to receive. Meanwhile, Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of the readers related to the text. The readers receive an idea, impression, or even information from the authors through the written words but the readers cannot see the facial expression of the authors as well as they cannot hear the intonation of the speaker. Thus, the readers have to deal with the printed language comprehensively.

Van Dijk and Kintsch (1983) defined that reading comprehension is a process of creating meaning from the text. The purpose is to get an understanding of the text rather than acquire meaning from single words or sentences. According to Moore (2003), reading comprehension involves three-step sequences namely

reading, understanding and remembering. When readers deal with reading text, the first step that they need to do is reading the text to get the information. Then, at the same time, they read the text and process the information by confirming it to their prior knowledge and experience. Finally, they can remember the information easily if they think deeply and give some responses to the reading text.

Another expert, Dechant (1991) emphasized that reading comprehension is a critical thinking and cognitive process. It requires inference, verifying, confirming and concluding of expectancies about the text. When the readers read the text, they need to connect the meaning of the text to their prior knowledge. They may not accept the idea directly from the author. They need to verify and evaluate the information they have obtained. Good readers read extensively and integrate information in the text with existing knowledge (Dechant, 1973).

Obviously, the aim of reading comprehension is more than a matter of reading the words. The readers need to involve themselves actively making decisions, solving the problem, and using background knowledge in an attempt to get the meaning of the text they read. In consequence, the readers have to find the ideas, detail, information, reference guessing the word in determining readers' overall understanding of the text being read.

Based on the definition above, it can be inferred that reading comprehension is the process of thinking to recognize and understand the written language in readers experience to achieve meaning, to get the message, retain information and to respond the reading text actively and critically.

## 2. The Purposes of Reading, Types of Reading Text and Kind of Reading

### a. Purposes of Reading

The purpose is the most important thing in doing every activity. In term of reading; the purpose is necessary to achieve the goal of reading. Without the purpose, the readers cannot get the information needed from the reading process. A good reader surely has a purpose in reading some texts whether to get information or to confirm existing knowledge in order to critique or comment the writers' idea or writing style. The readers may also read for enjoyment or increase knowledge from the text being read. The purpose reading has also guided the readers to select the texts or books needed.

The purpose of reading also determines the suitable approach to reading comprehension. The readers who want to read the articles about computer make sure that they have to recognize the words and understand the language context used in the text. Through reading comprehension, the readers can obtain specific information by identifying the main idea and supporting detail provided in the text.

The purpose of reading is closely connected to the motivation of readers in reading. According to Grallet (1998), there are two main reasons for reading which are reading for pleasure and reading for information.

#### 1. Reading for Pleasure

Reading for pleasure is basically done for enjoyment. The types or levels of the text being read are free to be selected as long as needed. For example,

reading tips of healthy life book as an instructional text with the aim of a healthylife. It is possible to read the healthyliving book for pleasure in order to look and think about a healthylifestyle, even without the intention of practicing the tips of the book (Clark & Rumbold, 2006).

## 2. Reading for Information

Reading for information needs higher comprehension level than reading for pleasure. The purpose of reading for information is to obtain more information by comprehending, identifying and evaluating the text deeply.

Ahmadi & Gilakjani (2012) extended reading purposes more specifically. There are four reading purposes. They are reading for enjoyment, reading for information, reading to solve the problem and reading to evaluate. The primary purpose of reading comprehension is to enhance readers' knowledge in identifying main ideas in the text and exploring the structure of the text.

### b. Types of Reading Text

There are several types of reading text that writers write for a specific purpose as well as the readers read for a particular purpose. Different purposes will result in different ways in writing text. Several types of the text proposed by the experts as in the following:

1. Procedure text purpose is to tell something accomplished through a sequence of steps.
2. Recount text purpose is to retell past events for informing and entertaining.
3. Narrative text purpose is to entertain with a fairy tale, deal with the actual or various experience.

4. Description text purpose is to describe a specific person, thing, place or animal clearly.
5. Report text purpose is to describe the way things are based on systematic and analytical observation.
6. Spoof text purpose is to retell an event with a humorous twist.
7. Anecdote text purpose is sharing an amusing incident with others.
8. Exposition text purpose is to persuade the reader that something is an important matter or to persuade that something should or should not be the case.
9. Explanation text purpose is to tell or explain how or why things occur in scientific or technical fields.
10. News item text purpose is to inform readers, listeners, viewers, about events of the day, which consider important or newsworthy.
11. Discussion text purpose is to present two points of views about an issue.
12. Review text purpose is to criticize a work of art or even for a public audience.

The types of the text above are classified based on the writers' purpose in writing the text. However, the readers may not read the text for the same purpose as the writers have. As mentioned in the previous part, the readers are free to read every type of text for their own purposes (Yanto, 2011).

#### c. Kind of Reading

##### 1. Extensive Reading

Extensive reading provides the possibilities for the readers to gain reading ability, linguistic competence, vocabulary, spelling and writing. Hedge (2003), stressed that extensive reading helps the learners to master all overall language proficiency. It sometimes also help readers to get away from their tendency to

overanalyze or look up the words they don't know and read for understanding. Extensive reading helps readers to gain their independence through reading either in class or at home.

## 2. Intensive Reading

Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. According to Waring (1997), intensive reading is very important for learning vocabulary and understanding how text is formed. Intensive reading is a classroom-oriented activity in which the students are focused to enhance linguistic and semantic details of the passage. Intensive reading builds up the student's awareness of grammatical form, discourse makers, structure details for the purpose of understanding literal meaning, implication, rhetorical relationship and so on (Brown, 2004). Intensive reading is considered as a significant instrument for improving reading comprehension.

## 3. Theories of Reading Comprehension

According to Gilakjani (2016), there are three types of reading comprehension theories. There are a mental representation, content literacy, and cognitive processes.

### a. Mental Representation

The readers not only to understand the meaning of the word but they also have to understand the author's idea in the passage. When the readers understand the author passage and use this information to make the discussion about the message, it can call be interpretive or inferential comprehension. At mental representation, the readers identify the relationship which exists in that

information. As the result, the development of an idea is not explicitly expressed by the author. It is the meaning the author seems to intend.

b. Content Literacy

Content literacy is determining what the authors are saying, what the information the word suggested. Content literacy is fundamental to all reading skills at any level because content literacy covers understanding the primary and direct meaning of the words, sentences, and passages. In this level, the readers may have the difficulty in reading, this happens maybe because they do not understand the definition of the words; therefore the information is not obtainable.

c. Cognitive process

The cognitive process requires a higher level of skill development and perception. In the cognitive process, readers try to evaluate what is being to read. The cognitive process requires that you have to read in active and creative perception. The readers have to critique whether the information true or false, whether it is accurate or not.

**B. Brief Description of Skimming and Scanning Techniques**

a. Skimming

According to Liao (2011), skimming is a reading technique in which the readers read the passage quickly and look through whole the passage to get the main ideas. The readers don't need to pay attention to the details. Nuttall (1996) stated that skimming means glancing rapidly through a text to determine its gist. It means that skimming is a way to read as quickly as possible to get the point of the

passage being read. It also gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of developing or supporting ideas.

According to Wiriyachitra and Apichattrakul (1999), there are three methods of skimming: preview, overview and survey.

### 1. Preview Skimming

In this preview skimming, the readers read introductory information; the heading hand, subheading, and summary if are available. After this skimming, the readers should decide whether or not to read the material thoroughly and rapidly. By previewing, the readers can find out whether the materials or article is written by a specialistin a certain field or whether it contains the information they are seeking.

### 2. Overview Skimming

Skimming to get an overview is an important skill for the readers. They will find skill of reading will be assigned and suggested that readers should improve understanding of their field. In overview, the readers can discover purpose and select the material and can find the special information for them

### 3. Survey Skimming

Through a survey, the readers will get the general ideas of what the materials contain. It is important to remember that skimming is a skill that requires concentration. In other words, skimming is the skill that helpsthe readers discover the general ideas from the material. In addition, in a certain amount of practice is necessary in order to skim and fulfill the reader's purpose, so that by

learning to skim, the readers may develop the skill to strengthen the comprehension of the main ideas.

In conclusion, skimming is very useful to discover the fact as quickly as possible without wasting time. The purpose of skimming is only to find out information which is needed. Through skimming, we also can decide if readers are interested in reading the written materials in more detail or not.

#### b. Scanning

Scanning is another technique of reading comprehension, it is also fast reading and intended to look for specific information. When the readers need to look for specific information, they do not need to read the whole passage and carefully. Instead, they may be able to scan to find out the information to find out the information they need. Nutall (1996) defined that scanning means glancing rapidly through a text to search for a specific piece of information. So when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. In other words, we simply glance our eyes through the whole text to gain specific word or information such as name, place, year, date or less specific piece information.

Scanning involves three steps: determine what keywords to look for, look quickly through the text for those words, then read the sentences around them to see if they provide the information being sought. Applying to scan in reading comprehension makes readers easier in looking the specific information without wasting much time

According to Grellet (1981), both skimming and scanning are specific reading techniques necessary for quick and efficient reading. Skimming is a more thorough activity which requires an overall view of the text and implies a definite reading competence while scanning is on the contrary. It is far more limited since it only means retrieving what information is relevant to our purpose. Yet it is usual to make use of these two activities together when reading a given text.

### **C. An Overview of Test of English as Foreign Language (TOEFL)**

TOEFL which stands for Test of English as a Foreign Language is a standardized test for measuring students' English language capabilities. The TOEFL is a large-scale language assessment. It is "arguably the best-known and widely used large-scale language assessment in the world" (Kunnan, 2008, p. 140). It was first developed in 1963 in the United States to help in the assessment of the language competence of non-native speakers. As a test type, it is a standardized test of English proficiency administered by the Educational Testing Service, Princeton. It is widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities. According to Taylor and Angelis (cited in Kunnan, 2008), the first TOEFL was administered in 1964 at 57 test centers to 920 test candidates.

The TOEFL has widely been recognized as a model test and have-take-test for our students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to read for higher degrees and develop further their research potential in North American

universities. Kunnan (2008, p. 141) notes that “Over the years, the TOEFL became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities”. The TOEFL score has been used as the requirements for non-native applicants in American and English speaker colleagues and universities, so do to obtain a scholarship in those countries. The official TOEFL Test is currently administered around the world in different types (Abboud et al, 2011): they are The Paper-Based TOEFL (PBT), The Computer-Based TOEFL (CBT), The Internet-Based TOEFL (IBT), Institutional Testing Program (ITP).

For every type of the TOEFL, they mainly have four sections which are:

1) Listening Comprehension

It is used to evaluate the test-takers' ability to understand spoken English. The test-takers must listen to different types of recorded passages and answer multiple choice questions about these passages.

2) Structure and Written Expression

It is used to evaluate the test-takers' ability to recognize grammatically correct English sentences. In this section, they have to choose the correct answer to complete sentences and to identify grammatical errors in sentences.

3) Reading Comprehension

It is used to measure the test-takers' ability to understand written English passages. Then, the test-takers' must answer multiple choice questions concerning the ideas and the meaning of words in those reading passages.

4) Test of Written English (TWE): It is used to evaluate the test-takers' ability to write correct, organized and meaningful English essays. The examinees must write a certain essay on a given topic in only thirty minutes.

Especially for Institutional Test Program (ITP), this test only has three sections which are listening comprehension, structure written expression and reading comprehension.

In the process of learning every section of TOEFL, there are some factors that play an important role to improve student's achievement in mastering it. In relation to learning reading comprehension section, the learners also should have some techniques or skills to master it such as skimming and scanning techniques.

#### **D. The Use of Skimming and Scanning Techniques in Reading Section of TOEFL**

##### **a. Procedures of skimming and scanning techniques**

The teacher trained the students how to skim for the main ideas and how to scan for details by teaching them the effective methods to approach the text. The strategy training procedure used in this study was adapted from the teaching approaches of Nuttall (1996), Grellet (1981), and Heaton (1989) as follows:

##### **1. Skim for the main ideas:**

After examining the title or headings, the students can be asked to read the first and last paragraph of the text to determine the main ideas of the text. Alternatively, they can read the first paragraph in its entirety and the first sentence of each subsequent paragraph before determining the main ideas. To provide the

students with practice in skimming, the students must be given only a few minutes to accomplish this task, otherwise, they will read the article rather than skim it.

The teacher asks the students to highlight or underline the main points of the text and the answers to a set of questions posed to them just before reading. The students can be asked to read the text section by section, stopping at the end of each section to discuss the main ideas up to that point. In tests of skimming, the teacher instructs the students to glance through the text and to note the broad gist of the contents. They are then given a small number of questions concerning only the major points and general outline of the text. Sometimes at the end of skimming the students are allowed a few minutes to jot down any notes they wish to make but they are not usually allowed to refer back to the text.

The teacher should have the students work under time pressure while they are practicing skimming. The questions must not ask for subtle comprehension, otherwise, they cannot answer them by skimming. The teacher can simply ask the students what a text is about, or she can give specific questions. The students can be asked to skim the text for the answers to simple global questions. For example:

1. Supply a text and several titles.

Task: which title fits the text best? (the titles must not differ in subtle ways, or careful reading would be needed).

2. Supply a text and a list of topics.

Task: which topics are dealt with in this text?

3. Supply a text and several figures (photographs, diagrams, etc.).

Task: Which figures illustrate the text?

4. Match main ideas with paragraphs: The teacher could list the main idea of each paragraph (or groups of paragraphs) on the board, which should be presented in scrambled order.

2. Scan for details:

After examining the title and headings, the students can be asked to scan for important information. The teacher can generate a list of questions that will help the students discover the easily identifiable information quickly such as names of countries, times or dates, names of people. The students can scan the entire article for an answer or be directed to specific paragraphs for the information. To ensure that the students scan rather than read, scanning exercises should be completed quickly under timed conditions.

To read for specific purposes, the teacher can encourage the students to read selectively by posing a number of questions to the students that they should consider while reading or by creating grids or tables that the students complete while reading.

In scanning tests, the questions are given to the students before they begin to read the text, thus directing them to read the text for specific information. Tasks for scanning should be delivered orally so that the teacher can force the pace. It is not scanning unless it is done fast. The teacher can ask students to scan for a single word or a fact in a text. For instance:

1. Look at paragraph 2 and find out where she lived.
2. In what paragraph is topic x mentioned?
3. How many times does the word "this" occur?

4. Sequence events: The students could be given a list of events that were described in the text and asked to sequence them.

b. The examples of skimming and scanning techniques in TOEFL of reading section

### **Reading Comprehension**

#### **Question 1-6**

Bacteria are extremely small living things. While we measure our own sizes in inches or centimeters, bacterial size is measured in microns. One micron is a thousandth of a millimeter a pinhead is about a millimeter across. Rod shaped bacteria are usually from two to four microns long, while rounded ones are generally one micron in diameter Thus if you enlarged a founded bacterium a thousand times, it would be just about the size of a pinhead. An adult human magnified by the same amount would be over a mile (1.6 kilometers) tall.

Even with an ordinary microscope, you must look closely to see bacteria. Using a magnification of 100 times, one finds that bacteria are barely visible as tiny rods or dots One cannot make out anything of their structure. Using special stains, one can see that some bacteria have attached to them wavy - looking "hairs" called flagella. Others have only one flagellum. The flagella rotate, pushing the bacteria through the water. Many bacteria lack flagella and cannot move about by their own power while others can glide along over surfaces by some little-understood mechanism.

From the bacterial point of view, the world is a very different place from what it is to humans To bacterium water is as thick as molasses is to us. Bacteria are so small that they are influenced by the movements of the chemical molecules around them. Bacteria under the microscope, even those with no flagella, often bounce about in the water. This is because they collide with the water molecules and are pushed this way and that. Molecules move so rapidly that within a tenth of a second the molecules around a bacterium have all been replaced by new ones even bacteria without flagella are thus constantly exposed to a changing environment.

1. Which of the following is the main topic of the passage?

- (A) The characteristics of bacteria
- (B) How bacteria reproduce
- (C) The various functions of bacteria
- (D) How bacteria contribute to disease

2. Bacteria are measured in

- (A) inches
- (B) centimeters
- (C) microns
- (D) millimeters

3. Which of the following is the smallest?

- (A) A pinhead
- (B) A rounded bacterium
- (C) A microscope
- (D) A rod-shaped bacterium

4. According to the passage, someone who examines bacteria using only a microscope that magnifies 100 times would see

- (A) tiny dots
- (B) small "hairs"
- (C) large rods
- (D) detailed structures

5. The relationship between a bacterium and its flagella is most nearly analogous to which of the following?

- (A) A rider jumping on a horse's back
- (B) A ball being hit by a bat
- (C) A boat powered by a motor
- (D) A door closed by a gust of wind

6. In line 16, the author compares water to molasses, in order to introduce which of the following topics?

- (A) The bacterial content of different liquids
- (B) What happens when bacteria are added to molasses
- (C) The molecular structures of different chemicals
- (D) How difficult it is for bacteria to move through water

For question number 1 is asking about the main topic of the text. There are many ways to ask the main idea of the text. For examples:

1. What is the topic of the passage?
2. What is the subject of the passage?
3. What is the main idea of the passage?
4. What is the author's main point in the passage?
5. What is the author primarily concerned?
6. Which of the following would be the best title?

To answer that kind of questions is by skimming through the text. The first step that we need to do is to find the main sentence from each paragraph. The main sentence in the first paragraph begins with the first sentence “ *Bacteria are extremely small living things*”. The main sentence in the second paragraph is “ *One cannot make out anything of their structure*” lines three. And then, the main sentence in the third paragraph is located in the first line “ *From the bacterial point of view, the world is a very different place from what it is to human*”. So if we connect every main sentence from each paragraph, it can be inferred that text talks about the characteristic of bacteria. So the best answer of the number 1 is (A).

For question number 2, we only look at the keyword “ measured” and then glance specifically at that word through the text. The word “ measured” is connected to the words “ bacterial size is measured in microns” so the correct answer is microns (C).

Furthermore, the remaining questions also answered using a scanning technique which only looking for specific information through the whole text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Brief Description of Research Location**

The research took place at State Islamic University Ar-Raniry, Banda Aceh. State Islamic University Ar-Raniry is the Islamic University under the authority of Department of Religious Affairs. According to the president's decree number 64 the Year of 2013, UIN Ar-Raniry was transformed from IAIN (State Institute for Islamic Studies) Ar-Raniry. IAIN Ar-Raniry was established on October 5th, 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus), Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has great contribution in developing Islamic thoughts in Southeast Asia, especially in Aceh.

State Islamic University Ar-Raniry which is currently headed by Prof. Dr. Warul Walidin AK, MA as the rector, is an Islamic educational institution which has graduated thousands of scholars and some professors. As an Islamic university, it does not only concern on Islamic affairs but also on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, they are Syariah and Law Faculty, Education and Teacher Training Faculty, Ushuluddin and Filsafat Faculty, Dakwah and Communication Faculty, Adab and Humaniora Faculty, Science and Technology Faculty, Economic and Islamic Business Faculty, Social and Government Faculty, and Psychology Faculty. The aim of Education and Teacher Training Faculty is to educate pious Muslim to be

an expert in education and teaching of Islam was able to be proficient in implementing knowledge in various educational institutions.

The researcher specifically conducted the research about the use of skimming and scanning techniques in reading comprehension for TOEFL at English Education Department of Education and Teacher Training Faculty. This faculty has twelve departments which are classified based on their specific studies and programs, namely Pendidikan Agama Islam/PAI (Islamic Education Department), Pendidikan Bahasa Arab/PBA (Arabic Education Department), Pendidikan Bahasa Inggris/PBI (English Education Department), Pendidikan Matematika/PMA (Mathematics Department), Pendidikan Fisika/PFS (Physics Department), Pendidikan Biologi/PBL (Biology Department), Pendidikan Kimia/PKM (Chemistry Department), Manajemen Pendidikan Islam/MPI (Islamic Education Management), Pendidikan Guru Madrasah Ibtidaiyah/PGMI (Elementary Department), Pendidikan Guru Raudhatul Athfal (Early Childhood Education Department), Pendidikan Teknik Elektro/PTE (Electrical Engineering Education), Pendidikan Teknik Informatika/PTI (Informatic Engineering Education), Pendidikan Konseling (Counseling Education).

Department of English Language Education which is known familiarly as *Pendidikan Bahasa Inggris (PBI)* is the place where the researcher conducted the research. As it was named, this department specializes in teaching English as a foreign language and prepares its graduates to be good English teachers at school or professionals in university. English Education Department which is currently headed by Dr. T. Zulfikar, S.Ag., M.Ed., has a very good facility. It provides

classes with standard quality. Besides, it also has one laboratory which is often used for learning activities. Having those standard facilities, Department of English Language Education has become as one of the most favorite department that is chosen by high school students who enroll State Islamic University Ar-Raniry every year.

Lecturers and students are the two most important parts in the teaching-learning process at this department. The quality of transferring knowledge process in the class relies mostly on the quality of the lecturers. On the other hand, students also determine the quality of the Department of English Language Education. The curriculum is very influential in education because the curriculum also can influence the quality of that department. Department of English Language Education 34 permanent and 35 adjunct lecturers. Most of the lectures are graduated from the English Department and some of them from other universities. Besides lecturers, the students also play a significant role in succeeding teaching-learning process. There are about 1.172 students in the English Department by 2018. They are classified by their year entrances which are from 2013 to 2018.

## **B. Research Design**

The research method is concerned with how the method is implemented and how the research is carried out. The researcher used experimental or qualitative research in order to obtain information from the implementation of skimming and scanning techniques in reading comprehension for TOEFL at UIN

Ar-Raniry. The researcher selected experimental study because it was best fit to measure the research object by taking place naturally in the students' classroom

The researcher used one kind of pre-experimental teaching designs, namely the one-group pre-test and post-test design that describes a project in which data are collected from the treatment group taking pre-test and post-test. Then, the researcher compares before-treatment score to after-treatment score. Sugiyono (2016) stated that pre-experimental design is an experiment that is implemented only in one class without control class quantitative research and the data will be presented numerically.

The pre-experimental design is quantitative research. Creswell (2014) defined quantitative research as involving statistical data and objective measures to comprehend and illustrate a phenomenon. Quantitative research uses measurable data to formulate facts and uncover patterns in the research.

### **C. Population and Sample**

Creswell (2014) stated that a population is a group of individuals who have the same characteristic. Therefore, a population is the total of all the individuals who have certain characteristics and are being the interest a researcher. The population in this research was all the second year students of English department Students at UIN Ar-Raniry Banda Aceh in the academic year of 2017/2018. The total number of population was 214 students, which were divided into 7 units or classes. Each class consisted of 32-38 students.

Creswell (2014) argued that a sample is a subgroup of the target population that the researchers plan to study for generalizing the findings to the target population. According to Arikunto(2005), if the total number of population is less than 100, it is better to take all of the numbers to be the sample and called as research population, on the contrary, if the number of subjects more than 100, the sample could be taken about 10-25% or more. Furthermore, in this study the researcher took a sample of about 15% of the population, thus, only 32 students get involved in this research as the sample. In this research, the sample of the research was 32 students who were taking reading academic purpose class that consisted of 11 male students and 21 female students.

In addition, the researcher used purposive sampling in selecting the sample. According to Sugiyono (2016), purposive sampling can be very useful for situations where the researcher need to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. Moreover, at English department of UIN Ar-Raniry Banda Aceh, the classroom is separated based on the unit of their studies. The researcher took one unit which consisted of 32 students learning reading comprehension to be the sample of this research.

#### **D. The technique of Data Collection**

The data collecting method is the method to obtain the data in the research. In this research, the researcher used some techniques for data collection. They were test and questionnaire. Each technique was discussed as follows:

### 1. Test

In this research, the researcher used the test as the instrument to investigate the influence of the use of skimming and scanning techniques in reading comprehension for TOEFL. According to Hill (1982) test is an instrument aimed to ascertain the quality and quantity of something. For the first, the teacher gave pre-test and second was post-test. A pre-test was given to the students before the experimental teaching-learning process in order to know the students' pre-existing ability. Meanwhile, post-test was given after finishing the experimental teaching-learning process in order to know the result of their learning toward their ability after they had been taught by skimming and scanning techniques.

### 2. Questionnaire

The questionnaire was used to know students responses toward teaching and learning process about the use of skimming and scanning techniques. The questionnaire consisted of 10 questions about the influence of skimming and scanning techniques in reading comprehension for TOEFL. The questionnaire was given at the end of the whole sessions or after the test was done.

## **E. The technique of Data Analysis**

### 1. Test

The data analysis involved independent sample *t*-test. Independent sample *t*-test aims to know the comparison of two groups that do not depend on each other. In analyzing the test results, the researcher used several formulas. The

formulas are necessary for finding out the mean score, standard deviation, and t-score.

a. Means

Means is utilized to find out the average of the whole sample. In order to know the mean, the researcher used formula suggested by Sudjana (2005, p. 67).

$$\bar{X} = \frac{\sum fix_i}{\sum fi}$$

Note:

$\bar{X}$  : Means

$\sum fix_i$  : The sum of the scores

$fi$  : Total students

b. Standard Deviation

Sudjana (2005) argued that **standard deviation** is a statistic that describes the amount of variation in a measured process characteristic. Specifically, it measures the amount of an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data.

The formula of standard deviation is as follows:

$$SD^2 = \frac{\sum fi(X - \bar{X})}{n - 1} - \frac{\sum fi(X - \bar{X})^2}{n - 1}$$

Note :

SD : Standar deviation

$\sum fi$  : The sum of frequency

$\bar{X}$  : Mean

$\sum X^2$  : The sum of score square

N : The number of samples

c. T-score

The researcher used t–score to find out whether pre-test and post-test have a significant difference. The formula for t–score was taken from Sudijana (2005, p. 241-243).

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Note:

t : T-Score

$\bar{x}_1$  : Mean of the Post-test

$\bar{x}_2$  : Mean of the Pre-test

SD<sub>1</sub> : Standard Deviation of Post-test

SD<sub>2</sub> : Standard Deviation of Pre-test

N : Total students

## 2. Questionnaire

In this research, the questionnaire was analyzed to obtain additional information about learners' responses toward skimming and scanning techniques.

The formula to analyze the questionnaire as follows:

$$P = \frac{f}{n} \times 100\%$$

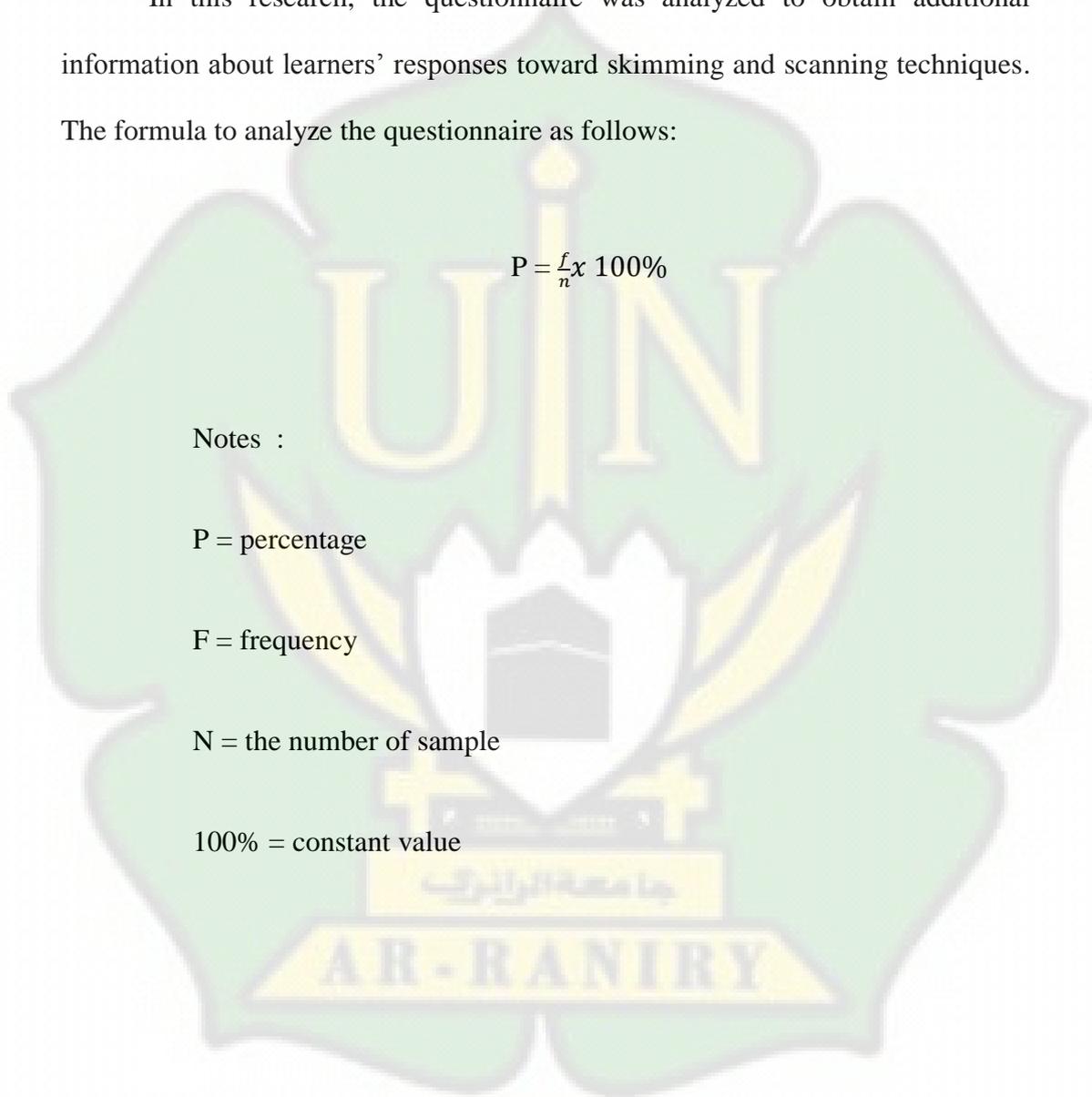
Notes :

P = percentage

F = frequency

N = the number of sample

100% = constant value



## **F. Research Procedure**

This research was conducted at UIN Ar-Raniry Banda Aceh, which the researcher took one class as the sample, then treated in the experimental class because the researcher wanted to know students ability before and after learning skimming and scanning techniques. The experimental teaching was done for five meetings which were two meetings for giving pre-test and post-test and three meetings for experimental teaching. The following are the detail of each meeting in experimental teaching:

### **1. The First Meeting**

In this meeting, the researcher introduced himself as well as told the students about the purpose of his presence. The researcher asked about students' condition and what they had learned at the previous meeting. then, the researcher explained what they would learn in the next four meetings. Furthermore, researchers gave a pre-test sheet and gave clear instructions to them to know their ability before treatment. In this meeting, the researcher gave the students a test about the reading section of TOEFL. The test must be completed within 55 minutes according to the time provided in the test. After the test finished, the researcher started to teach about skimming and scanning techniques. But before that, the researcher gave them handouts or several sheets of paper about the definitions, procedures, and examples of skimming and scanning techniques. After that, the researcher asked them whether they had studied skimming and scanning techniques or not. And most of them answered that they had never studied skimming and scanning techniques. Because they didn't study

yet about skimming and scanning techniques, the researcher started to teach them. At the end of class, the researcher ended the class by concluding the material and asked them to review the material learned.

### 2. The Second Meeting

In this meeting, the researcher came to the class and greeted the students. After that, the researcher reviewed the material given in the previous meeting. Then, we started to review and discuss the TOEFL questions given in the previous meeting by applying skimming and scanning techniques. Most of them started to know how to answer the main idea questions in the reading section of the TOEFL using skimming technique. They could choose the answer correctly by skimming the passage in a short time. Furthermore, they could find the specific words which were asked in the questions by scanning the keywords provided. In this meeting, we finished for two passages provided in the test. All activities were involved with the teacher's instruction, teacher's observation and teacher's correction of their mistakes.

### 3. The Third Meeting

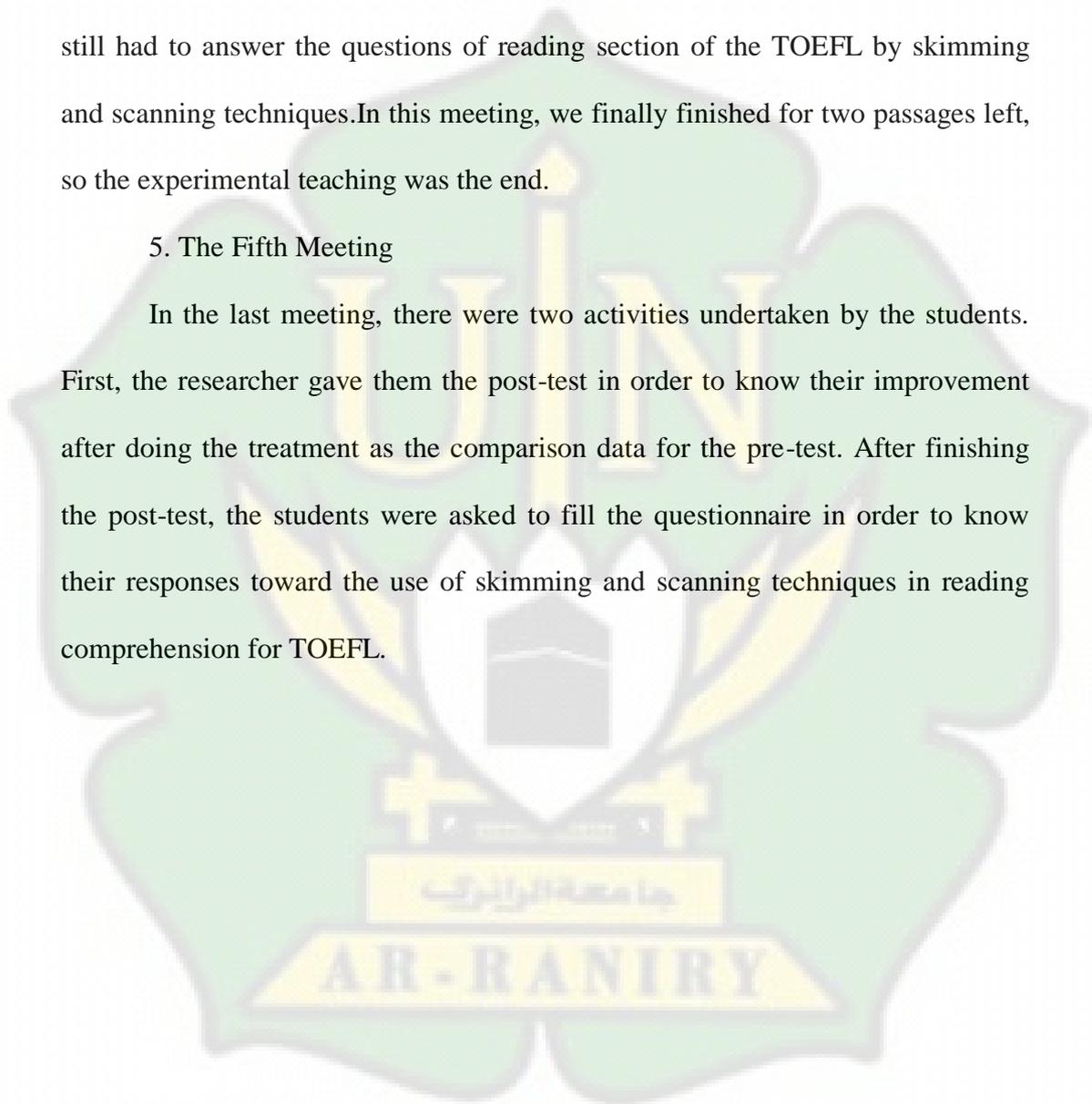
In this meeting, the researcher continued to review and discuss the TOEFL questions. The researcher did the same activity as the second meeting. The students still had to answer the questions of reading section of the TOEFL by skimming and scanning techniques. In this meeting, we also could finish for two passages. For two passages left, we would be discussing the next meeting.

#### 4. The Fourth Meeting

In this meeting, the researcher continued to review and discuss the TOEFL questions. The researcher did the same activity as the third meeting. The students still had to answer the questions of reading section of the TOEFL by skimming and scanning techniques. In this meeting, we finally finished for two passages left, so the experimental teaching was the end.

#### 5. The Fifth Meeting

In the last meeting, there were two activities undertaken by the students. First, the researcher gave them the post-test in order to know their improvement after doing the treatment as the comparison data for the pre-test. After finishing the post-test, the students were asked to fill the questionnaire in order to know their responses toward the use of skimming and scanning techniques in reading comprehension for TOEFL.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding of the Research

##### 1. The analysis of Test Result

The first step of calculating the data is converting the result of both pre-test and post-test into PBT TOEFL score as described in the table below:

**Table 1. The Result of Pre-test and Post-test**

No	Students' Initial	Pre-Test Score		Post-Test Score	
		Correct Answers	Converted Score	Correct Answers	Converted Score
1	ASR	14	34	32	49
2	DIP	20	40	39	54
3	VR	21	41	39	54
4	SA	17	37	31	48
5	EO	18	38	39	54
6	MAH	19	39	32	49
7	MNM	13	32	28	46
8	BN	12	31	33	50
9	WM	19	39	25	44
10	AJ	12	30	29	47
11	MI	21	41	38	54
12	UM	17	37	34	51
13	HP	16	36	34	51
14	SNZ	21	41	40	55
15	FR	12	31	18	38
16	MH	14	34	31	48
17	RM	26	45	40	55
18	HFK	24	43	31	48
19	MK	20	40	38	54
20	FS	17	37	29	47
21	RP	12	31	16	36
22	RJ	18	38	37	53
23	MM	10	29	15	35
24	HN	16	36	29	47
25	WW	13	32	30	48
26	SM	11	31	28	46
27	AFL	17	37	31	48

28	RRW	23	43	36	52
29	AF	18	38	35	52
30	DM	22	42	36	52
31	LY	24	43	37	53
32	VGW	25	44	35	52

Based on the table presented above, it can be seen that the highest score for the pre-test was 45 and the lowest one was 29. Meanwhile, the highest score for post-test was 55 and the lowest one was 35.

Following is the further statistical analysis of each test result, pre-test and post-test:

#### a. Result of Pre-Test

The researcher showed the score of pre-test from the lowest score up to the highest score to calculate the mean of the pre-test score:

29	30	31	31	31	31	32	32	34	34
36	36	37	37	37	37	38	38	38	39
39	40	40	41	41	41	42	43	43	43
44	45								

Then the researcher determined the range of pre-test presented above by using the following formula:

$$\begin{aligned}
 R &= Hs-Ls \\
 &= 45-29 \\
 &= 16
 \end{aligned}$$

After finding the range score, the researcher found out the number of the interval, and the result was:

$$\begin{aligned}
 K &= 1+3.3 (\text{Log } n) \\
 &= 1+ 3.3 (\text{Log } 32) \\
 &= 1 + 3.3 (1.50) \\
 &= 1+ 4.95 \\
 &= 5,95 (\text{taken } 6)
 \end{aligned}$$

So, the length of interval is 6. After knowing the length of interval, the researcher counted the class interval by using the following formula:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{16}{6} \\
 &= 2,6 (\text{taken } 3)
 \end{aligned}$$

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

**Table 2. The frequency distribution of students' pre-test score**

Class Interval	Fi	Xi	Fi xi	Xi - $\bar{X}$	$(Xi - \bar{X})^2$	Fi (Xi - $\bar{X}$ )	$(Fi (Xi - \bar{X}))^2$	Fi (Xi - $\bar{X})^2$
29-31	6	30	180	-7,03	49,42	-42,18	1779,15	296,52
32-34	4	33	132	-4,03	16,24	-16,12	259,85	64,96
35-37	6	36	216	-1,03	1,06	-6,18	38,19	6,36
38-40	7	39	273	-1,97	3,88	13,79	190,16	27,16
41-43	7	42	294	4,97	24,70	34,79	1210,34	172,9
44-46	2	45	90	7,97	63,52	15,94	254,08	127,04
$\Sigma$	32		1185				3731,77	694,94

Furthermore, in order to calculate the mean of pre-test the following formula is used.

$$\bar{X} = \frac{\sum fix_i}{\sum fi}$$

$$\bar{X} = \frac{1185}{32}$$

$$\bar{X} = 37,03$$

After calculating the mean of students' pre-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{\sum fi (X - \bar{X})}{n - 1} - \frac{\sum fi (X - \bar{X})^2}{n - 1}$$

$$SD^2 = \frac{3731,77}{31} - \frac{694,94}{31}$$

$$SD^2 = 120,37 - 22,41$$

$$SD^2 = 97,96$$

$$SD = \sqrt{97,96}$$

$$SD = 9,89$$

### b. The Result of Post-test

The researcher showed the score of post-test from the lowest score up to the highest score to calculate the mean of the post-test score:

35	36	38	44	46	46	47	47	47	48
48	48	48	48	49	49	50	51	51	52
52	52	52	53	53	54	54	54	54	54
55	55								

Then the researcher determined the range of post-test presented above by using the following formula:

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 55 - 35 \\
 &= 20
 \end{aligned}$$

After finding the range score, the researcher found out the number of the interval, and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\text{Log } n) \\
 &= 1 + 3.3 (\text{Log } 32) \\
 &= 1 + 3.3 (1.50) \\
 &= 1 + 4.95 \\
 &= 5,95 \text{ (taken 6)}
 \end{aligned}$$

So, the length of interval was 6. After knowing the length of interval, the researcher counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{20}{6}$$

$$= 3,3 \text{ (taken 4)}$$

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

**Table 3. The frequency distribution of students' post-test score**

Class Interval	Fi	Xi	Fi xi	Xi - $\bar{X}$	(Xi - $\bar{X}$ ) <sup>2</sup>	Fi (Xi - $\bar{X}$ )	(Fi (Xi - $\bar{X}$ )) <sup>2</sup>	Fi (Xi - $\bar{X}$ ) <sup>2</sup>
35-38	3	36,5	109,5	-12,62	159,26	-37,86	1433,37	477,78
39-42	0	40,5	0	-8,62	74,30	0	0	0
43-46	3	44,5	133,5	-4,62	21,34	-13,86	192,09	64,02
47-50	11	48,5	533,5	-0,62	0,38	6,82	46,51	4,18
51-54	13	52,5	682,5	3,38	11,42	43,94	1930,72	148,46
55-58	2	56,5	113	7,38	54,46	14,76	217,85	108,92
$\Sigma$	32		1572				3820,54	803,36

Furthermore, in order to calculate the mean of post-test the following formula is used.

$$\bar{X} = \frac{\Sigma fxi}{\Sigma fi}$$

$$\bar{X} = \frac{1572}{32}$$

$$\bar{X} = 49,12$$

After calculating the mean of students' pre-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{\sum fi(X - \bar{X})}{n - 1} - \frac{\sum fi(X - \bar{X})^2}{n - 1}$$

$$SD^2 = \frac{3820,54}{31} - \frac{803,36}{31}$$

$$SD^2 = 123,24 - 25,91$$

$$SD^2 = 97,33$$

$$SD = \sqrt{97,33}$$

$$SD = 9,89$$

### c. T-score Calculation

The researcher used t-score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

$$t - score = \frac{49,12 - 37,03}{\sqrt{\left(\frac{97,96}{32}\right) + \left(\frac{97,33}{32}\right)}}$$

$$t - score = \frac{12,09}{\sqrt{3,06 + 3,04}}$$

$$t - score = \frac{12,09}{\sqrt{6,1}}$$

$$t - score = \frac{12,09}{2,46}$$

$$t - score = 4,91$$

## 2. The Analysis of Questionnaire

As mentioned in the first chapter, one instrument applied by the researcher in collecting data was a questionnaire. It was used to find out students' opinion about the implementation of skimming and scanning techniques. The questionnaire sheets were given to the students in the last meeting. It consisted of ten questions in closed-ended questions. In analyzing the answer for the questionnaire, the researcher used the percentage formula as has been proposed by Sudjana in the following:

$$P = \frac{f}{n} \times 100\%$$

Notes :

P = percentage

F = frequency

N = the number of sample

100% = constant value

By using the formula mentioned above, the data percentage can be drawn as follows:

**Table 4. Students' responses toward skimming and scanning techniques**

No	Questions	Options	F	P
1	Do you apply skimming and scanning techniques in the test of reading comprehension?	a. Always b. Often c. Sometimes d. Never	- 5 10 17	- 15,5 31,2 53,1
2	Is the implementation of skimming and scanning techniques in comprehending reading comprehension of TOEFL interesting?	a. Very Interesting b. Interesting c. Less interesting d. Not Interesting at all	4 24 4 -	12,5 75 12,5 -
3	Do the steps of skimming and scanning techniques that used in comprehending reading comprehension of TOEFL make you comfortable in learning process?	a. Very comfortable b. Comfortable c. Less comfortable d. Not comfortable at all	6 23 3 -	18,7 71,8 9,3 -
4	Do the skimming and scanning techniques help you in comprehending reading comprehension of TOEFL?	a. Skimming and scanning help in almost of time b. Skimming and scanning help sometimes c. Skimming and scanning don't help me much d. Skimming and scanning don't help me at all	11 18 3 -	34,3 56,2 9,3 -
5	What do you think about the effectiveness of skimming and scanning techniques in comprehending reading comprehension of TOEFL?	a. Very Effective b. Effective c. Less effective d. Not effective at all	10 20 2 -	31,2 62,5 6,2 -
6	What is your opinion about skimming and scanning techniques can save time in reading and understanding reading comprehension of TOEFL?	a. Strongly Agree b. Agree c. Disagree d. Strongly disagree	7 24 1 -	21,8 75 3,1 -
7	What is your opinion after skimming and scanning techniques, it was easier to answer the questions of TOEFL ?	a. Strongly Agree b. Agree c. Disagree d. Strongly disagree	12 17 3 -	37,5 53,1 9,3 -
8	What is your opinion about teachers should use supportive	a. Strongly Agree b. Agree	11 16	34,3 50

	reading techniques to raise their students' self-esteem before reading comprehension test ?	c. Disagree	5	15,6
		d. Strongly disagree	-	-
9	What is your opinion about skimming and scanning techniques can predict the content and find specific word of the text?	a. Strongly Agree	8	25
		b. Agree	20	62,5
		c. Disagree	4	12,5
		d. Strongly disagree	-	-
10	What is your opinion about skimming and scanning techniques can increase their interest in learning reading comprehension of TOEFL?	a. Strongly Agree	9	28,1
		b. Agree	21	65,6
		c. Disagree	2	6,2
		d. Strongly disagree	-	-

In the line with the result of the tabel above, the researcher tried to come up with constructive analysis as follows:

1. Analysis of question 1

It showed that most students never applied skimming and scanning techniques before. Only (15,5 %) of the sample said that they often applied skimming and scanning techniques. It was believed that most of the students had low scores in the pre-test.

2. Analysis of question 2

None of the students was not interested in the implementation of skimming and scanning techniques in reading comprehension of TOEFL. It was proven that (75%) students were interested in the implementation of skimming and scanning techniques and (12,5%) students were interested in the implementation of skimming and scanning techniques very much, then only (12,5%) students were not so interested in the implementation of skimming and scanning techniques. It showed that most of the

students agreed that the implementation of skimming and scanning techniques was interesting.

### 3. Analysis of question 3

In line with students' interest in the implementation of skimming and scanning techniques in reading comprehension of TOEFL, almost all students felt comfortable during the implementation of skimming and scanning techniques. From the table, it can be seen that there was no students felt uncomfortable during the process. It meant that the students learn in a constructive environment.

### 4. Analysis of question 4

According to data from the table, there were (90,5%) of the students who said that they were assisted to understand the text by the implementation of skimming and scanning techniques. It means that the techniques might be used to facilitate them in comprehending the text. The rest (9.3%) students said that they were not helped much by skimming and scanning techniques. This can be accepted in view of the fact that there is no techniques or even approach that can meet all students' learning style.

### 5. Analysis of question 5

Since students were interested in the implementation of skimming and scanning techniques, they finally assumed that the techniques were helpful or effective to be used to reading comprehension for TOEFL. From the table, it can be seen that (93,7%) students said that the techniques were effective.

#### 6. Analysis of question 6

The table proved that (75 %) students agreed that the use of skimming and scanning techniques were able to save time. It meant that these techniques were appropriate to be applied in reading comprehension of TOEFL

#### 7. Analysis of question 7

By analyzing the table, it showed that (90,6%) students gave their perception that it was easier to answer the questions of the TOEFL after applying skimming and scanning. The table implied that most of the students agreed that after using skimming and scanning, it was easier to answer the question of the TOEFL.

#### 8. Analysis of question 8

The table above inferred that the majority of students (84,3%) agreed that the teachers should use supportive reading techniques to raise the students' self-esteem before reading test, while the rest of students (15,6%) did not agree.

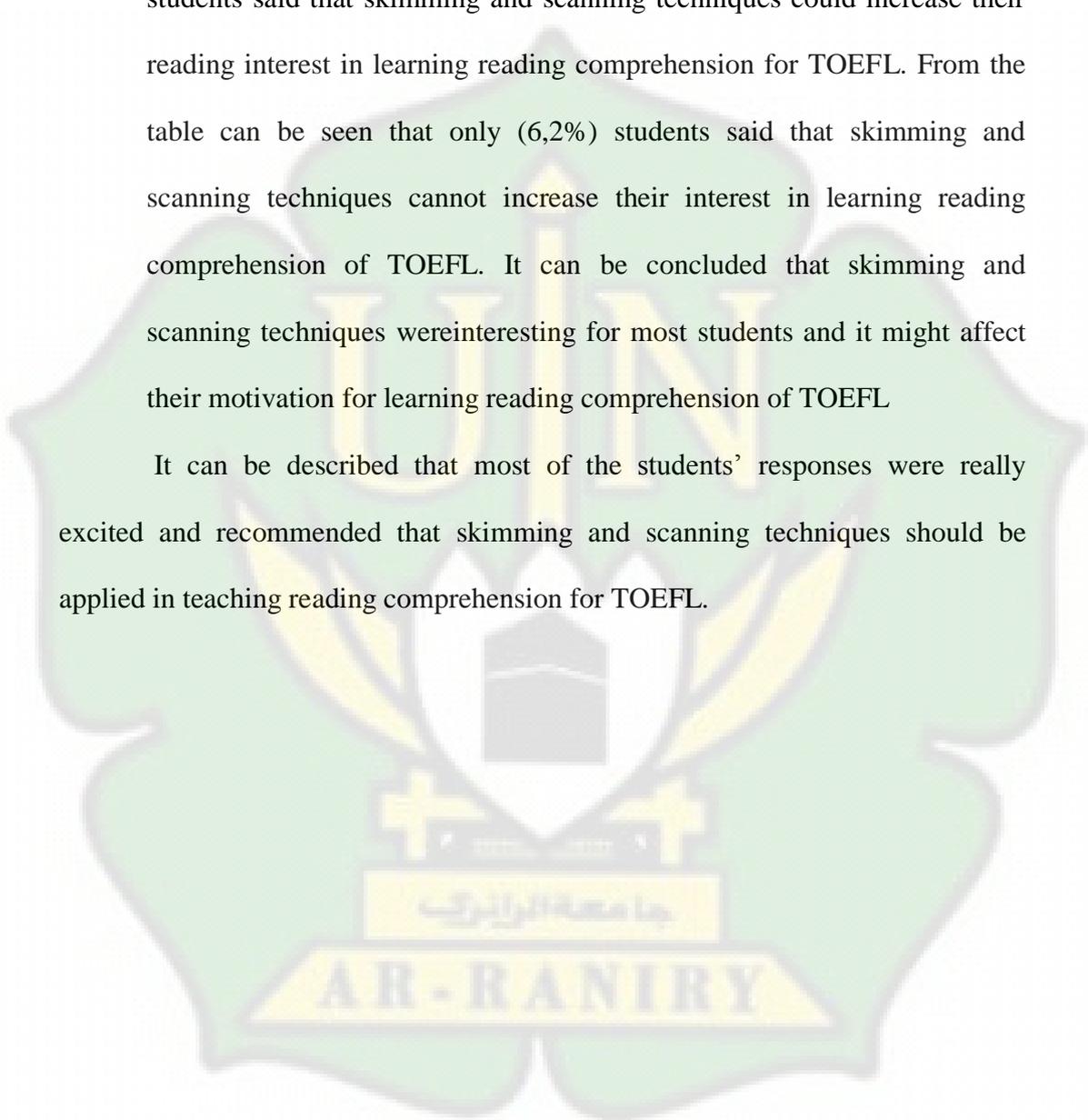
#### 9. Analysis of question 9

The table above described that (87,5%) students said that skimming and scanning techniques could predict the content and specific word easily while only (12,5%) students said disagree. Thus, we might conclude that skimming and scanning techniques can predict the content and find specific word of the text.

#### 10. Analysis of question 10

Based on the data from the table, it can be described (93,7%) of the students said that skimming and scanning techniques could increase their reading interest in learning reading comprehension for TOEFL. From the table can be seen that only (6,2%) students said that skimming and scanning techniques cannot increase their interest in learning reading comprehension of TOEFL. It can be concluded that skimming and scanning techniques were interesting for most students and it might affect their motivation for learning reading comprehension of TOEFL.

It can be described that most of the students' responses were really excited and recommended that skimming and scanning techniques should be applied in teaching reading comprehension for TOEFL.



## **B. Discussion**

Based the result of data analysis, there was some brief discussion concerning the answer to the research questions. According to the data obtained from the pre-test and post-test, it showed that skimming and scanning influence the students' achievement in improving students' reading comprehension for TOEFL. The mean ( $\bar{x}$ ) score of the post-test was higher than the mean ( $\bar{x}$ ) score of the pre-test. So it can be concluded that the use of skimming and scanning techniques were effective to be used in teaching reading comprehension for TOEFL.

In addition, the data from the questionnaire revealed that most of the students' responses were really excited and recommended that skimming and scanning techniques should be applied in teaching reading comprehension for TOEFL. Based on the questions 2 and 7 showed that skimming and scanning techniques were interesting and easy to be learned by the students. It can help them to dominate the material and most necessary to improve their understanding about reading comprehension for TOEFL.

Based on the explanation above, the researcher concluded that skimming and scanning techniques had a positive impact on students' reading comprehension for TOEFL. The students' score increased significantly after the implementation of skimming and scanning techniques. Hence, it can be used to improve students' reading comprehension for TOEFL.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the explanation about the process of teaching reading comprehension for TOEFL by using skimming and scanning techniques and the analysis of the data in the previous chapters, the researcher tried to draw some conclusion as follows:

1. Skimming and scanning techniques were effective to improve the students' reading comprehension in TOEFL as could be seen from the scores of pre-test and post-test. The post-test got higher score than pre-test.
2. The data from the questionnaire revealed that most of the students' responses were really excited and recommended that skimming and scanning techniques should be applied in teaching reading comprehension for TOEFL.

## **B. Suggestions**

In line with the result of the research, the researcher tried to come up with some constructive suggestions. However, those were intended to create better English teaching and learning process. The suggestions are follows:

1. The teacher should apply various techniques in teaching to motivate the students. The skimming and scanning techniques were the techniques which can be used to stimulate their motivation.
2. The teacher should provide various additional reading tasks to encourage students to have opportunities in developing their language skills.
3. The students should familiarize themselves with some techniques such as skimming and scanning techniques which can make them easier in reading comprehension.
4. The further research on the skimming and scanning techniques is expected to be applied in many kinds of reading since the skimming and scanning techniques are also assumed can be used to improve students' reading comprehension for TOEFL. It is interesting to know how the skimming and scanning can influence students' reading comprehension for TOEFL.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-8542/UN.08/FTK/KP.07.6/09/2018  
**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
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7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Mencakupkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 16 Januari 2018

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1035/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

**Menunjuk Saudara:**

1. Dr. Syarwan Ahmad, M.Lis  
2. Dr. Mustafa AR, MA

Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua

**Untuk membimbing Skripsi :**

Nama : Abdul Hadi Setiawan

NIM : 140203188

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Use of Skimming and Scanning Techniques in Reading Comprehension for TOEFL (An Experimental Research in UIN Ar-Raniry Banda Aceh)

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 10 September 2018

An. Rektor  
Dekan,



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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Nomor : B- 13425 /Un.08/TU-FTK/ TL.00/12 /2018

04 Desember 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : Abdul Hadi Setiawan  
**N I M** : 140 203 188  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : IX  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
**A l a m a t** : Tanjung Selamat, Jl. Lingkar Kampus UIN Ar-Raniry, Kec. Darussalam, Aceh Besar

Untuk mengumpulkan data pada:

**Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Skimming and Scanning Tecniques In Reading Comprehension for TOEFL (An Experimental Research In UIN Ar-Raniry Banda Aceh)**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,  
Kepala Bagian Tata Usaha,

M. Sald Farzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
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**Surat Keterangan**

Nomor: B-06/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-13425/Un.08/ TU. FTK/TL.00/12/2018 tanggal 04 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Abdul Hadi Setiawan  
NIM : 140203188  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**The Use of Skimming and Scanning Techniques in Reading Comprehension for TOEFL (An Experimental Research in UIN Ar-Raniry Banda Aceh)**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 02 Januari 2019  
Ketua Prodi Pendidikan Bahasa Inggris,

**T. Zulfikar**

Section 3 Hikmetnisak  
170203051

Reading Comprehension

Time: 55 minutes

Directions: In this section of test you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the one best answer: (A), (B), (C), or (D), to each question. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Questions 1-10

1. One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and membranes, the human fetus is particularly vulnerable to its effects. In fact, the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome. As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother.

For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus's liver is not completely developed (how developed it depends on its stage of development). The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this takes place, major neurological damage may have already occurred. Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies born after exposure to alcohol generally exhibit facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

1. What is the main topic of this passage?

- (A) Woman and drugs
- (B) The dangers of pregnancy
- (C) The fetus and alcohol
- (D) Drinking and the human body

2. In line 3 the word "its" refers to

- (A) the fetus
- (B) the blood
- (C) the tissue
- (D) the alcohol

3. In line 4, the word "pronounced" is close in meaning to?

- (A) evident
- (B) spoken
- (C) described

4. How much time can it be inferred that it takes alcohol to enter a woman's bloodstream after she takes a drink?  
(A) about one hour  
(B) a few seconds  
(C) several minutes  
(D) at least 24 hours

5. In line 7 the word "inextricably" most nearly means

- (A) unexplained
- (B) formerly
- (C) forcefully
- (D) inseparably

6. According to the passage, how does the concentration of alcohol in a fetus compare to that in the mother?

- (A) The concentration is more.
- (B) The concentration is less.
- (C) The concentration is equivalent.
- (D) The concentration cannot be measured.

7. It can be inferred that the development of a fetal liver depends on

- (A) How many months pregnant the mother is
- (B) How much alcohol the mother has consumed
- (C) How large the fetus is
- (D) How well the mother has taken care of the fetus

8. According to the passage, how is alcohol finally returned to the mother's system?

- (A) It is carried through the bloodstream
- (B) It is transferred across the placenta
- (C) It is expelled by the fetus's liver
- (D) It is not completely returned

9. Which one of the following was NOT mentioned as a sign of fetal alcohol syndrome?

- (A) disfigurement of the face
- (B) concentration difficulties
- (C) increased aggression
- (D) memory problems

10. At what place in the passage does the author discuss the quantity of alcohol necessary to produce negative results?

- (A) Lines 2-3
- (B) Lines 11-13
- (C) Lines 21-22
- (D) Lines 24-25

Questions 11-16

1. Bacteria are extremely small living things. While we measure our own sizes in inches or centimeters, bacterial size is measured in microns. One micron is a thousandth of a millimeter (a pinhead is about a millimeter across). Rod shaped bacteria are usually from two to four microns long, while rounded ones are generally one micron in diameter. Thus if you enlarged a fouled bacterium a thousand times, it would be just about the size of a pinhead. An adult human magnified by the same amount would be over a mile (1.6 kilometers) tall.

B=16  
32

Even with an ordinary microscope, you must look closely to see bacteria. Using a magnification of 100 times, one finds that bacteria are barely visible as tiny rods or dots one cannot make out anything of their structure. Using special stains, one can see that some bacteria have attached to them wavy-looking "hairs" called flagella. Others have only one flagellum. The flagella rotate, pushing the bacteria through the water. Many bacteria lack flagella and cannot move about by their own power while others can glide along over surfaces by some little understood mechanism.

15 From the bacterial point of view, the world is a very different place from what it is to humans to a bacterium water is as thick as molasses is to us. Bacteria are so small that they are influenced by the movements of the chemical molecules around them. Bacteria under the microscope, even those with no flagella, often bounce about in the water. This is because they collide with the water molecules and are pushed this way and that. Molecules move so rapidly that within a tenth of a second the molecules around a bacterium have all been replaced by new ones even bacteria without flagella are thus constantly exposed to a changing environment.

11. Which of the following is the main topic of the passage?

- (A) The characteristics of bacteria
- (B) How bacteria reproduce
- (C) The various functions of bacteria
- (D) How bacteria contribute to disease

12. Bacteria are measured in

- (A) inches
- (B) centimeters
- (C) microns
- (D) millimeters

13. Which the following is the smallest?

- (A) A pinhead
- (B) A rounded bacterium
- (C) A microscope
- (D) A rod-shaped bacterium

14. According to the passage, someone who examines bacteria using only a microscope that magnifies 100 times would see

- (A) dots
- (B) small "hairs"
- (C) large rods
- (D) detailed structures

15. The relationship between a bacterium and its flagella is most nearly analogous to which of the following?

- (A) A rider jumping on a horse's back
- (B) A ball being hit by a bat
- (C) A boat powered by a motor
- (D) A door closed by a gust of wind

16. In line 15, the author compares water to molasses, in order to introduce which of the following topics?

- (A) The bacterial content of different liquids
- (B) What happens when bacteria are added to molasses
- (C) The molecular structures of different chemicals
- (D) How difficult it is for bacteria to move through water

### Questions 17-24

1. People are not only tightening their belts financially — obesity figures have fallen since the start of the recession. A study has found that the number of people who have become dangerously overweight halved in the three years after the financial crisis of 2007.

5. The results have baffled researchers because they had expected waistlines to expand as the economic downturn affected family incomes. Previous studies have found that people with less money tend to buy foods which are cheaper but higher in calories — such as takeaways, and pre-packaged meals — which is why poorer families are more likely to gain weight.

10. Academics do not yet know why the most recent research appears to suggest that having less money reduces the number of people becoming fat. But the effect was seen regardless of family income, which suggests a general trend across the population and could be a sign that the healthy-eating message is having an impact at a time when people are being more careful about how they shop.

15. Researchers used information collected from a study of 350,000 adults across the United States. People were asked for their height and weight, which allows researchers to calculate their Body Mass Index (BMI). The World Health Organisation considers a person obese if they have a BMI score of 30 or over, and overweight if they have a score of between 25 and 30.

The Arizona State University researchers said: 'In all but the poorest income group the annual increase in BMI decelerated substantially during the recession. There is little evidence that the economic downturn has exacerbated obesity by causing people to consume cheaper foods.'

25. Obesity rates in the UK — as in the US — have been rising for 20 years. As many as a quarter of all Britons are officially classed as so overweight it threatens their health, any UK women are the fattest in Europe

Adapted from [http://www.bbc.co.uk/1/health/2007/07/070719obesity\\_bmi.shtml](http://www.bbc.co.uk/1/health/2007/07/070719obesity_bmi.shtml)

17. The main idea of the passage is that

- (A) The obesity rates have been rising
- (B) a person obese if they have a BMI score of 30 or over
- (C) the economic downturn has exacerbated obesity
- (D) People who have become dangerously overweight reduced by half in the three years after the financial crisis of 2007

18. The passage states that the recent research indicates that

- (A) the crisis has led people to healthy eating habit.
- (B) the crisis has changed the consumer spending on food.
- (C) the crisis has accelerated the number of people becoming fat
- (D) The crisis has not caused people to consume cheaper food.

19. The word "downturn" in line 6 is closest in meaning to

- (A) amplification
- (B) reduction
- (C) acceleration

(D) speed

20. According to the passage, WHO considers one overweight  
(A) if they have a BMI score of thirty or over  
(B) if they have a BMI score of below twenty five  
(C) if they have a BMI score of between twenty five and thirty  
(D) if they have a BMI score of twenty.

21. The word "evidence" in line 23 could be best replaced by

- (A) Burden  
(B) Chart  
(C) Proof  
(D) Authority

22. It can be inferred from the passage that  
(A) The crisis has considerably changed the trend of junk food consumption  
(B) The crisis has worsened the number of people becoming obese.  
(C) Poorer families are more likely to gain weight  
(D) The researchers are completely sure of their recent study

23. The pronoun "their" in line 17 refers to

- (A) Researchers  
(B) Academics  
(C) People  
(D) Organization

24. Which of the following is true about the obesity rate according to the passage

- (A) The obesity rate has mystified the experts.  
(B) The obesity rate has been predicted by the experts.  
(C) The obesity rate has pleased the experts.  
(D) The obesity rate in has made the experts unhappy.

### Questions 25-35

1. Exquisite patterns and surface ornamentation were an integral part of the aesthetics of the late Victorian era. In America, these developments were incorporated into the themes of national exhibitions and artistic movements, as cottage industries grew and productivity in the decorative arts flourished. The last three decades of the 19th century saw a change in sensibility that resulted in new stylistic approaches in American decorative arts, a departure from the previous era of Rococo and Renaissance Revival excess. Shapes became more angular, smoother and less flamboyant. The popular carvings and deep modeling of earlier years disappeared as ornamentation became more linear and lighter in appearance. Decoration focused on the surface with rich and elegant patterns adorning furniture, objects of every sort, and architectural and interior decorations. This artistic reawakening was prompted by the effects of the Industrial Revolution on contemporary design.

This new attitude, with its focus on ornament and the decorative, was later referred to as the Aesthetic Movement, but it also encompassed the early Arts and Crafts Movement as well. The purpose was to bring a refined sensibility and components of "good taste" to the domestic interior. Art and good taste not only denoted good character, but also could be used to induce proper moral conduct and actions, thereby contributing to the betterment of society. This placed a heavy burden on designers/decorators as well as on women as keepers of the home. Americans drew inspiration from the writing and work of English artists. This was a period of great

eclecticism. Tastes ranged from the Modern Gothic through the Persian, Greek and Islamic, to the Japanese, and with more than a nod to Mother Nature. Yet, regardless of the influence, surface pattern reigned supreme. English reformers dictated that ornament should be derived from nature, and pattern should be flat and stylized. Forms were accentuated by colored outlines, or often with touches of gold. The emphasis was on art and on development of a refined sensibility. It was all a matter of taste.

25. What is the main topic of the passage?

- (A) defining the "Aesthetic Movement"  
(B) decorative arts in late 19th-century America  
(C) English influences on American decorative arts in the late 19th-century  
(D) The change in tastes from "Rococo and Renaissance Revival" to the "Aesthetic Movement" in late 19th century

26. The word "integral" in line 1 is closest in meaning to

- (A) essential  
(B) additional  
(C) important  
(D) beautifying

27. According to the passage, during the Aesthetic Movement popular carvings and deep modeling of earlier years

- (A) were popular  
(B) again became popular  
(C) disappeared  
(D) defined good taste

28. The word "elegant" in line 10 is closest in meaning to

- (A) beautiful  
(B) ornamental  
(C) colorful  
(D) refined

29. According to the passage, the purpose of the Aesthetic Movement was to

- (A) induce proper moral conduct and actions  
(B) Define what was meant by good taste in the domestic interior  
(C) Encompass Arts and Crafts as well as ornament and decoration  
(D) Define good character and contribute to the betterment of society

30. The phrase "new attitude" in line 13 refers to

- (A) including the early Arts and Crafts Movement as well  
(B) artistic reawakening  
(C) the Industrial Revolution  
(D) Rococo and Renaissance Revival

31. The word "denoted" in line 16 is closest in meaning to

- (A) Promoted  
(B) Facilitated  
(C) Developed  
(D) signified

32. Where in the passage does the author mention the influence of art and good taste on morals?

- (A) lines 5-9  
(B) lines 10-14

33. Which of the following can be inferred from the passage?  
 (A) lines 15-20  
 (B) lines 20-24

(A) designers and decorators were mainly responsible for starting the new attitude  
 (B) the movement led to a higher standard of morality in late 19th-century America  
 (C) the Americans considered the English to be the arbiters of good taste  
 (D) women, as keepers of the home, faced a heavy burden

34. According to the passage, which of the following remained most important, regardless of influences from other countries?

- (A) surface pattern  
 (B) English opinions  
 (C) good taste  
 (D) proper moral conduct and actions

35. Which of the following is NOT mentioned as a feature of the Aesthetic Movement?

- (A) shapes became less flamboyant  
 (B) ornamentation became lighter in appearance  
 (C) forms were accentuated by colored lines  
 (D) decorations focused mainly on furniture

#### Questions 36-44

1 The colossal squid, sometimes called the Antarctic or Giant Cranch Squid, is believed to be the largest squid species in terms of mass. It is the only known member of the genus *Mesonychoteuthis*. Though it is known from only a few specimens, current estimates put its maximum size at 12-14 metres (39-46 feet) long, based on analysis of smaller and immature specimens, making it the largest known invertebrate.

Unlike the giant squid, whose arms and tentacles only have suckers lined with small teeth, the Colossal Squid's limbs are also equipped with sharp hooks: some swelling, others three pointed. Its body is wider and stouter, and therefore heavier, than that of the giant squid. Colossal Squids are believed to have a longer mantle than giant squid, although their tentacles are shorter.

The squid exhibits abyssal gigantism. The beak of *Mesonychoteuthis hamiltoni* is the largest known of any squid, exceeding that of *Architeuthis* (giant squid) in size and in kingdom.

While little is known about the life of this creature, it is believed to feed on prey such as chaetognaths, large fish like the Patagonian toothfish and other squids in the deep ocean using bioluminescence. The Colossal Squid is thought to have a slow metabolic rate, requiring only around 30 g of prey daily. Estimates of its energetic demands suggest that it is a slow-moving ambush predator, using its large eyes primarily for predator detection rather than active hunting.

Adapted from [http://en.wikipedia.org/wiki/colossal\\_squid](http://en.wikipedia.org/wiki/colossal_squid)

36. The passage is about  
 (A) A continent  
 (B) A kind of fish  
 (C) A fresh water giant  
 (D) A deep ocean

37. How long is approximately the longest colossal squid?

- (A) More than 14 meters long  
 (B) More or less 13 meters long  
 (C) More or less 12 meters long  
 (D) Unknown

38. A colossal squid can best be described as  
 (A) A kind of squid that is well-documented in the animal kingdom  
 (B) A squid that is using bioluminescence  
 (C) A giant squid whose arms/tentacles have suckers lined with small teeth  
 (D) The biggest squid in the ocean

39. The word "specimens" in line 5 is closest in meaning to

- (A) samples  
 (B) species  
 (C) creatures  
 (D) infants

40. Which of the following might be habitat of colossal squids?

- (A) The Atlantic  
 (B) The Pacific  
 (C) Deep sea  
 (D) The South Pole

41. What diet does the colossal squid eat?

- (A) Plankton, other squids, and fish living in the deep waters  
 (B) Big tropical fish  
 (C) Phytoplankton  
 (D) Mostly sperm whales

42. According to the passage, the colossal squids

- (A) Eat a lot everyday  
 (B) Rely on their sharp eyes for hunting  
 (C) Are hunting actively to catch predators  
 (D) Consume mostly 30-gram preys

43. Where in the passage does the writer describe how the squids hunt their food?

- (A) Line 6-9  
 (B) Line 10-13  
 (C) Line 14-16  
 (D) Line 17-19

44. The word "robustness" in line 14 can best be replaced by

- (A) Width  
 (B) Strength  
 (C) Height  
 (D) Weight

Questions 45-50

1 One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world throughout much of her lifetime because of her prolific literary output, which consisted of some eighty-five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty-five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became as she described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dear-Howell Medal of the American Academy of Arts and Letters in addition to the Nobel and Pulitzer prizes, Pearl Buck as a total human being, not only a famous author, is a captivating subject of study.

45. What the author's main purpose in the passage?

- (A) To offer a criticism of the works of Pearl Buck
- (B) To illustrate Pearl Buck's views on Chinese literature
- (C) To indicate the background and diverse interests of Pearl Buck
- (D) To discuss Pearl Buck's influence on the cultures of the East and the West

46. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT

- (A) novels
- (B) children's books
- (C) poetry
- (D) short stories

47. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?

- (A) The Nobel Prize
- (B) The Newberry Medal
- (C) The William Dean Howells medal
- (D) The Pulitzer prize

48. According to the passage, Pearl Buck was an unusual figure in American literature in that she

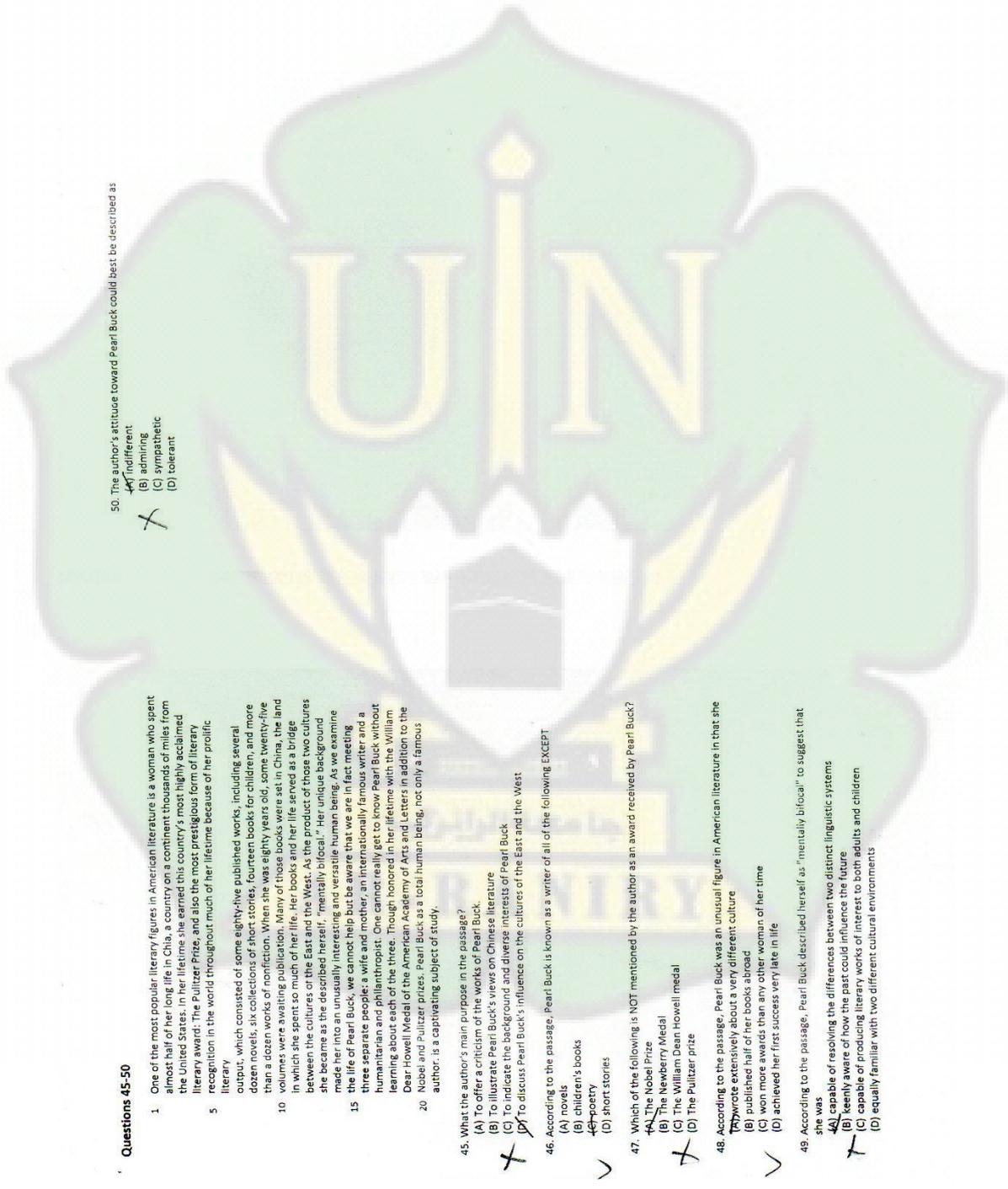
- (A) wrote extensively about a very different culture
- (B) published half of her books abroad
- (C) won more awards than any other woman of her time
- (D) achieved her first success very late in life

49. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was

- (A) capable of resolving the differences between two distinct linguistic systems
- (B) keenly aware of how the past could influence the future
- (C) capable of producing literary works of interest to both adults and children
- (D) equally familiar with two different cultural environments

50. The author's attitude toward Pearl Buck could best be described as

- (A) indifferent
- (B) admiring
- (C) sympathetic
- (D) tolerant



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Questions 1-10

William Sydney Porter (1862-1910), who wrote under the pseudonym of O. Henry, was born in North Carolina. His only formal education was to attend his Aunt Lina's school until the age of fifteen, where he developed his lifelong love of books. By 1881 he was a licensed pharmacist. However, within a year, on the recommendation of a medical colleague of his father's, Porter moved to La Salle County in Texas for two years herding sheep. During this time, Webster's Unabridged Dictionary was his constant companion, and Porter gained a knowledge of ranch life that he later incorporated into many of his short stories. He then moved to Austin for three years, and during this time the first recorded use of his pseudonym appeared, allegedly derived from his habit of calling "Oh, Henry" to a family cat. In 1887, Porter married Alhol Estes. He worked as a draftsman, then as a bank teller for the First National Bank.

In 1894 Porter founded his own humor weekly, the "Rolling Stone", a venture that failed within a year, and later wrote a column for the Houston Daily Post. In the meantime, the First National Bank was examined, and the subsequent indictment of 1886 stated that Porter had embezzled funds. Porter then fled to New Orleans, and later to Honduras, leaving his wife and child in Austin. He returned in 1897 because of his wife's continued ill-health, however she died six months later. Then, in 1898 Porter was found guilty and sentenced to five years imprisonment in Ohio. At the age of thirty five, he entered prison as a defeated man, he had lost his job, his home, his wife, and finally his freedom. He emerged from prison three years later, reformed as O. Henry, the pseudonym he now used to hide his true identity. He wrote at least twelve stories in jail, and after re-gaining his freedom, went to New York City, where he published more than 300 stories and gained fame as America's favorite short story writer. Porter married again in 1907, but after months of poor health, he died in New York City at the age of forty-eight in 1910. O. Henry's stories have been translated all over the world.

1. Why did the author write the passage?

- (a) because it is a tragic story of a gifted writer
- (b) to outline the career of a famous American
- (c) because of his fame as America's favorite short story writer
- (d) to outline the influences on O. Henry's writing

2. According to the passage, Porter's father was

- (a) responsible for his move to La Salle County in Texas
- (b) the person who gave him a life-long love of books
- (c) a medical doctor
- (d) a licensed pharmacist

3. The word "allegedly" in line 9 is closest in meaning to

- (a) supposedly
- (b) reportedly
- (c) wrongly
- (d) mistakenly

4. Which of the following is true, according to the passage?

- (a) both of Porter's wives died before he died
- (b) Porter left school at 15 to become a pharmacist
- (c) Porter wrote a column for the Houston Daily Post called "Rolling Stone"
- (d) the first recorded use of his pseudonym was in Austin

5. The word "venture" in line 12 is closest in meaning to

- (a) challenging experiment
- (b) bold initiative
- (c) speculative action
- (d) sorry experience

6. The word "subsequent" in line 14 is closest in meaning to

- (a) resulting
- (b) police
- (c) alleged
- (d) official

7. Porter lost all of the following when he went to prison EXCEPT his

- (a) home
- (b) wife
- (c) job
- (d) books

8. According to the author, how many stories did Porter write while in prison for three years?

- (a) more than 300
- (b) 35
- (c) at least 12
- (d) over 20

9. The author implies which of the following is true?

- (a) Porter would probably have written less stories if he had not been in prison for three years
- (b) Porter was in poor health throughout his life
- (c) O. Henry is as popular in many other countries as he is in America
- (d) Porter's wife might have lived longer, if he had not left her in Austin when he fled

10. Where in the passage does the author mention a habit of Porter that was to become very useful for him later?

- (a) lines 6-10
- (b) lines 11-15
- (c) lines 16-20
- (d) lines 21-25

B=29

SD

**Questions 11-21**

Alexis de Tocqueville, the French political scientist, historian, philosopher and politician, is most famous for a four-volume book he wrote called "Democracy in America". He came to America in 1831 to study the American form of democracy and what it might mean to the rest of the world. After a visit of only nine months, he wrote a remarkable book which is regarded as a classic. De Tocqueville had unusual powers of observation. He described not only the democratic system of government and how it operated, but also its effect on how Americans think, feel, and act. Many scholars believe he had a deeper understanding of traditional American beliefs and values than anyone else who has written about the United States. What is so remarkable is that many of these traits which he observed nearly 200 years ago, are still visible and meaningful today. His observations are also important because the timing of his visit, the 1830s, was before America was industrialized. This was the era of the small farmer, the small businessman, and the settling of the western frontier. It was the period of history when the traditional values of the new country were newly established. In just a generation, some 40 years since the adoption of the U.S. Constitution, the new form of government had already produced a society of people with unique values. He was, however, a neutral observer and saw both the good and bad sides of these qualities.

The first part of "Democracy in America" was written in 1831-32 and published in 1835. A highly positive and optimistic account of American government and society, the book was very well received. He attempted to get a glimpse of the essence of American society, all the while promoting his own philosophy, the equality of the classes and the inevitable depth of aristocratic privilege. The rest of the book he labored on for four years, and in 1840 the second part was published. This was substantially more pessimistic than the first, warning of dangers despotism and governmental centralization, and applying his ideas and criticisms more directly to France. As a result, it was not received as well as the first part, except in England where it was acclaimed highly.

11. What is the passage primarily about?  
 (a) Alexis de Tocqueville  
 (b) "Democracy in America"  
 (c) the progress achieved in America within about 40 years after adoption of the U.S. Constitution  
 (d) the impact of the book "Democracy in America"
12. All of the following fields of professional interest and activity are used to describe de Tocqueville EXCEPT  
 (a) philosopher  
 (b) author  
 (c) political scientist  
 (d) politician
13. According to the passage, when did de Tocqueville visit America  
 (a) 1830s  
 (b) 1831  
 (c) 1831-32  
 (d) 1835

14. The phrase "these traits" in lines 9-10 refers to  
 (a) observations  
 (b) how Americans think, feel, and act  
 (c) traditional American beliefs and values  
 (d) visible and meaningful observations
15. What in the passage is mentioned as being truly remarkable?  
 (a) many of his observations are still visible and meaningful today  
 (b) the book was so detailed and thorough after only such a comparatively short visit  
 (c) that the second volume should be so pessimistic in comparison with the first  
 (d) de Tocqueville's powers of observation
16. The word "unique" in line 16 is closest in meaning to  
 (a) clearly identifiable  
 (b) outstanding  
 (c) unmatched  
 (d) positive
17. The word "neutral" in line 16 is closest in meaning to  
 (a) impartial  
 (b) careful  
 (c) important  
 (d) thorough
18. Which of the following can be inferred from the passage?  
 (a) the English don't like the French  
 (b) the book was most important because it was the first time that American values had been clearly documented  
 (c) de Tocqueville was a slow writer  
 (d) de Tocqueville was primarily motivated by an interest in his own country
19. The word "glimpse" in line 20 is closest in meaning to  
 (a) overview  
 (b) glance  
 (c) brief understanding  
 (d) quick conclusion
20. According to the passage, "Democracy in America" consisted of how many volumes?  
 (a) one  
 (b) two  
 (c) three  
 (d) four

21. Which of the following is true, according to the passage?  
 (a) the visit lasted only five months  
 (b) the visit coincided with American industrialization  
 (c) the first part was published in 1835, the second part in 1840  
 (d) the second part was more optimistic than the first

**Questions 22-31**

The study of the astronomical practices, celestial lore, mythologies, religions and world-views of all ancient cultures is called **archaeoastronomy**. It is described, in essence, as the "anthropology of astronomy", to distinguish it from the "history of astronomy". Many of the great monuments and ceremonial constructions of early civilizations were astronomically aligned, and two well-known ancient archaeological sites seem to have had an astronomical purpose. The Orion mystery, as it is dubbed, purports that the geometry and brightness of the stars in the Orion constellation are mirrored in the alignment and size of the great pyramids of Egypt. While this claim remains hypothetical, it is nevertheless clear that ancient Egyptians incorporated astronomy with architecture. In the Temple of Abu Simbel, for example, sunlight penetrates a sacred chamber to illuminate a statue of Ramses on October 18, which ushered in the start of the Egyptian civil year. Astronomy did not exist on its own, however, but as one limb of a larger body whose other limbs included agriculture and the after-life. In this sense, astronomy linked the two themes humans are most obsessed with: life and death.

Around the same period, another monument was erected that combines religion, architecture and astronomy. Stonehenge was built in three separate stages, starting in approximately 3000 B.C. Mostly it remains a mystery, but two clues offer some enlightenment. One is that the megalithic arrangement is not random nor purely aesthetic but astronomical. It marks the solstice and lunar phases. The other is that archaeological excavations have revealed it was also used in religious ceremonies. Chinese records suggest their own astronomical observations dated from the same period, Indian sacred books point to earlier observations; and Babylonian clay tablets show Chaldean priests had been observing the sky (including the motion of the visible planets and of eclipses) shortly thereafter. But the earliest physical vestige of an observatory in fact, lies in southern Egypt. Surprisingly, it is probably not the product of a Semitic (Syrian or Babylonian) peoples but rather sub-Saharan, as evidenced by analysis of a human jawbone found on site. The Nabta site is the African equivalent of Stonehenge except it predates it by some 1,500 years.

22. What does the passage mainly discuss?  
 (a) the definition and some examples of archaeoastronomy  
 (b) the possible astronomical significance of ancient monuments  
 (c) the history of astronomy  
 (d) the oldest known site possibly used for astronomy

23. The word "celestial" in line 1 could best be replaced by  
 (a) ancient  
 (b) historical  
 (c) heavenly  
 (d) scientific

24. According to the passage, archaeoastronomy  
 (a) pre-dates astronomy  
 (b) is the anthropology of astronomy  
 (c) is also called the history of astronomy  
 (d) is not a true science

25. Which of the following, according to the passage, is true about the great pyramids of Egypt?  
 (a) they were built for purposes of astronomy  
 (b) they mark the solstice and lunar phases  
 (c) one of them contains a statue of Ramses in a sacred chamber  
 (d) they are part of the Orion mystery

26. The word "ubereed" in line 11 is closest in meaning to  
 (a) brought  
 (b) identified  
 (c) marked  
 (d) signaled

27. The word "illuminate" in line 11 is closest in meaning to  
 (a) light up  
 (b) warm up  
 (c) touch  
 (d) explain

28. Where in the passage does the author make reference to the moon?  
 (a) lines 5-9  
 (b) lines 10-14  
 (c) lines 15-19  
 (d) lines 20-24

29. The word "enlightenment" in line 18 is closest in meaning to  
 (a) awareness  
 (b) hope  
 (c) evidence  
 (d) explanation

30. According to the passage, the earliest known site of an observatory is probably  
 (a) Sarnitic  
 (b) Babylonian  
 (c) Chaldean  
 (d) Sub-Saharan

31. In line 27, the word "it" refers to which of the following?  
 (a) Stonehenge  
 (b) the Nabta site

36. Which of the following, according to the passage, is NOT true
- (a) Jefferson acted outside his constitutional powers
  - (b) Congress did not fully support Jefferson
  - (c) Jefferson sent Robert Livingston to France with an offer for New Orleans and West Florida
  - (d) America wanted to build its own seaport

37. The word "idealism" in line 20 is closest in meaning to
- (a) vision
  - (b) principles
  - (c) realism
  - (d) philosophy

38. The phrase "pure theory" in line 22 is closest in meaning to
- (a) meant to be
  - (b) rules that are meant to be broken
  - (c) untested rules
  - (d) the unworkable

39. According to the passage, the word "power" in line 23 refers to Jefferson using
- (a) the negotiations
  - (b) constitutional power
  - (c) his idealism
  - (d) practical power

**Questions 40-50**

Exquisite patterns and surface ornamentation were an integral part of the aesthetics of the late Victorian era. In America, these developments were incorporated into the themes of national exhibitions and artistic movements, as cottage industries grew and productivity in the decorative arts flourished. The last three decades of the 19th century saw a change in sensibility that resulted in new stylistic approaches in American decorative arts, a departure from the previous era of Rococo and Renaissance Revival excess. Shapes became more angular, smoother and less flamboyant. The popular carvings and deep moulding of earlier years disappeared as ornamentation became more linear and lighter in appearance. Decoration focused on the surface with rich and elegant patterns adorning furniture, objects of every sort, and architectural and interior decorations. This artistic reawakening was prompted by the effects of the Industrial Revolution on contemporary design.

This new attitude, with its focus on ornament and the decorative, was later referred to as the Aesthetic Movement, but it also encompassed the early Arts and Crafts Movement as well. The purpose was to bring a refined sensibility and components of "good taste" to the domestic interior. Art and good taste not only denoted good character, but also could be used to induce proper moral conduct and actions, thereby contributing to the betterment of society. This placed a heavy burden on designers/decorators as well as on women as keepers of the home. Americans drew inspiration from the Modern Gothic through the Persian, Greek and great eclecticism. Tastes ranged from a need to Mother Nature. Yet, regardless of the Islamic, to the Japanese, and with more than a nod to Mother Nature. Yet, regardless of the influence, surface pattern reigned supreme. English reformers dictated that ornament should be derived from nature, and pattern should be flat and stylized. Forms were accentuated by colored outlines, or often with touches of gold. The emphasis was on art and on development of a

- (c) African
- (d) sub-Saharan

**Questions 32-39**

In 1803 the United States negotiated the purchase of the Louisiana Territory from France for \$15 million. With a stroke of a pen America doubled in size, making it one of the largest nations in the world. The sale included over 600 million acres at a cost of less than 3 cents an acre in what today is the better part of 13 states between the Mississippi River and the Rocky Mountains. For President Thomas Jefferson it was a diplomatic and political triumph. In one fell swoop the purchase of Louisiana ended the threat of war with France and opened up the land west of the Mississippi to settlement. By any measure the purchase of Louisiana was the most important action of Jefferson's two terms as president. Jefferson knew that acquiring the very heart of the American continent would prove to be the key to the future of the United States.

Initially Jefferson sent his minister to France, Robert Livingston, offered Napoleon \$2 million for a small tract of land on the lower Mississippi. There, Americans could build their own seaport. Impatient at the lack of news, Jefferson sent James Monroe to Paris to offer \$10 million for New Orleans and West Florida. Almost at the same time, and unknown to Jefferson, France had offered all of Louisiana to Livingston for \$15 million.

Though the transaction was quickly sealed, there were those who objected to the purchase on the grounds that the Constitution did not provide for purchasing territory. However, Jefferson temporarily set aside his idealism to tell his supporters in Congress that "what is practicable must often control what is pure theory." The majority agreed. Jefferson later admitted that he had stretched his power "till it cracked" in order to buy Louisiana, the largest single land purchase in American history.

32. What is the passage mainly about?
- (a) Jefferson's most important action during two terms as President
  - (b) how America doubled in size overnight, through its largest single land purchase
  - (c) testing the United States Constitution
  - (d) Jefferson and his most important action of the Purchase of Louisiana

33. According to the passage, how much was paid for each acre of land
- (a) less than 3 cents
  - (b) 8 cents
  - (c) 15 million dollars
  - (d) over 600 million dollars

34. The word "it" in line 6 refers to
- (a) ending the threat of war with France
  - (b) opening up land west of the Mississippi
  - (c) the sale
  - (d) doubling the size of America overnight

35. The word "acquiring" in line 10 is closest in meaning to
- (a) going to
  - (b) obtaining
  - (c) abandoning
  - (d) including

refined sensibility. It was all a matter of taste.

40. What is the main topic of the passage?  
(a) defining the "Aesthetic Movement"  
(b) decorative arts in late 19<sup>th</sup> century America  
(c) English influences on American decorative arts in the late 19<sup>th</sup> century  
(d) The change in tastes from "Rococo and Renaissance Revival" to the "Aesthetic Movement" in late 19<sup>th</sup> century America.
41. The word "integral" in line 1 is closest in meaning to  
(a) essential  
(b) additional  
(c) important  
(d) beautifying
42. According to the passage, during the Aesthetic Movement popular carvings and deep modeling of earlier years  
(a) were popular  
(b) again became popular  
(c) disappeared  
(d) defined good taste
43. The word "elegant" in line 9 is closest in meaning to  
(a) beautiful  
(b) ornamental  
(c) colorful  
(d) refined
44. According to the passage, the purpose of the Aesthetic Movement was to  
(a) induce proper moral conduct and actions  
(b) define what was meant by good taste in the domestic interior  
(c) encompass Arts and Crafts as well as ornament and decoration  
(d) define good character and contribute to the betterment of society
45. The phrase "new attitude" in line 14 refers to  
(a) including the early Arts and Craft Movement as well  
(b) artistic reawakening  
(c) the Industrial Revolution  
(d) Rococo and Renaissance Revival
46. The word "denoted" in line 16 is closest in meaning to  
(a) promoted  
(b) facilitated  
(c) developed  
(d) signified

47. Where in the passage does the author mention the influence of art and good taste on morals?

- (a) lines 5-9  
(b) lines 10-14  
(c) lines 15-20  
(d) lines 20-24

48. Which of the following can be inferred from the passage?

- (a) designers and decorators were mainly responsible for starting the new attitude  
(b) the movement led to a higher standard of morality in late 19<sup>th</sup> century America  
(c) the Americans considered the English to be the arbiters of good taste  
(d) women, as keepers of the home, faced a heavy burden

49. According to the passage, which of the following remained most important, regardless of influences from other countries?

- (a) surface pattern  
(b) English opinions  
(c) good taste  
(d) Proper moral conduct and actions

50. Which of the following is NOT mentioned as a feature of the Aesthetic Movement?

- (a) shapes became less flamboyant  
(b) ornamentation became lighter in appearance  
(c) forms were accented by colored lines  
(d) decorations focused mainly on furniture



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