SKIMMING AND SCANNING TECHNIQUES FOR TEACHING READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA IT NUR HIDAYAH SUKOHARJO IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirements

for the degree of *Sarjana*

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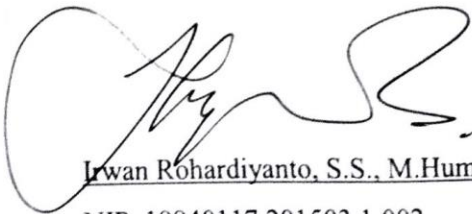
has already fulfilled the requirements to be presented before The Board Examiners (*munaqosyah*) to gain Bachelor. Degree in English Education.

Thank you for the attention

Wassalamu'alaikum Wr. Wb.

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DEDICATION

Alhamdulillahirabbil'alamin, Praise to Allah SWT who has given all the blessing. I would like to dedicate this thesis to people who have been loving yesterday, now, tomorrow, and ever after:

1. My beloved parents (Mr. Budi Hartono and Mrs. Puji Handayani)
2. My big family
3. My thesis advisor
4. All my beloved friends
5. My beloved Almamater UIN Raden Mas Said Surakarta

MOTTO

"A good thesis is a completed thesis."

(Silvia Oktavianni)

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ

"Allah does not require of any soul more than what it can afford."

(Q.S Al-Baqarah: 286)

"Hard work is the key to achieving success, but hard work without prayer will not

be perfect."

(Buya Hamka)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Skimming and Scanning Techniques for Teaching Reading Comprehension at the Eleventh Grade of SMA IT Nur Hidayah Sukoharjo in Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, December 14th 2023

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Skimming and Scanning Techniques for Teaching Reading Comprehension at the Eleventh Grade of SMA IT Nur Hidayah Sukoharjo in Academic Year 2022/2023". Peace may always be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realized that this thesis is still far from being perfect. She hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, December 14th 2023
The researcher

Silvia Oktavianni

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ABSTRACT

Silvia Oktavianni. 2023. *Skimming and Scanning Techniques for Teaching Reading Comprehension at the Eleventh Grade of SMA IT Nur Hidayah Sukoharjo in Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

This research describes about skimming and scanning techniques for teaching reading comprehension at the eleventh grade of SMA IT Nur Hidayah Sukoharjo in academic year 2022/2023. The objectives of this research were, (1) to describe how is the process of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023, and (2) to describe the problems of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023.

In doing this research, the researcher used descriptive qualitative method. This research was conducted at SMA IT Nur Hidayah Sukoharjo located Jl. Pandawa No. 10 Pucangan, Kartasura, Sukoharjo and subject of the research is English teacher and three students at eleventh-seven grade students of SMA IT Nur Hidayah. The techniques collecting the data used are observation, interview, and documentation. The techniques of analyzing data used are collecting the data, data reduction, data display, and drawing conclusion used triangulation to check the validity of the data.

The results of this research are (1) Skimming and scanning techniques are used in the main activity at XI.7 grade students of SMA IT Nur Hidayah. The application of skimming and scanning is carried out on descriptive and analytical exposition text material. The following is the process of teaching reading comprehension using skimming and scanning techniques: a) the teacher displays the material on the PPT. b) the teacher asks students to read and answer the text. c) students read and answer the text on the slide using skimming and scanning. The skimming techniques used are: students read the title first, students read the first paragraph and students look for keywords in a text. Finally, students read the entire paragraph quickly. The teacher gives approximately one minute to read. The scanning techniques used by students are: students look at the question first, students analyze the question for keywords or information's want to get. Then, students search for the information with rapidly moving eyes and look at the sentence before and after the keywords found. d) the teacher and students check the answers together. (2) The teacher faced several problems in their implementation, the problems were, students do not have the same abilities, students have difficulty reading orally, and some students lack of vocabulary.

Key words: Skimming and scanning, teaching reading, reading comprehension

CHAPTER 1

INTRODUCTION

A. Background of the Study

There are four skills that must be considered, namely, listening, speaking, reading, and writing (Levine 2010). By reading students have good interaction with the text. Reading plays an important role in all subjects. In learning English, reading is a skill that must be learned by students who learn English to get information and knowledge.

According to Jain (2008) stated that reading is an important activity in life with which one can update learner knowledge and reading skill is an important tool for academic success. Reading is a constant process of guessing, and what to one brings to the text is often more important that what finds in it.

Jeffries (2004) stated that reading is one important way to improve student's general language skills in English Language. The students are able to develop their reading comprehension ability, because reading is a skill to develop much as learning to think and to write effectively. Comprehension is an important thing in reading activity. Comprehension is the process by which a person understands the meaning of written or spoken language.

Teaching reading is can be achieved by using technique. The techniques used by teacher in teaching reading comprehension are skimming and scanning. Skimming and scanning are great techniques to help students read long, complex pieces. According to Grellet (2010), both skimming and scanning are specific reading technique necessary for quick and efficient reading. In short, skimming and

scanning are effective ways to increase the students reading ability that it contributes to their reading speed and comprehension.

Mc.Whorter (2010) says that skimming is reading selectively to get a general idea of what an article is about. That shows that skimming can be defined as a technique to read fast in order to know the general information of the reading material. Leane (2010) says that scanning involves reading something quickly to find a particular piece of information, and ignoring everything else. So, it can be concluded that in scanning the students must focus on a particular piece of information and ignore everything outside their focus. Reading is the process of communication between the reader and the writer. In that process, the reader tries to understand what the writer means. Of course, it is not necessary for the reader to read all the words the writer writes on the text. However, the reader is going to read the text based on their purposes and get the information they need from the text.

Jeffries (2004) stated that comprehension is part of life. As you read, you make connections between what you are reading and what you already know. Sometimes the connection seems to happen by itself. Especially when the information is important or interesting to you. Unlike skimming and scanning, activities that aim at having students read for thorough comprehension require students to read meticulously. The goal is for the students to understand the total meaning of a reading selection.

Elwer (2014) stated that if a student has difficulty to understand what they are read, so the student has difficulty in their reading comprehension. Comprehending the text is one of the problems that the students face in reading. They can not focus on what they read during the reading activity and still have difficulty to get the ideas

of the text. Answering reading comprehension test will be time consuming if they use inappropriate strategies. Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word.

Reading comprehension consists of the word reading and comprehension. It is not only read aloud the passage or the text but also comprehend the meaning of the passage and the text through reading comprehension. According to Kirby (2011), reading is difficult and something they cannot master. Meanwhile, comprehension is the process of building the meaning ofthe text by connecting the prior knowledge and the previous experience. In this case, reading comprehension is the process of making meaning from text (Marnola, 2020). The function of reading comprehension is to gain an overall understanding of what is described in the text rather that to obtain meaning from isolated words or sentences

Reading a text word by word also makes them quickly forget what they have read. They also often feel bored when they are reading. Consequently, teacher needs to choose an appropriate text and strategies to teach reading to the students. Thus, reading comprehension has to be suited with the appropriate techniques (Gultom, 2022). In this case, the technique that can be done in order to improve students' reading comprehension is through skimming and scanning technique. Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes (Nasution, 2023). It can be applied by English teacher to improve student's reading comprehension. In terms of its difference, skimming is reading rapidly in order to get a general overview of

the material. Meanwhile, scanning isr eading rapidly in order to find specific facts (Laguado, 2013).

In brief, while skimming tells the readers about what general information is within a section, scanning helps the readers to locate a particular fact. By using skimming and scanning techniques, students do not feel bored when reading text. It is because they do not need to read the whole text to get some specific information. By applying these strategies, the teaching and learning process will be more effective and easier to carry out. Therefore, it can attract students' interest in reading. Then, the use of skimming and scanning as a technique for solving students' problems in reading, especially in class XI-7 at SMA IT Nur Hidayah.

Based on the result of the observation, the English teacher. At XI-7 class taught reading comprehension by using skimming and scanning technique. The teacher gives questions on the PPT slide. The teacher asked the student about (1) what is the main idea in the text? (2) what are the generic structures in the text? (3) what is the topic of the paragraph? As the result of skimming techniques, that student took a really long time to answer. At the scanning activity, based on the result of pre-observation, the teacher asked the student about (1) what words are bolded in the text? (2) what the writer did on the first and second day? As the result of scanning techniques, the students were understanding easily.

There are some previous studies which are relevant with this topic of the study to support and being the referral of the analysis. It is explained in the following: Widayati (2017) in her journal, she says that there is any effect of skimming strategy to the students' reading comprehension. From the finding above, it can be concluded that skimming strategy is suitable to be applied in teaching

reading as it can give any effect to the students' reading comprehension. The similarities of the previous research and this research focuses on skimming techniques in teaching reading comprehension teaching and the difference in this journal, there are no scanning techniques in teaching reading comprehension.

Windayani (2015) in her thesis, she says that it could be concluded the use of skimming and scanning techniques could improve the eighth-grade students' reading comprehension achievement in the teaching learning process at MTSN 1 Jember. It is suggested that the English teacher can use skimming and scanning techniques in the teaching learning process of reading. The skimming and scanning techniques could be as the alternative techniques to reduce the students' problem in reading. The similarities of the previous research and this research focuses on Improve students' reading comprehension through skimming and scanning techniques and the difference in this thesis does not focus on teaching reading comprehension.

From the related researches above, the researcher to carry out a research about teaching reading comprehension by using skimming and scanning. The researcher did observation in SMA IT Nur Hidayah. The researcher took the teacher and XI-7 classes for the subject. The reason for the researcher chooses teaching reading comprehension because teaching reading is to train students to form their expectation for a reading activity. Good reading comprehension is a critical skill fundamental to learning across the curriculum for success in life. Helping students to develop this skill can feel like a challenging process.

B. Identification of the Study

1. Students have different levels of English comprehension abilities

2. There are students who have difficulty reading orally

3. The teacher has difficulties regarding the lack of vocabulary of some students

C. Limitation of the Study

Based on the identification of the problems above, the researcher focuses to analysis process of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023, and the problems faced by the teacher in teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023. The researcher took Mrs. Nurmawati, S.S., Gr. as the English teacher and XI-7 classes for the subject. The researcher examined teacher in class XI.7 at two meetings and provided two different materials, namely descriptive text and analytical exposition text.

D. Formulation of the Study

1. How is the process of teaching reading comprehension by using skimming and scanning at the tenth grade of SMA IT Nur Hidayah in academic year 2022/2023?

2. What are the problems of teaching reading comprehension by using skimming and scanning at the tenth grade of SMA IT Nur Hidayah in academic year 2022/2023?

E. Objectives of the Study

1. To describe how is the process of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023.

2. To describe the problems of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023.

F. Benefits of the Study

The research brings many significances for many people. The researcher expect that the result of this research will be useful to both theoretical and practical.

1. Theoretical benefit

The result of this research is expected to enrich the theory in English teaching-learning process especially on reading by using skimming and scanning.

2. Practical benefit

a. To the students

This research, it can be used to motivate, understand the materials and enjoy and to inform the past activity with teaching reading by using skimming and scanning.

b. To the teacher

This researcher result can be used as a reference for the teacher, it to motivate the students to be actively involved in the process of English learning.

c. To the school

This research, it gives motivation to the school to make a policy for the English teacher to teach their students by using skimming and scanning in teaching reading

d. To the researcher

This research gives the understanding of teaching reading comprehension by using skimming and scanning.

G. Definitions of the Key Terms

1. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2004). In other words, teaching is an activity that tries to help someone to acquire, develop skill, attitudes, ideals, appreciation and knowledge. Moreover, teaching is not only transferring the knowledge, but also changed students' attitude.

2. Reading comprehension

Reading comprehension is the process of making meaning from text and to gain an overall understanding of what is described in the text rather that to obtain meaning from isolated words or sentences (Marnola, 2020).

3. Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea (Brown, 2004: 213). Skimming is a reading activity to collect important information in a shorter time.

4. Scanning

Scanning is the strategy for quickly finding specific information in a text while ignoring its broader meaning (Brown, 2001). Scanning involves a very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's use of organizers such as bold print, lettering, numbering, colors, signal words such as first, second, and so on.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Concept of Reading

Reading is one of the basic language skills that has competencies including, grammar, vocabulary, fluency, accuracy. This element is needed to measure students' ability to read with the right technique. According to Maxom (2015), reading is one of the keys to language learning skills. Reading strengthens the skills students acquire in speaking, listening and writing. Reading is an active and interactive activity to produce metal words and vocals and understand the contents of the reading text.

Barber (2020) stated that reading can be a means of strengthening and expanding one's knowledge of language. Readers can take this information so that it can provide benefits for readers. One of the advantages is students, students can add to their knowledge by reading texts without the help of the teacher because they can interpret the meaning of the reading itself.

According to Nunan (2003) reading is a fluent process combine information from a text and their own background knowledge to build meaning. Reading is referred to as the process of decoding certain written systems into language or the process of obtaining meaning from written material. Reading is a fun activity when done effectively.

Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, magazines, and novels. The printed page is a text of writing

in which there is information. According to Grabe (2009), reading is the process of receiving to receiving and interpreting information encoded in language via the medium of print. It means reading just the same way directly to get something new information. Reading also regarded as one of the English skills that needs the reader's interpretation from the text.

Soro et al (2010) stated that reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge. They say that comprehension means that the process of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. The reading process as an individual process that takes place inside the reader's mind in order to monitor, analyze, discuss, and modify the text.

There is a relationship between the text and the readers' prior knowledge for understanding the meaning of the material read (Abdeelal 2014). It can be saying that reading is therefore an active or receptive skill as opposed to a passive one since the reader naturally absorbs the knowledge or concepts by applying them to the text in his or her mind.

Moreover, reading is a process employed by an individual in order to understand what an author says (Brown, 2004). Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is a process of how the information is processed from the text into meanings,

starting with the information from the text and the ending with what the reader gains. Moreover, it can be inferred that reading is a process between the reader and the text which associated with meaning and the reader use strategy to determine what that meaning it. Meaning is expressed not only by single of word but by units of phrase and sentence.

Based on the understanding of these experts, the researcher concluded that reading is a process of how the information is processed from the text into meanings and understand the contents of the reading text. Reading is an interactive process that takes a place between the text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text.

2. Purposes of Reading

Everyone has a purpose in reading the text either to get information about something or to get entertainment. Harmer (2007) says the purpose of reading in relation with the teaching of reading into purpose:

a. Reading for information

Reading for information helps us to understand informative text, identify text features and structures. This activity is teaching the recognition and interpretation of text type, which contain information. An overall emphasizes on topics within each text type.

b. Reading for meaning

Reading for meaning is a research-based strategy that helps all readers build the skills that proficient readers use to make sense of challenging texts. This is purposed to teach the recognition and interpretation of the relationship between form and in text.

c. Reading for pressure

This is benefit to teach the recognition and the ways of reading those texts often associated with reading for pleasure. It means that reading can make a reader feel happy.

The other purposes of reading according to Suparlan (2021):

a. Reading for fun

b. Reading for enhances reading aloud

c. Reading to upgrade knowledge

d. Reading to compare known information with new information

e. Reading to get information for the report

f. Reading to agree or reject predictions

g. Reading to convey an information obtained from a text.

Based on the conclusion above, there are many purposes of reading specially to increase knowledge and gain meaning from reading. Apart from that, it can also train our reading skills so that our knowledge increases and we feel happy.

3. Concept of Reading Comprehension

According to Clarke et al (2014), reading comprehension is a vital ability for all students because it involves the process of simultaneously obtaining and generating meaning from written language through engagement and involvement. Understanding the meaning of words, analyzing the author's point of view, aiming for writing, and acquiring new vocabulary are all critical reading abilities that aid in reading comprehension.

Reading comprehension defines us the ability to understand the information which has been road Reading holds the important rule because reading is one activity which cannot be released in our life to search for information or knowledge from textbooks, articles, or magazines written in English. Reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader.

According to Johnson (2008), comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps that are used to comprehend. It means that comprehension just the same process of create the reader to draw conclusions from what he reads and makes a representation of the text of the reader's mind.

Clarke et al (2014) defines that reading comprehension is a process that aims to make an important meaning where this is done by building an appropriate interpretation of words based on the recognition of words, then storing the information and gaining understanding that is relevant to the message conveyed by the author.

According to Cahyono (2011) stated that reading is means of transferring information between the writer and the reader. Therefore, reading comprehension understands a written text means extracting the required information from it as efficiently as possible. Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

Besides, reading in this study refers to comprehensive reading at the process of understanding written text. Knowledge is the basic element for comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain. Reading comprehension also defines as comprehending the written text to get information from the text reading.

4. The strategies of reading comprehension

According to Grellet (2010), there are four kinds of reading strategies in reading comprehension:

a. Skimming

Skimming is a reading activity to collect important information in a shorter time. The skimming technique can be used to read reviews like a magazine, by reading the important parts and leaving out the unnecessary.

b. Scanning

Scanning is used to find specific information such as reading class schedules. This method is a technique used when you need specific information quickly.

c. Intensive Reading

Intensive reading is the most time-consuming reading technique. This technique aims to store detailed and long-term information. Intensive reading is used in shorter texts.

d. Extensive Reading

Extensive reading is reading the entire content of the reading with a long text in the shortest possible time to understand the contents of the reading. Done for fun or to gather information so that reading is more relaxed.

The conclusion of the text above, among other things, skimming is fast reading which aims to get the gist of the text. Scanning is searching for

information accurately through text. Intensive reading is reading short texts. Extensive reading is reading a long text to get the main idea.

5. The levels of reading comprehension

According to Nuttal (1996) in Marliasari (2017), there are four levels of comprehension:

a. Literal Comprehension

In literal comprehension consists of using two types of tasks. Recognition tasks require students to identify the main points in the reading selection or exercises that uses the explicit content of reading selection. Recall tasks, on the other hand, demand that students produce from memory explicit statements from selection.

b. Inferential Comprehension

The second level is often called inferential comprehension, reading to infer what the authors imply or state directly in their text. Information need for comprehension is present in the text, but readers must read between line to get the authors really means or think about the content, inferential question ask the readers to "think and search" what is the author think and search through the actual text to find the answer.

c. Evaluative Comprehension

The third level, evaluative comprehension also requires extensive thinking about what one read. Readers judge what they read against external criteria such as information provided by teacher or additional reading

sources or against internal criteria such as their own experiences with the topic.

    d. Appreciative Comprehension

The final level, appreciative comprehension is including "On My Own" reading tasks. When readers decide if they liked what they have characters, setting and advance plot, they exercise appreciative comprehension. When young story book listeners or readers become angry at a character in a story or cry over a sad turn of plot, they have shown appreciative comprehension.

The conclusion of the text above, there are four levels of reading comprehension. Each person's level of reading comprehension must have a different level. In reading, someone can immediately find an idea, pay attention to the characters, storyline or theme, and even reading it once is already remembered in the brain. It all depends on a person's level of understanding in order to find the right idea.

B. Teaching Reading Comprehension

    1. Definition of teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2004). In other words, teaching is an activity that tries to help someone to acquire, develop skill, attitudes, ideals, appreciation and knowledge. So, teaching is not only transferring the knowledge, but also changed students' attitude. Teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to

build understanding and comprehension skills. It means that the teacher must be know how to approach all types of text to help and teach students and make them understand the meaning of the text.

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Harmer (2007), teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher sees our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable.

Teaching is not an easy matter. Teaching activity can be done not only by teacher but also students It belongs to the productive activity which retains students to write and speak. It is recommended that a teacher is able to make their students able to teach what they have learned to the other students, people around them or certain community. This activity covers sharing, presenting, running septimal, and giving a workshop and training. Then they add it is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Good teaching enables students to learn, to read, and to learn to read.

From the definition, it can be concluded that teaching is about helping someone to learn how to do something. It can be done by giving the learners instructions on how to do that or by guiding them in doing the thing that

they expected to learn. Someone who teaches can be called as a teacher, while the one who is taught can be called as a learner.

2. Strategies in Teaching Reading Comprehension

In teaching reading comprehension, teacher need strategies to make students understand the reading text. According to Brown (2001), the following are strategies that can be applied in teaching reading comprehension:

a. Identifying the purpose in reading

By knowing the purpose of what the reader is reading, the reader can eliminate where unwanted interference or information. With this strategy, students will get information what they want to know in reading the text.

b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

Learning English at the initial level faced is one of the difficulties of students in learning to read is to make correspondence between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc.) and the sound words with final silent "e" such as (late, time, bite, etc.).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d. Skimming the text for the main ideas

Skimming is one of the most important reading strategies for students. Skimming is a quick reading technique to look for important things and main reading ideas (such as essays, articles, or chapters) to find out about the contents of the text or to find out the main ideas of the text. Skimming gives readers the advantage of being able to know the purpose of this passage, the main topic, or massage, and maybe some ideas that develops or support

e. Scanning the text for specific information

Scanning is a reading technique that quickly searches for certain information that the reader needs to read the text. Scanning exercises can ask students to look for names or dates, to find key concept definitions, or to list a number of supporting details

f. Using semantic mapping or clustering

The reader can summarize the long series of ideas or events by grouping keywords from the words they get from the reading. Semantic mapping strategies, or group ideas into meaningful groups, help readers to remember the contents of the text.

g. Guessing when you are not certain

Brown (2001) states that guessing is a very broad category. Learners can use guessing to their advantage to:

a. Guess the meaning of the word,

b. Guess the grammar relationship (e.g. pronoun reference)

c. Guess the discourse relationship,

d. Concluding the implicit meaning ("between lines"),

e. Guess about cultural references, and

f. Guess massage content,

These micro skills can be used for teachers as a strategy to overcome difficulties in students' reading comprehension. In addition, students must encourage themselves to become strong readers. Strong reading skills help students in all other subjects and in their personal and professional lives in the future.

3. Techniques in teaching reading comprehension

Techniques are the ways and means adopted by the teacher to direct the learners` activities toward an objective. In teaching and learning process, a teacher should use various techniques to make the students more understand about the material. Reading is more complex than other language skills. After knowing how important the reading, the English teacher must be able to encourage their students to make reading as their habit and make them accustomed to reading. The techniques used by the teacher are one factor that may determine the success of instruction.

According to Walker (2000), there are some common applied techniques in teaching reading. The techniques are:

a. Cloze Instruction

The instructional cloze is a technique that develops comprehension by deleting target words from a text. This encourages the students to think about what word would make sense in the sentence and in the context of the entire story.

b. Directed Reading Activity (DRA)

A direct reading activity (DRA) is an instructional format for teaching reading where the teacher assumes the major instructional role.

c. Question- Answer Relationships (QAR)

A question-answer relationship (QAR) is a technique used to identify the type of response necessary to answer the question. Questions are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer the questions facilitates comprehension and increases a student's ability to participate in teacher directed discussion.

d. Directed Reading- Thinking Activity (DRTA)

Direct reading thinking activity is an instructional format for teaching reading that includes there are stages: readiness for reading, activate reading, and reacting to the story.

e. Readers Theatre Readers

Theater is a dramatic interpretation of a play script through oral interpretive reading. The story, theme and character development are conveyed through intonation, inflection, and fluency of oral reading.

f. Repeated Reading

Repeated reading is the oral rereading of a self-selected passage until accuracy and speed are fluent and represent the natural flow of language.

g. Summarization

Summarization teaches the student how to write summaries of what he reads.

h. Word Cards

The word cards technique is technique that can be used to develop the imagination and creativity of students in order to students are able to think critically. Because in this technique the students are required to be more creative and develop their thinking. These words are placed on individual cards so that they may be used to review and reinforce a recognition vocabulary.

The teacher is always trying to improve his techniques become more creative and fun, it can make the student easy to understand about the material.

4. Problems of Teaching Reading Comprehension

The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems evenly appeared from the teaching practice. Some emerged as issues that did not all teachers agree with. According to Budiharso (2019), there are two facts that exist as issues in teaching reading. The problem in teaching reading were as follows:

a. Text Selection

In the text selection, teachers are not confident to choose the reading materials. Teacher mostly really upon English textbook available by which modifications are not required. To use the textbook the teachers, follow the contents and exercises on the book.

b. Exercise to include

Exercise following the reading passage have been questioned as they impose the teacher to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension is following a passage, the writer provides some comprehension question text.

From the explanation above, the conclusion that teaching reading not easy for the teacher, because there were some problems faced in teaching reading. They include in text selection and exercise to include.

In addition, the teacher's problems in teaching reading comprehension by Leane (2010) are:

a. The teacher has difficulty to make sure whether the students read the text or not.

Sometimes the teacher does not know until the students walk in the door if students have read their assignment. Some teachers feel that is unfair for them to be held accountable to common core or state standards of instruction if the students do not even read the text that can help them improve. When the teacher gives reading task as homework, the teacher does not know whether the students have answered the assignment by their selves or the student simply copying the answer from another student.

b. The teacher not give meaningful feedback to the students.

It is even more difficult to give quick feedback on student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.

c. The teacher not give assessment with the proper standard.

When the teacher has to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar the teacher with their relevant standards. The worst is if the teacher takes long time to give the assessment with the proper standards.

The problem in teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices itself.

C. Skimming and Scanning Technique

1. Concept of Skimming and Scanning Technique

Skimming-scanning is the strategy in teaching reading comprehension. Skimming-scanning strategy is accelerated reading strategy to quickly looking for the idea and specific information of the text. Both of the strategies help the students to read in a more focused and efficient way.

a. Concept of Skimming Technique

Skimming is a speed-reading technique. In the way of reading, the reader needs to know every single word in the text. According to Hong (2017), skimming is done at a speed three to four times faster than normal reading. Some of the words are not important to understand that the reader may ignore that, they sometimes do not really connect to the idea being searched.

Skimming is the process of rapid coverage of reading matter to determine its gist or the main idea (Brown, 2003). It means skimming is used to get the gist of the text. Skimming is used for paying attention to the words on the page. Stay in line with this idea, skimming as the way of reading in which readers quickly run their eyes across the whole text for its gist. Therefore, the students can read the material quickly and find out the idea needed or the writer's intention.

Skimming can be applied in education field by asking the students to find out the general idea of the text. In skimming activities, the teacher asks to the students to answer the questions about the general idea of the text.

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Besides, the students are asked to answer the question about the writer's intention. So, skimming can help the students to find the keywords that permit them to infer the general sense of text to interpret text faster and advance the reading process.

In brief, skimming is done at a speed three to four times faster than normal reading. There are many strategies that can be used in skimming. Some people read the first and the last paragraph using headings, summarize and other organizers as they move done the page.

b. Concept of Scanning Technique

Scanning is the process of quickly searching for particular piece or pieces of information in a text (Grellet, 2010). It is a strategy that the readers use when look for the specific information by reading quickly such as search for keywords or ideas. For scanning to be successful, need to understand how the material is structured as well as comprehend what is read so that it can find the specific information needed. Scanning also allows to find details and other information in a hurry.

Scanning is far more limited since it only means retrieving what information is relevant to our purpose. Used to locate key or specific information quickly, e.g. dates, numbers, examples, and definitions. Scanning involves a very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's use of organizers such as bold print, lettering, numbering, colors, signal words such as first, second, and so on.

In short, scanning is not a substitute for reading, and students who choose to only scan can end up with major comprehension issues. Missing even a single qualifier can dramatically change the meaning of a passage. Scanning can also sometimes establish some preconceived notions that may be incorrect. The things in learn scanning are not arranged in standard way, and need to adjust perceptions based on the next comprehensive reading

2. Procedures of Skimming and Scanning

   a. Procedures of Skimming

   The procedures of how to do a good skimming technique suggested by Anna Arundel (2008) in Andi (2015) are as follows:

   1. Read the title.

   2. Read the introduction or lead- in paragraph.

   3. Read the first paragraph completely.

   4. If there are subheadings, read each one, looking for relationships among them.

   5. Read the first sentence of each remaining paragraph.

   6. Dip into the text looking for clue words, proper nouns, unusual words, enumerations, qualifying adjectives, and typographical cues.

   7. Read the final paragraph completely.

   Based on the explanation above, there are seven procedures for the skimming technique. someone can read a long passage using the skimming technique so as not to waste time and be effective in reading.

b. Procedures for scanning

The procedures of how to do a good scanning technique suggested by Anna Arundel (2008) in Andi (2015) are as follows:

1. Keep in mind at all the time what if you are searching for.

2. Anticipate in what form the information is likely to appear numbers, proper nouns, etc.

3. Analyze the organization of the content before starting to scan.

4. Let your eyes run rapidly over several lines of print at a time.

5. Read the entire sentence when you find the sentence that has the information you seek

In conclusion, scanning improvement from three points of view the need for these skills, the assumptions based on ideas applied from clinical experience and psychological studies in verbal learning, personality and motivation and the specific evidence gained from experimental and statistical studies. The position is taken that the failure to teach scanning skills effectively may be a major reason that investigators have failed to find changes in reading flexibility in courses that purport to have flexibility as their major goal.

3. Advantages and Disadvantages of Skimming and Scanning Technique

a. Advantages and Disadvantages of Skimming Technique

According to Grellet (2010), reading through skimming technique has some advantages and disadvantages. It can be explained as follows:

Advantages:

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

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

Disadvantages:

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

2. It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.

b. Advantages and Disadvantages of Scanning Technique

Reading through scanning technique has some advantages and disadvantages. It can be explained as follows:

Advantages:

1. The students are able to get the information quickly, directly and specifically.
2. The students are trained to run their eyes over a text quickly in order to locate specific information.
3. The students are practiced to think of clues to find the specific information
4. The students are stimulated to be creative and active in both asking and answering the question about specific information and clues related to the texts.

Disadvantages:

1. Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.
2. The students might not read all of the information as they just scanning the basic information.

In short, scanning means a possible technique for students to apply in their reading. The students can be creative and active to think of clues to find specific information of the text their reading. Besides identifying the specific information, the students are trained to think of clues for the detail information. Needless to say, scanning technique can motivates them to be active in finding the specific information in texts.

4. Reading Comprehension at English Lesson in SMA IT Nur Hidayah

Reading material used in SMA IT Nur Hidayah is descriptive and exposition text. In teaching, the teacher used teaching materials namely e-book 'Kemendikbud: English for Change' and material on PPT. The reading teaching system at SMA IT Nur Hidayah used the skimming and scanning technique. In the use of this method, the teacher tells students to read a text on the PPT, then students are told to look for difficult words and interpret them. Moreover, the teacher also asked students to answer the questions on the PPT.

D. Previous Related Studies

Considering the topic discuss in this research, there are some studies related to the topic as follows:

First, Nurlaili Faizah conducted research in 2022 on "Teacher's Strategy in Teaching Reading Comprehension with Descriptive Text at Junior High School" This study discusses the teacher's strategy in teaching reading comprehension with descriptive text. The aim is to find out what the teacher's strategy is in teaching reading comprehension in SMPN 7 Banjarmasin. This study uses qualitative research with descriptive methods. This involved a class VII English teacher at SMP N 7 Banjarmasin. The data collection techniques used are observation and interviews. The results showed that the teacher's strategy in teaching reading comprehension with descriptive text was effective used strategies by English teacher, namely scaffolding, reciprocal teaching, summarize and QRS (Questions and answer relationship).

Second, Alma Yulia Utami conducted research in 2022 on "The Effectiveness of Using Skimming Technique to Improve Students Reading Comprehension at the Eight Grade of SMP Negeri 3 Barru". This research aimed to find out the effectiveness of using skimming technique to improve the students reading comprehension especially in literal comprehension at eighth grade of SMP Negeri 3 Barru. The researcher used a pre-experimental research. This research consisted of six meetings include treatment with one group pre-test and post-test design. The sample was taking by purposive sampling technique and the total number of samples was 27 students in class 8.1. The researcher findings indicated that skimming technique was effective to improve students' reading comprehension. Result shows there was significant difference between the students reading comprehension before and after using skimming technique. Based on the finding and discussion of the research, the researcher concludes that skimming technique was effective in improving the students reading comprehension.

Third, Sherly Marliasari conducted research in 2017 on "Teaching Reading Comprehension by Using Skimming and Scanning Techniques to The Tenth Grade Students of SMAN 1 Gelumbang". The objective of this research was to find out whether or not it was effective to teach skimming and scanning techniques in reading a narrative text by the tenth-grade students of SMAN 1 Gelumbang. The method used experimental. The population of this study was all tenth-grade students of SMAN 1 Gelumbang. In this study, convenience non-random sampling was used. There are two groups needed in this study. So, the sample is two classes, they are X.1 and X.2. The sample of this study was 60 students. It indicated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It could

be concluded that it was effective to teach reading comprehension by using skimming and scanning techniques to the tenth-grade students of SMAN 1 Gelumbang.

Another research was conducted by Patmawati (2017) entitled "The Implementation of Skimming and Scanning Techniques in a Reading Class in Junior High School". The researcher used a qualitative research. The aim of this study is to describe the implementation of skimming and scanning techniques in teaching reading comprehension and to describe the improvement of students' reading comprehension when these two techniques are implemented. The subject was the students of VIII C of SMPN 2 Lamongan. There were thirty students in class VIII C. The result of this study revealed that the students' reading comprehension are increased after implementing skimming and scanning techniques.

The last previous research finding was thesis from Novia Khoirunnisa (2020) entitled "Teaching and Learning Reading by Using Skimming and Scanning Technique of Eleventh Grade at The Ma Muhammadiyah Bandar Lampung In Academic Year 2019/2020". The researcher used a qualitative research. The objectives of this research were to know the teaching and learning reading by using Skimming and Scanning Technique, find out the teacher's problem in teaching and the students' problem in learning reading. The teacher and students of the eleventh grader were selected as the participants. There were two classes which consist of 42 students. The purposive sampling technique was used. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. it was found that in the process of teaching and learning reading the

teacher's had difficulties to handle the students in the class, stimulate the students, give feedback and manage the time. So, using skimming and scanning less effective. By seeing the problems, solutions are the teacher has to manage the time as good as possible, raises students' interest in learning reading.

Table 2.1

Gap Between Previous Studies and this Research

No.	Researchers, Title	Differences	Similarities
1.	Nurlaili Faizah (2022) entitled "Teacher's Strategy in Teaching Reading Comprehension with Descriptive Text at Junior High School"	The differences are in the use of theory, and the subject of research	The same analysis is in teaching reading comprehension, and use the same method
2.	Alma Yulia Utami (2022) entitled "The Effectiveness of Using Skimming Technique to Improve Students Reading Comprehension at the Eight Grade of SMP Negeri 3 Barru	The differences are the subject, the object, and the method of research	The same analysis is skimming technique in reading comprehension
3.	Sherly Marliasari (2017) entitled "Teaching Reading Comprehension by Using Skimming and Scanning Techniques to The Tenth Grade Students of SMAN 1 Gelumbang"	The differences are the method, the subject, and the object of research	The same analysis is skimming and scanning technique in teaching reading comprehension
4.	Sri Patmawati (2017) entitled "The Implementation of Skimming and Scanning Techniques in a Reading Class in Junior High School"	The differences are in the use of theory, the subject, and the object of research	The same analysis is skimming and scanning technique, and use the same method
5.	Novia Khoirunnisa (2020) entitled "Teaching and Learning Reading by Using Skimming and Scanning Technique of Eleventh Grade at The Ma Muhammadiyah Bandar Lampung in Academic Year 2019/2020"	The different is the object of research	The same analysis is the skimming and scanning technique, the method, and the subject of research

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses a descriptive qualitative research method with a case study approach. A Descriptive qualitative research that produces descriptive data in the form of written words or oral from the subject, an insight into the case of language anxiety in learning English. Qualitative research is a situated activity that locates the observer in the world. It focuses on data in the form of word based on descriptive of the data.

According to Fraenkel et al (2009), a case study is a qualitative study approach that studies a single individual, group or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach to study particular students in an attempt to understand the case of language anxiety. One identifier of qualitative research is the social phenomenon being investigated from the participant's viewpoint. There are different types of research designs that use qualitative research techniques to frame the research approach. The researcher chooses qualitative data research to conduct the final project of this paper. In this qualitative research, the researcher wants to know the result of describing teaching reading comprehension.

B. Research Setting

1. Place

This research was conducted at SMA IT Nur Hidayah that is located Jl. Pandawa No. 10 Pucangan, Kartasura, Sukoharjo. This school has achieved

success in education sector by establishing SMA IT Nur Hidayah which was officially established in 2008. This school includes of X class until XII class.

2. Time

The research started with writing the research proposal, pre-observation, seminar on the proposal, conducting the research, analyzing the data, and the last activity that is examination of *munaqosyah*. This is the time table of research:

Table 3.1

Time of Research

No	Activity / Month	2023						
		June	July	Aug	Sept	Oct	Nov	Dec
1	Pre-observation	√	√					
2	Seminar on the proposal			√				
3	Conducting the research				√	√		
4	Analyzing of data					√	√	√
5	Examination of *munaqosyah*							√

C. Research Subject

In this research, the subjects were English teacher and the students of eleventh grade at SMA IT Nur Hidayah. The researcher takes XI-7 class. This class consists of 35 students.

D. Data and Source of the Data

Gunawan (2014, p. 206) data is the result of empirical observations and measurements that reveal facts about a specific symptom's characteristics. Data are facts obtained through observation about specific characteristics of a phenomenon. Data were facts or figures from which conclusions could be drawn; before presenting and interpreting information, a process of gathering and sorting data was required. In this research data was collected from information about skimming and scanning techniques for teaching comprehension at the eleventh grade of SMA IT Nur Hidayah Sukoharjo in academic year 2022/2023. The source of data in this research included event, informant, and document.

1) Events

Based on the observation of the event, the researcher would learn about the process by which something occurs. This research took place in the classroom on the teaching reading process of a reading class at eleventh grade students' of SMA IT Nur Hidayah. All activities related to the teaching learning process were including the event or phenomenon, as well as the activities and attitude of teacher and students in the class.

The researcher learned about the students' activities and how the teacher solved it, as well as skimming and scanning techniques to make the teaching reading class successful.

2) Informant

An informant is someone who provides information about something. The informant of this research was the 3 eleventh grade students at SMA IT Nur Hidayah in academic year of 2022/2023. The English teacher was the most important component of the process of teaching English. From the students, the researcher could obtain information about the teaching techniques in teaching reading through interview.

3) Document

As stated by Sugiyono (2016) documents are data sources that provide data in the form of words, pictures, or symbols. Documents are written materials that relate to a specific event or activity. Creswell (2016) added that documents used as supportive data in this study included a lesson plan, e-book, and any other document related to English material in teaching reading. The lesson plan was needed to know about the material which should be taught in teaching reading at eleventh grade students' of SMA IT Nur Hidayah in academic year of 2022/2023.

E. Research Instrument

Ary et al (2010) states that the main instrument of a qualitative research is the researcher him/herself. So, the main focus of the research instrument here is from the researcher him/herself. The assistance instruments are items that

researcher use to do their research, such as a laptop, periodicals or books, the internet, and stationery. As a result, those are the things that are used to complete the research rapidly.

F. Technique of the Collecting Data

In collecting the data, the researcher uses the following procedures, those are:

1. Observations

Ary et al (2010:213) states that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.

Observation is a planned research tool that is used to answer research questions and objectives. According to Gunawan (2014, p. 143), observation is a data collection technique in which researchers go directly to the field to observe the behavior and activities of individuals at the location carefully and systematically. In observation, the researcher recorded activities and takes notes in class when the English teacher was teaching starting from the teacher opened the lesson, main activity to close the lesson. In main activity, teacher use several media such as laptop, projector, PPT, and e-book. Teacher displayed the PPT related with the material and then the students pay attention and listen carefully.

Based on the first day (7th September 2023) the topic about descriptive text with theme 'Being an Environmental Caretaker' and the second day (12th October 2023) the topic about analytical exposition text with theme

'Healthy Life for a Healthy Future'. For evaluation, the teacher takes grades during the lesson and give the exercise on paper at the end of the lesson. In this research, the researcher observes the process of teaching English two times to know skimming and scanning techniques in teaching reading comprehension and what problems the teacher in teaching reading comprehension by using skimming and scanning techniques at the eleventh grade of SMA IT Nur Hidayah

2. Interviews

Ary et al (2010) tide that equally popular to ovation in qualitative reach is interviewing. A qualitative interview occurs when researcher as one or more participants general, open-ended questions and record their answers.

In this research, the researcher used interview to get the information about the problems faced by teacher and the students in reaching reading comprehension.

3. Documentation

Document is a data collection technique that is not directly addressed to the research subject to obtain information about the research object. The documentary method is a data collection technique that is frequently used in social research methodologies. Gunawan (2014, p. 176) added that document study is a complement to the use of observation and interview methods. Research results will be more reliable if supported by documents. Documentation techniques are used to collect data from non-human sources. This source consists of documents and records.

G. The Trustworthiness of the Data

In qualitative research, trustworthiness is become an important concept because it allows researcher to describe the virtues of qualitative terms outside of the parameters that are typically apply in quantitative research. Qualitative inquires triangulate among different data sources to enhance the accuracy of a study. Fraenkel et al (2012) explain that "In qualitative research, validity refers to the appropriateness, meaningfulness, and usefulness of the inferences researcher make based specifically on the data they collect, while reliability refers to the consistency of these inferences overtime, location, and circumstances". From the validity and the reliability, the result of the study can be avoided from hesitancy or threats about the data that are collected tend to be accurate or inaccurate and complete or incomplete.

Meanwhile, Sugiyono (2016, p. 274) added that triangulation is divided into three as follows:

1) Triangulation of Source

Source triangulation is a technique for testing the credibility of data by comparing information obtained from several sources. Source triangulation is the process of comparing and re-checking the degree of trustworthiness of information obtained from various sources. For example, comparing the result of observation with those of interviews with teacher and also three students at the eleventh grade of SMA IT Nur Hidayah, comparing what is said in general with what is said in private and comparing the result of interviews with those of existing documents.

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2) Triangulation of Technique

Technical triangulation is used to validate data by comparing it to the same source using different techniques. For example, data obtained through an interview and then checked through observation, documents, or questionnaires. If the three data credibility testing techniques yield different results, the researcher conducts further discussions with the relevant data source or others, to determine which data is considered correct or may be all correct, because the points of view different.

3) Triangulation of Time

Because human behavior changes over time, time triangulation is used to assess the validity of data relating to changes in human processes and behavior. Time also affects the credibility of data. Data collected through interviewing techniques in the morning, when informants are still fresh and there are few problems, will provide more valid data, making it more credible. As a result, to test the credibility of the data, it can be done through observation, interviews, or other techniques at various times or situations.

The researcher used the triangulation technique with the data source in this study. The researcher used various data collection technique to obtain information from the same source and then combine to form a conclusion. in this study, the researcher uses observation, interviews both teacher and students, and documentation to obtain the valid information about skimming and scanning techniques in teaching reading comprehension at the eleventh-grade students' of SMA IT Nur Hidayah in academic year 2022/2023.

H. Technique of Analyzing Data

The process of data analysis in this research are: collecting the data, reducing the data, presenting the data and drawing conclusion. Sutopo (2002):

1. Collecting the data

The researcher collected the data from observation, interview, and documentation. The researcher did observation to know how is the process of teaching reading comprehension by using skimming and scanning. Then, the researcher collected data by interview to know how the problems faced by teacher and students teaching reading comprehension. The last, the researcher collected the data by using documentation, the documents were lesson plan, and materials.

2. Reducing the Data

Data reduction means summarizing the data, choosing the main data and finding the patterns and losing the unimportant data. The researcher did reduction of the data which are observation and interview. A reduction of the data was needed because not all of the data could be input as the need of the research, just the important point and according to the requirement of the data were analyzed.

3. Presenting the data (Data Display)

Data display used to display the findings of the research. The researcher displayed the findings of the research by giving table of the process in teaching reading comprehension by using skimming and scanning. Then,

the researcher will be described it. In this step the researcher made conclusions about the result of the process in teaching reading comprehension by using skimming and scanning, and the problems faced by teacher and students teaching reading comprehension.

4. Drawing Conclusion

Sutopo (2002: 93) stated that in drawing the conclusion, the researcher makes formulation or accumulation of his interpretation and analysis throughout the course of the study as long.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher would like to be displayed research findings and discussions. The purpose is to skimming and scanning techniques for teaching reading comprehension at the eleventh grade of SMA IT Nur Hidayah Sukoharjo in academic year 2022/2023. Finding and discussion in this research to describe the process of skimming and scanning techniques for teaching reading comprehension and the problems faced by the teacher and students in teaching reading comprehension by using skimming and scanning at the eleventh grade. The data from research findings based on the observation, interview, and documentation. In this research, the researcher took Mrs. Nurmawati, S.S., Gr. as the subject of the research.

A. Research Findings

1. The process of skimming and scanning techniques for teaching reading comprehension

The observation conducted by the researcher in two times. First observation on 7th September 2023 then continued on 12th October 2023. After the researcher described the process of skimming and scanning techniques for teaching reading comprehension, finally, the researcher got some data. The result of research findings was presented in descriptions below:

a. The First Meeting (7th September 2023)

Setting   : In the Class XI.7

Time   : 07.15 am - 08.45 am

Informant   : Mrs. Nurmawati, S.S., Gr. (English Teacher)

The number of students   : 35 students

Based on observation, data found from teacher's lesson plan and interview with the teacher, teaching process by using skimming and scanning were divided into three steps, those were opening, main activities, and closing.

The first meeting has purpose to give explanation about descriptive text. The teacher is as a facilitator for students. The first meeting consists of three activities. Those are opening, main activities, and closing.

The first step is opening. The teacher opened the meeting by saying "Assalamualaikum Warohmatullahi Wabarokatuh". After opening, the teacher was checking attendance list. The teacher checked the students' attendance list by calling the name one by one. After the teacher greeted the students, the teacher introduced the researcher to the students and told them about the purposes of the researcher visited their class. The teacher usually gave warming up to the students in the beginning of the meeting. It is also the way of the teacher in giving motivation to the students. The warming up can be like giving question related to the topic of the study that will be discussed on that meeting.

The second step is the main activities. The teacher displayed the material on ppt slides. The teacher asked the students to pay attention and read carefully about descriptive texts. Students are asked to look at the descriptive text with theme 'Being an Environmental Caretaker' on the ppt slide and then read the

descriptive text together. The teacher asks three students to answer the example of questions on the ppt slide and discuss the answer together. The following are examples of questions from descriptive text:

In reading and answering these questions, students use a scanning technique, namely first, students look at the question first. Second, students

analyze the question for keywords or information they want to get. Then, students search for the information with rapidly moving eyes and look at the sentences before and after the keywords found. From the application of scanning in reading, students are able to answer these questions correctly.

After that, students are asked to watch a video on how to answer using skimming and scanning techniques. We can see the video at the following link: *https://youtu.be/RtcXr0_201A?si=ad16CeB1ZWNDVxGy*. In the video, there is an explanation about skimming and scanning.

After explaining the meaning of skimming and scanning, the teacher gives one question to the students and answers it using the skimming technique.

The teacher gives one example question and asks students to answer it together. The teacher asks students to read a sample text for approximately one

minute. The teacher displays questions and asks students to answer the questions. Students immediately answer together quickly and accurately.

From reading and answering activities using the skimming technique, students already understand that students answer in less than one minute. When students answer the question, students do what the teacher explained previously, namely first, students read the title first (if there is a title). Then, students read the first paragraph, and students look for key words in the reading. Finally, students read the entire paragraph quickly.

After presenting the material and example questions from descriptive text, the teacher gives practice on descriptive text questions on paper containing five multiple choice questions and four true-false questions.

Students complete the exercises given by the teacher within 10 minutes and students can ask the teacher if they do not know the meaning of the vocabulary.

After 10 minutes, the teacher asks the students to switch sides to be corrected together and each student writes the number of true or false on the corrected paper. After being corrected, the practice papers are collected to the teacher and the teacher gives and enters the grades after the lesson is finished (outside of class).

Then the last activity is closing. Before ending the meeting, the teacher made a conclusion of the material. The teacher reminds students to take care of their health and do not forget to study at home. After that the teacher said "Ok. Thank you for your attention. See you next meeting. Wassalamualaikum Warrohmatullahi Wabarokatuh".

b. The second meeting (12th October 2023)

Setting   : In the Class XI.7

Time   : 07.15 am - 08.45 am

Informant   : Mrs. Nurmawati, S.S., Gr. (English Teacher)

The number of students : 35 students

The first step is opening. The teacher opened the meeting by saying "Assalamualaikum Warohmatullahi Wabarokatuh". After opening, the teacher was checking attendance list. The teacher checked the students' attendance list by calling the name one by one. Before starting class, the teacher leads a prayer together. The teacher prepares students psychologically and physically to

follow the learning process. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The second step is the main activities. The teacher started the class by displayed ppt slides regarding analytical exposition text material with theme 'Healthy Life for a Healthy Future' and students read carefully, the teacher conducts questions and answers with students by asking things that are not yet known. After that, the teacher displayed the exposition text and asked three students to read the exposition text on the slide using the skimming technique in turns.

Read the following text comprehensively.

The Easiest Way to Stay Healthy

In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and anywhere and also you can either do it alone or with your friends.

Picture 3.7 A family is jogging.

On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. For example, a man weighing 68 kg can burn 600 calories per 10 km. Then, jogging can keep your cardiovascular (heart pumping) in good condition. Moreover, you will also avoid heart attacks and strokes if you do it regularly.

Besides being good for health, jogging is also perfect for mental health. Every time you finish jogging, you will feel refreshed. Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.

Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.

Source: *British Course, n.d.*

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Check your comprehension. Answer the following questions.
Number 1 has been done for you.
1. Why is jogging the easiest sport for everyone? *Because this sport does not require a lot of costs to carry out*.
2. What is the good side of jogging?
3. Is jogging not correlated with mental health?
4. Why do several studies suggest people jogging as their sport?
5. Do all people burn about 100 calories every mile?

Then, on the slide there are five examples of exposition text questions. The teacher appointed five students one by one to answer the questions using

skimming and scanning techniques. In reading and answering these questions, students use skimming and scanning techniques. In scanning activity, students look at the question first. Second, students analyze the question for keywords or information they want to get. Then, students search for the information with rapidly moving eyes and look at the sentences before and after the keywords found.

Apart from using scanning, students must also use the skimming technique in reading the text which has been explained by the teacher. The teacher gives each student approximately one minute to answer the question. When students answer the question, students do what the teacher explained previously, namely first, students read the title first. Then, students read the first paragraph, and students look for key words in the reading. Finally, students read the entire paragraph quickly.

After delivering material and examples of questions from exposition texts, the teacher gives practice questions on exposition texts on paper containing fifteen multiple choice questions.

Analytical Exposition Exercise

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defensE. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have diseasE. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. Who is responsible for defense?
   A. Federal government
   B. State Government
   C. Federal and State Government
   D. Federal and Local Government
   E. Local Government
2. The litter management is the responsibility of ....
   A. all governments
   B. Australia
   C. Federal government
   D. State government
   E. Local government

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.
Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.
Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.
Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.
So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.
Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Which of the following is not directly affected by pesticides used?
   A. Plants
   B. Ecology
   C. Animals
   D. Environment
   E. Human Beings
4. What can you say about paragraph two and four?
   A. The fourth paragraph supports the idea stated in paragraph two.
   B. Both paragraphs tell about the disadvantages of using pesticides.

C. Both paragraphs tell about how pesticides affect the quality of farm products.
D. The statement in paragraph is contrary to the statement in paragraph four.
E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

5. One of the disadvantages of using chemical pesticides is ....
   A. killing fish and bees.
   B. increasing crops productivity
   C. creating balanced ecosystem.
   D. causing the pests to become inactive
   E. helping reduce pollutants in the environment.

6. Secondly, pests can gradually become resistant to pesticides. (paragraph 3). The word resistant in the sentence above means ...
   A. weak
   B. fragile
   C. damage
   D. unaffected
   E. unbalanced

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthmA. Some of these illness are so bad that people can die from them.
Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to diE. Cars today are our roads biggest killers.
Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someonE.
In conclusion, cars should be banned from the city for the reasons listed.

7. What one of the diseases caused by pollution?
   A. HIV / AIDS
   B. Bronchitis
   C. Liver
   D. Fever
   E. Cholera

8. What tense is mostly used in the text?
   A. Past tense
   B. Simple present tense
   C. Simple perfect tense
   D. Present continuous tense
   E. Past continuous tense

9. We usually call the last paragraph as..........
   A. Resolution
   B. Reiteration
   C. Conclusion

D. Recommendation
E. Twist

10. What is the purpose of the text?
    A. to persuade reader about the Cars Should Be Banned In The City
    B. to explain the characteristics the Cars Should Be Banned In The City
    C. to inform readers about Cars Should Be Banned In The City
    D. to describe Cars Should Be Banned In The City
    E. to entertain readers about Cars Should Be Banned In The City

11. The following sentences are true, except ....
    A. the cars contribute the most of pollution in the worlD.
    B. the cars are very noisy.
    C. the cars can also cause many deaths and other road accidents.
    D. the car cans accelerate the transport.
    E. the cars today are our roads biggest killers.

12. What the title text above?
    A. Cars should be banned in the city
    B. Cars cause pollution.
    C. Car giant killer street.
    D. Car facilitate transportation.
    E. Cars cause noise of the city.

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possiblE. It of course includes local vegetables, fruits, bread, etC.
Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produceD.
Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.
So, from now on we should consume fresh local groceries to reduce global warming.

13. The text gives us information about ....
    A. The ways to minimize global warning
    B. The ways to increase global warning
    C. The effects of global warning
    D. The importance of consuming local groceries
    E. The importance of knowing global warning

14. To reduce the global warming we should ....
    A. Buy import product
    B. Buy expensive clothes
    C. Consume frozen foods
    D. Consume fresh foods
    E. Not use electricity efficiently

15. We are helping reduce the amount of global warming' (Paragraph 2) The reduce word can be replaced by ....
    A. Increase
    B. Decrease
    C. Improve
    D. Add
    E. Maximize

C. Conclusion

Students complete the exercises given by the teacher within 10 minutes and students can ask the teacher if they do not know the meaning of the vocabulary. After 10 minutes, the teacher asks the students to switch sides to be corrected

together and each student writes the number of true or false on the corrected paper. After being corrected, the practice papers are collected to the teacher and the teacher gives and enters the grades after the lesson is finished (outside of class).

Then the last activity is closing. Before the lesson is finished, the teacher reflects on learning and its benefits. Students and teacher provide feedback on the process and learning outcomes. The teacher made a conclusion of the material. Last, the teacher reminds students to take care of their health and do not forget to study at home. After that the teacher said "Ok. Thank you for your attention. See you next meeting. Wassalamualaikum Warrohmatullahi Wabarokatuh". Then the students answered "Waalaikumsalam Warrohmatullahi Wabarokatuh".

It was supported based on interview at different times with English teacher of SMA IT Nur Hidayah to get the valid data. The result is as follows:

Research   : *Apa teknik yang Ibu gunakan dalam menyampaikan materi reading dan mengapa memilihnya?*

Teacher   : *Dalam mengajar reading, Saya menggunakan teknik skimming-scanning. Karena dengan menggunakan teknik skimming-scanning murid jadi lebih efektif untuk menentukan poin-poin yang ada dalam bacaan dan membuat murid semakin tertarik untuk membaca. Dengan skimming, murid tidak perlu membaca lama-lama agar tidak kehabisan waktu. Dengan scanning, murid hanya focus pada soal agar memudahkan menemukan jawaban pada text. Setelah itu, Saya memberikan*

contoh teks dan soal kepada murid untuk dijawab menggunakan Teknik skimming-scanning. Dan hasilnya efektif ketimbang menggunakan Teknik yang lain.

The statement above portrayed how the teacher teach reading comprehension to students. The researcher found that the teacher used skimming and scanning techniques. Students also admitted that the teacher also used skimming and scanning techniques. Based on the interview the students said:

Researcher : *Apakah Mrs Nurma benar menggunakan Teknik skimming dan scanning saat pembelajaran reading comprehension?*

Students1 : *Iya benar kak*

Students2 : *Iya kak*

Students3 : *Iya*

Teacher admit that this technique is very helpful for teacher and students. Skimming and scanning techniques are used by teacher in teaching reading comprehension to students in class XI.7 SMA IT Nur Hidayah. Because with this technique students can be more effective in reading comprehension and can understand the material easily. The explanation can be seen below:

1) The process of Skimming

Based on the results in the class, the teacher applies the skimming technique to long reading. Teacher apply the skimming technique because it can make it easier for students to find key ideas at a glance. The skimming technique begins

when the teacher asks students to look at and read the text on the slide. The teacher asks students to skim through the entire text, especially the title and then to the main and last paragraphs that they pay attention to. Apart from that, running your eyes over the text to get the general meaning, not stopping at words when students do not understand, as this will only slow down students.

After explaining how to use the skimming technique, the teacher gives one example of reading along with the questions. The teacher asks students to read the text and answer the example questions in approximately one minute. It turned out that within 40 seconds it had been answered. Students apply the skimming technique explained by the teacher previously, starting from skimming the entire text, and the first and last paragraphs.

Researcher   : *Bagaimana ibu menerapkan Teknik skimming dalam pembelajaran reading comprehension?*

Teacher   : *Menerapkan Teknik skimming dalam pembelajaran reading comprehension yaitu pertama, Saya menyuruh anak-anak untuk membaca judulnya terlebih dahulu, lalu membaca bacaannya secara cepat dengan memerhatikan paragraf utama dan terakhir. Jika tidak tau artinya, maka anak-anak lewati saja itu dan lanjutkan membaca. Saya menyuruh anak-anak menggunakan skimming harus kurang dari 1 menit sudah selesai, dan ternyata dalam 40 detik mereka sudah selesai membaca teks dan menjawab 1 soal tersebut.*

Researcher   : *Cara Miss Nurma menerapkan Teknik skimming dalam pembelajaran reading comprehension gimana dek?*

Students 1 : *iya itu kak kita disuruh membaca cepat teks nya*

Students 2 : *terus kita disuruh memerhatikan semua bacaan nya, kalau kita gatau artinya ya lanjut aja bacanya*

Students 3 : *terus juga kita disuruh memerhatikan paragraph awal dan akhir supaya dapat topic sentence nya kak*

From the results of the interview, the researcher observed the teacher carrying out learning activities in the classroom. Researcher found this to be appropriate in that students read the title first, then read the text quickly by paying attention to the main and last paragraphs. If students do not know what it means, then students just skip it and continue reading. Students understand what the teacher explains by using skimming techniques.

2) The process of Scanning

Based on the result in the class, the teacher applies scanning techniques to make it easier to find keywords and the right answers. displays the reading text on the slide. The teacher asks students to read the questions and look for keywords. Then, move quickly over the page, flitting around the theater, back and forth, up and down. And then, less reading and more searching, the brain hunts for specific information: a word, a phrase, a name or a number. Moreover, the teacher provides information about scanning to make it easier for students to find the right answers and not waste time.

After being explained the scanning technique, the teacher also gave 5 examples of short readings, each with 1 question on the slide. The teacher asks students to

read the text and answer the example questions in approximately one minute for one reading. It turns out that within 25 seconds one reading was answered. Students apply the scanning technique explained by the teacher previously, starting by reading the question and looking for keywords first, then moving quickly over the page, reading less and searching more.

> Researcher : *Kalau menerapkan teknik scanning dalam pembelajaran reading comprehension itu bagaimana, Bu*?
>
> Teacher : *Kalau menerapkan teknik scanning dalam pembelajaran reading comprehension yaitu pertama-tama, Saya menyuruh anak-anak untuk melihat pertanyaan dan keywords nya dulu. Lalu, melihat teks dengan cepat dan mencari keywords yang dituju. Kalau jawaban belum ditemukan, maka carilah kalimat sebelum dan sesudah keywords pasti ada. Jangan dibaca semua itu akan membuang waktu.*
>
> Researcher : *Bagaimana Cara Mrs. Nurma menerapkan Teknik scanning dalam pembelajaran reading comprehension dek?*
>
> Students 1 : *Ya itu kak dengan cara kita melihat pertanyaan nya dulu lalu kata/kalimat mana yang mau kita cari*
>
> Students 2 : *Terus kita disuruh untuk melihat teks dengan cepat, kita harus lihat atas-bawah, kanan-kiri dari kata kunci yang mau kita cari.*
>
> Students 3 : *Selain itu ya kak… kita juga jangan membaca semua teks dan tetap focus sama kata kunci yang mau kita cari.*

From the results of the interview, the researcher observed the teacher carrying out learning activities in the classroom. Researcher found this to be

appropriate in that students. First, students look at the questions and keywords first. Then, look at the text quickly and look for the targeted keywords. If the answer has not been found, students will look for sentences before and after the keywords. then, students do not read everything and follow the teacher's directions and students answer quickly. Students understand what the teacher explains by using scanning techniques.

Furthermore, the teacher also mentions the steps in teaching reading to students. There is statement of English teacher following:

Researcher : *Apakah Ibu selalu mempersiapkan, memilih, dan menyusun sebelum kegiatan belajar mengajar dimulai*?

Teacher : *Tentu iya. Saya membuat Capaian Pembelajaran (CP) sebelum mengajar guna menghasilkan kegiatan pembelajaran yang lebih terarah, persiapan ini berperan sebagai setting untuk proses tersebut. Saya biasanya melakukan proses pembelajaran di kelas dengan 35 siswa. Proses belajar mengajar dimulai dengan menyiapkan laptop, PPT, materi pembelajaran, dan soal latihan. Selain membuat CP, Saya juga membuat soal latihan yang bersumber dari web internet, youtube, atau majalah.*

Based on the observations in class and statement above, the researcher found that the English teacher had prepared everything related to the teaching and learning process that would be carried out, such as making lesson plan, learning media, and so on. Teaching and learning started by preparing the material are needed such as, laptop, projector, e-book, and PPT.

"... Materi yang diberikan tergantung dari buku yang digunakan, tetapi buku nya masih berupa e-book tidak di print. Dan bukunya itu dari KemenDikBud yang 'BAHASA INGGRIS: English for Change'. Jadi, setiap anak Saya bolehkan membuka materi lewat HP masing-masing pada saat jam pelajaran berlangsung. Kadang materi pada buku tersebut kurang lengkap jadi Saya mencari sumber lain seperti di internet, majalah/koran, dan youtube. Saya menampilkan materi pada slide PPT dan meminta siswa untuk melihat dan memperhatikan materi pada slide. Saya memberi siswa penjelasan dan petunjuk atau tips cara menjawab pertanyaan dengan menggunakan skimming dan scanning. Untuk mengukur pemahaman siswa, saya lihat pada nilai siswa. Siswa berhasil belajar bahasa Inggris jika mencapai nilai minimum. Saya juga memberikan kesempatan siswa untuk bertanya jika mereka belum memahami materi."

After all the preparations were done, the teacher began to give some explanations and instructions or tips on how to answer the questions related on skimming and scanning techniques. The teacher measures student understanding through student grades. At the end of the meeting, the teacher also gave students the opportunity to ask questions regarding the material being studied. This was done so that students were active in the learning process.

This was also supported by the statement of the eleventh grade English teacher at SMA IT Nur Hidayah which stated that some students experience improvement in learning outcomes after using the techniques that had been applied

even though not yet totally improved in student learning outcomes. This is based on the researcher's question asking whether there is an increase in student learning outcomes after using the strategy used by the teacher. The appropriate answers from the English teacher and some students of eleventh grade at SMA IT Nur Hidayah are as follows:

Researcher : *Apakah ada peningkatan hasil belajar siswa setelah menggunakan teknik skimming dan scanning yang Ibu gunakan*?

Teacher : *Alhamdulillah, sebagian besar siswa tercakup dan sudah memahami apa yang teknik Saya gunakan. Jadi, siswa mengikuti pembelajaran dengan senang karena memakai teknik ini. Dilihat dari hasil evaluasi setelah pembelajaran dan dari hasil evaluasi dapat diketahui kesulitan yang dialami siswa. Karena biasanya siswa merasa kesulitan ketika belum terbiasa dengan kosa kata baru yang dibacanya.*

Researcher : *Apakah dengan teknik yang digunakan, kamu ada peningkatan khususnya dalam reading?*

Students 1 : *Ada kak*

Students 2 : *Ada peningkatan cuma tidak terlalu*

Students 3 : Iya lumayan kak

2. Teacher's Problems in Teaching Reading Comprehension

Based on the results of the interview with the teacher reading comprehension at eleventh grade students of SMA IT Nur Hidayah, the problems faced by the teacher are students do not have the same abilities, students have difficulty reading

orally, and lack of vocabulary. Firstly, teacher said that the main problem is students do not have the same abilities, it was supported based on the interview bellow:

> Researcher : *kesulitan apa yang Ibu hadapi dalam pengajaran reading comprehension?*
>
> Teacher : *kesulitannya sih ketika dalam satu kelas, siswa memiliki level kemampuan Bahasa Inggris yang beragam. Jadi, guru harus mampu menyelaraskan media atau bahan ajar yang kita bawa. Itu harus memenuhi syarat bahwa anak-anak dapat menerima. Dalam level yang beragam, soal yang sulit mungkin akan menjadi mudah dan menyenangkan bagi yang pinter. Sebaliknya, soal yang mudah akan terasa sangat sulit bagi yang kurang pintar. Jadi, dalam satu kelas itu terdapat perbedaan yang mencolok terhadap masing-masing siswa.*

Furthermore, students' vocabulary mastery also makes it difficult for teacher to teach reading. Some students have low vocabulary mastery. Based on the interview, the teacher said:

> *"... Sedangkan kesulitan yang dialami siswa ialah dari segi kosa kata, beberapa siswa memiliki kosa kata yang terbatas. Mereka terkadang kurang memahami teks yang dibaca karena menemukan kosa kata yang kurang familiar. Kesulitan terakhir adalah siswa sulit membaca secara oral. Ketika siswa disuruh membaca teks secara lantang mereka agak terbata-bata. Jika, mereka baca dalam hati atau secara pelan maka mereka tuh jadi cepet daripada baca secara oral."*

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Based on the results of interviews with teacher, regarding the problems encountered in teaching reading at eleventh grade in this study. These problems include students do not have the same abilities, students have difficulty reading orally, and lack of vocabulary.

Based on observations of classroom learning activities, researcher found different levels of students in English lessons, especially reading. This was proven during class questions and answers and the results of practice questions. When asking questions, there were students who answered the questions incorrectly and the results of the practice questions were not all good. Researcher also found students who had difficulty in oral pronunciation. When the teacher asked one to three students to read the text on the slide, they seemed to stammer and their voices became smaller. After that, researcher found that some students had little vocabulary. This was proven when they asked the teacher about the meaning of the word when completing the exercise. Not just once, even repeatedly asking the meaning of other words.

B. Discussion

The results of research on the process of teaching reading comprehension using skimming and scanning techniques to eleventh grade students at SMA IT Nur Hidayah in the 2022/2023 academic year yielded several findings which will be discussed in this section. The following section discusses answers to research questions based on findings regarding the process of teaching reading comprehension, and teachers' problems in teaching reading.

1. Skimming and scanning techniques process for teaching reading comprehension

This question answered based on the result of research from source there was the English teacher through observation, interview, and documentation. Based on the data, researcher found four ways to apply the skimming technique used by English teacher in teaching reading comprehension at eleventh grade students of SMA IT Nur Hidayah in academic year 2022/2023. This research identified that teacher apply the same skimming technique based on theory of Arundel (2008) there are certain skimming techniques used by teacher in teaching reading such as: read the title, read the first sentence of each remaining paragraphs, read paragraph completely, and focus read the first paragraph and final paragraph completely.

The first step is to read the title. In skimming technique, the title can be the possible summary of the content. By reading the title, we have an idea of what text we want to read. The second step is Read the first sentence of each remaining paragraphs. Sometimes in the text, the main idea of the text can be found in the first sentence. Another possibility, the writer puts the main idea in the last sentence if the writer begins the sentence with a question.

The third step is read paragraph completely. Sometimes in the text there are some subheadings then we can read each paragraph to look for the relationship between them. And the last step is focusing the first paragraph and final paragraph completely. By focusing on the first and last paragraphs, we can find the main idea and general overview. After their reader does the previous steps they can read the last paragraph of the text.

Based on the data, researcher also found four ways to apply scanning techniques used by English teacher in teaching reading comprehension at eleventh grade students of SMA IT Nur Hidayah in academic year 2022/2023. This research identified that teacher apply the same scanning technique based on the theory of Arundel (2008) there are certain scanning techniques used by teacher in teaching reading such as: Keep in mind at all the time what if you are looking for, anticipating in what form the information is likely to appear numbers, proper nouns, etc., let your eyes run rapidly over several lines of print at a time, and read the entire sentence when you find the sentence that has the information you seek.

2. Teacher's problems in teaching reading

The findings of this study indicate that teacher face difficulties in teaching reading. These problems include students do not have the same abilities, students have difficulty reading orally, and lack of vocabulary. The first problem faced by teacher is in terms of students' ability. Namely, there are students do not have the same abilities. As a result, teacher must be able to align the media or teaching materials that we bring. It must meet the conditions that students can accept. At various levels, difficult questions may become easy and fun for the smart ones. On the other hand, easy questions will feel very difficult for those who are less intelligent. Moreover, in one class there are striking differences in each student.

The second problem is students have difficulty reading orally. Sometimes teacher does not know whether students are actually reading orally or silently. This is in accordance with the theory from Leane (2010) that the teacher has difficulty making sure whether the students read the text or not. The teacher feel that it is

unfair for them to be held accountable to common core or state standards of instruction if the students do not even read the text that could help them improve. As a result, teacher must often practice reading orally one by one from students and often practice reading in class. The last problem is some students lack vocabulary, there are still some students who are passive, so that students cannot understand the text reading comprehension (Nunan, 2003, p. 32). As a result, students must often read reading comprehension as practice to add new vocabulary and later they will get used to the new vocabulary they read.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

In this section, the researcher presented research conclusions about skimming and scanning techniques for teaching reading comprehension at the eleventh grade of SMA IT Nur Hidayah Sukoharjo in academic year 2022/2023. Based on the findings and discussion of the research, the researcher concluded several points, including:

The process of teaching reading comprehension consists of three steps. There are opening, main activity, and closing. In the opening activity or pre-reading, the teacher gives apperception and explains the material that will be delivered. In the main activity or reading activity, the teacher uses skimming and scanning. The teacher uses discussion and question-answer method. The teacher gives one minute for students to read the text. After finishing reading the text, the teacher asks three students to answer the text's questions. After the students answer, the teacher and students discuss together the correct answer. In this activity, the teacher also does an assessment activity. In the closing activity, the teacher reviews the material that has been delivered, and the students can understand the material easily.

The problems faced by teacher in teaching reading comprehension at eleventh grade students of SMA IT Nur Hidayah are (1) Students do not have the same abilities, the teacher feel that student's English ability levels are different and teacher must balance teaching materials in teaching so that all students can understand the material well. (2) Students have difficulty reading orally, the teacher

feels that students have difficulty reading orally. When students are asked to read the text aloud they stutter somewhat. Moreover, (3) Some students lack of vocabulary, students have limited vocabulary. They sometimes do not understand the text they read because they find vocabulary that is unfamiliar.

B. Suggestion

From the conclusion above, the researcher would like to suggest as bellow:

1. For the teacher

   According to the findings of this study, the teacher should be able to make students learn actively, especially in practicing reading comprehension. Teacher must be more creative in choosing materials for the teaching and learning process.

2. For the students

   In this research hopefully, the students should be more active, not nervous, and not afraid of making mistakes during teaching learning process. The students should study hard and explore their capable to enrich their vocabulary and increase their knowledge by reading English books so they can practice in their daily.

3. For the next researcher

   Researcher hope this research can provide an overview to other researchers with a similar study of teaching reading at the senior high school. In this study there are still many aspects that the researcher has not been able to thoroughly examine, hopefully other researchers can investigate and dig deeper into some aspects of teaching reading.

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APPENDIX 1 : FIELD NOTES

a. The First Meeting (7th September 2023)

Setting   : In the Class XI.7

Time   : 07.15 am - 08.45 am

Informant   : Mrs. Nurmawati, S.S., Gr. (English Teacher)

The number of students : 35 students

Based on observation, data found from teacher's lesson plan and interview with the teacher, teaching process by using skimming and scanning were divided into three steps, those were opening, main activities, and closing.

The first meeting has purpose to give explanation about descriptive text. The teacher is as a facilitator for students. The first meeting consists of three activities. Those are opening, main activities, and closing.

The first step is opening. The teacher opened the meeting by saying "Assalamualaikum Warohmatullahi Wabarokatuh". After opening, the teacher was checking attendance list. The teacher checked the students' attendance list by calling the name one by one. After the teacher greeted the students, the teacher introduced the researcher to the students and told them about the purposes of the researcher visited their class. The teacher usually gave warming up to the students in the beginning of the meeting. It is also the way of the

teacher in giving motivation to the students. The warming up can be like giving question related to the topic of the study that will be discussed on that meeting.

The second step is the main activities. The teacher displayed the material on ppt slides. The teacher asked the students to pay attention and read carefully about descriptive texts. Students are asked to look at the descriptive text with theme 'Being an Environmental Caretaker' on the ppt slide and then read the descriptive text together. The teacher asks three students to answer the example of questions on the ppt slide and discuss the answer together. The following are examples of questions from descriptive text:

Read the following text carefully and answer the questions.

Picture 2.20 Polluted beach

Indonesia is the second-biggest marine polluter in the world. It alone contributes to 10% of global marine pollution. Kuta Beach is Bali's most popular and most visited destination and that clearly is visible since there are huge mounds of garbage on the beach that are collected on a daily basis. Especially during the rainy season, there is garbage awash on the shores. Authorities declared an emergency after they realized the volume of plastic thrown on the beach was turning into an endangering tourist trade. 100 tons of junk was being cleaned by workers on a daily basis.

Source: *Gurtoo, May 6, 2019*

Based on your previous knowledge about the picture and the text, answer the following questions.

1. What is the condition of the place?
   _____

2. What makes the situation occur?
   _____

3. What can we do to overcome the problem?
   _____

4. What would happen if the government put more attention to the condition?
   _____

5. What are the moral values related to the condition?
   _____

In reading and answering these questions, students use a scanning technique, namely first, students look at the question first. Second, students analyze the question for keywords or information they want to get. Then, students search for the information with rapidly moving eyes and look at the sentences before and after the keywords found. From the application of scanning in reading, students are able to answer these questions correctly.

After that, students are asked to watch a video on how to answer using skimming and scanning techniques. We can see the video at the following link: *https://youtu.be/RtcXr0_201A?si=ad16CeB1ZWNDVxGy*. In the video, there is an explanation about skimming and scanning.

Skimming - Getting The Gist

SKIMMING is a fast reading to get the **GENERAL IDEA** of the text. Different techniques for skimming include:

a) Running your eyes over the text to get the general meaning - **NOT STOPPING** at words you don't understand, as this will only slow you down

b) Reading the **FIRST and LAST** paragraph of a text, and summaries if offered.

c) Looking closely at the **TOPIC SENTENCES** - the most important sentence of each paragraph.

Scanning - Get Only What You Need

SCANNING is rapidly running your eyes over the text in order to locate **SPECIFIC DETAILS**. Three steps to scanning include:

a) Read the question and **SEARCH FOR KEY WORDS** or ideas associated with the question.

b) Your eyes then **MOVE QUICKLY OVER THE PAGE**, flitting around the text, back and forth, up and down.

c) **LESS READING AND MORE SEARCHING**, the brain hunts for specific information - a word, a phrase, a name or a number.

After explaining the meaning of skimming and scanning, the teacher gives one question to the students and answers it using the skimming technique.

Let's SKIM the FIRST and LAST sentence from the passage

In recent years, evidence has been collected which suggests that the proportion of British children and teenagers who are unhappy is higher than in many other developed countries around the world. For example, a recently published report set out to measure 'well-being' among young people in nineteen European countries, found that the United Kingdom came bottom. The report was based on statistics and surveys in which young people answered questions on a wide range of subjects. The United Kingdom is a relatively unequal country with a relatively high proportion of young people living in households with less than half the national average income. This seems to have a negative effect on how they feel about themselves.

So what's our ANSWER?

Choose the heading that best matches the previous paragraph.

a) Parents are to blame for the state of children today.

b) A report with many conclusions and worries the United Kingdom

c) Growing up an unhappy generation.

d) Young people today face so many social problems.

The teacher gives one example question and asks students to answer it together. The teacher asks students to read a sample text for approximately one minute. The teacher displays questions and asks students to answer the questions. Students immediately answer together quickly and accurately.

From reading and answering activities using the skimming technique, students already understand that students answer in less than one minute. When students answer the question, students do what the teacher explained previously, namely first, students read the title first (if there is a title). Then, students read the first paragraph, and students look for key words in the reading. Finally, students read the entire paragraph quickly.

After presenting the material and example questions from descriptive text, the teacher gives practice on descriptive text questions on paper containing five multiple choice questions and four true-false questions.

Students complete the exercises given by the teacher within 10 minutes and students can ask the teacher if they do not know the meaning of the vocabulary. After 10 minutes, the teacher asks the students to switch sides to be corrected together and each student writes the number of true or false on the corrected paper. After being corrected, the practice papers are collected to the teacher and the teacher gives and enters the grades after the lesson is finished (outside of class).

Then the last activity is closing. Before ending the meeting, the teacher made a conclusion of the material. The teacher reminds students to take care of their health and do not forget to study at home. After that the teacher said "Ok.

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Thank you for your attention. See you next meeting. Wassalamualaikum Warrohmatullahi Wabarokatuh".

b. The second meeting (12th October 2023)

Setting   : In the Class XI.7

Time   : 07.15 am - 08.45 am

Informant   : Mrs. Nurmawati, S.S., Gr. (English Teacher)

The number of students   : 35 students

The first step is opening. The teacher opened the meeting by saying "Assalamualaikum Warohmatullahi Wabarokatuh". After opening, the teacher was checking attendance list. The teacher checked the students' attendance list by calling the name one by one. Before starting class, the teacher leads a prayer together. The teacher prepares students psychologically and physically to follow the learning process. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The second step is the main activities. The teacher started the class by displayed ppt slides regarding analytical exposition text material with theme 'Healthy Life for a Healthy Future' and students read carefully, the teacher conducts questions and answers with students by asking things that are not yet known. After that, the teacher displayed the exposition text and asked three students to read the exposition text on the slide using the skimming technique in turns.

Read the following text comprehensively.

The Easiest Way to Stay Healthy

In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and anywhere and also you can either do it alone or with your friends.

Picture 3.7 A family is jogging.

On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. For example, a man weighing 68 kg can burn 600 calories per 10 km. Then, jogging can keep your cardiovascular (heart pumping) in good condition. Moreover, you will also avoid heart attacks and strokes if you do it regularly.

Besides being good for health, jogging is also perfect for mental health. Every time you finish jogging, you will feel refreshed. Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.

Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.

Source: *British Course, n.d.*

Check your comprehension. Answer the following questions.
Number 1 has been done for you.
1. Why is jogging the easiest sport for everyone?*Because this sport does not require a lot of costs to carry out*.
2. What is the good side of jogging?
3. Is jogging not correlated with mental health?
4. Why do several studies suggest people jogging as their sport?
5. Do all people burn about 100 calories every mile?

Then, on the slide there are five examples of exposition text questions. The teacher appointed five students one by one to answer the questions using skimming and scanning techniques. In reading and answering these questions, students use skimming and scanning techniques. In scanning activity, students look at the question first. Second, students analyze the question for keywords or information they want to get. Then, students search for the information with rapidly moving eyes and look at the sentences before and after the keywords found.

Apart from using scanning, students must also use the skimming technique in reading the text which has been explained by the teacher. The teacher gives each student approximately one minute to answer the question. When students

answer the question, students do what the teacher explained previously, namely first, students read the title first. Then, students read the first paragraph, and students look for key words in the reading. Finally, students read the entire paragraph quickly.

After delivering material and examples of questions from exposition texts, the teacher gives practice questions on exposition texts on paper containing fifteen multiple choice questions.

Aisyah Nurul Laily
XI - 7

Analytical Exposition Exercise

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defensE. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have diseasE. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. Who is responsible for defense?
   A. Federal government
   B. State Government
   C. Federal and State Government
   D. Federal and Local Government
   E. Local Government

2. The litter management is the responsibility of ....
   A. all governments
   B. Australia
   C. Federal government
   D. State government
   E. Local government

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.
Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.
Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.
Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.
So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.
Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Which of the following is not directly affected by pesticides used?
   A. Plants
   B. Ecology
   C. Animals
   D. Environment
   E. Human Beings

4. What can you say about paragraph two and four?
   A. The fourth paragraph supports the idea stated in paragraph two.
   B. Both paragraphs tell about the disadvantages of using pesticides.

C. Both paragraphs tell about how pesticides affect the quality of farm products.
D. The statement in paragraph is contrary to the statement in paragraph four.
E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

5. One of the disadvantages of using chemical pesticides is ....
   A. killing fish and bees
   B. increasing crops productivity
   C. creating balanced ecosystem
   D. causing the pests to become inactive
   E. helping reduce pollutants in the environment.

6. Secondly, pests can gradually become resistant to pesticides. (paragraph 3). The word resistant in the sentence above means ....
   A. weak
   B. fragile
   C. damage
   D. unaffected
   E. unbalanced

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthmA. Some of these illness are so bad that people can die from them.
Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to diE. Cars today are our roads biggest killers.
Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someonE.
In conclusion, cars should be banned from the city for the reasons listed.

7. What one of the diseases caused by pollution?
   A. HIV / AIDS
   B. Bronchitis
   C. Liver
   D. Fever
   E. Cholera

8. What tense is mostly used in the text?
   A. Past tense
   B. Simple present tense
   C. Simple perfect tense
   D. Present continuous tense
   E. Past continuous tense

9. We usually call the last paragraph as.........
   A. Resolution
   B. Reiteration
   C. Conclusion

10. What is the purpose of the text?
A. to persuade reader about the Cars Should Be Banned In The City
B. to explain the characteristics the Cars Should Be Banned In The City
C. to inform readers about Cars Should Be Banned In The City
D. to describe Cars Should Be Banned In The City
E. to entertain readers about Cars Should Be Banned In The City

11. The following sentences are true, except ...
A. the cars contribute the most of pollution in the worlD.
B. the cars are very noisy
C. the cars can also cause many deaths and other road accidents.
D. the car cans accelerate the transport.
E. the cars today are our roads biggest killers.

12. What the title text above?
A. Cars should be banned in the city
B. Cars cause pollution.
C. Car giant killer street.
D. Car facilitate transportation.
E. Cars cause noise of the city.

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possiblE. It of course includes local vegetables, fruits, bread, etC.
Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produceD.
Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money
So, from now on we should consume fresh local groceries to reduce global warming.

13. The text gives us information about ... ...
A. The ways to minimize global warning
B. The ways to increase global warming
C. The effects of global warming
D. The importance of consuming local groceries
E. The importance of knowing global warming

14. To reduce the global warming we should ....
A. Buy import product
B. Buy expensive clothes
C. Consume frozen foods
D. Consume fresh foods
E. Not use electricity efficiently

15. We are helping reduce the amount of global warming' (Paragraph 2) The reduce word can be replaced by ...
A. Increase
B. Decrease
C. Improve
D. Add
E. Maximize

7. A. The fourth paragraph supports the idea stated in parag ...
C. Conclusion

Students complete the exercises given by the teacher within 10 minutes and students can ask the teacher if they do not know the meaning of the vocabulary. After 10 minutes, the teacher asks the students to switch sides to be corrected together and each student writes the number of true or false on the corrected paper. After being corrected, the practice papers are collected to the teacher and the teacher gives and enters the grades after the lesson is finished (outside of class).

Then the last activity is closing. Before the lesson is finished, the teacher reflects on learning and its benefits. Students and teacher provide feedback on the process and learning outcomes. The teacher made a conclusion of the material. Last, the teacher reminds students to take care of their health and do not forget to study at home. After that the teacher said "Ok. Thank you for your attention. See you next meeting. Wassalamualaikum Warrohmatullahi

Wabarokatuh". Then the students answered "Waalaikumsalam Warrohmatullahi Wabarokatuh".

APPENDIX 2 : ATTEDENCE LIST

No.	Nama Siswa	Kehadiran										
1.	Adrina Firdaus Salsabila											
2.	Aisyah Nurul Laily											
3.	Alifa Taqiyya											
4.	Annisa Tsabita Zuhaira											
5.	Arina Rasyada											
6.	Asma' Aziizah											
7.	Assyifa Syarafana Wiharto											
8.	Athayya Zusfaycha Ghafira											
9.	Atiqa Fadhillah											
10	Azka Munadiya Dina											
11.	Dolaila Bilqis Prasetyo											
12.	Faliha Salwa Aufa											
13.	Fathimah Dzikro Amani											
14.	Fathya Tsabita Yusuf											
15.	Fatimah Aulia Az Zahra											
16.	Heninsah Yasmin Mafaza											
17.	Hilwa Haninnuha											
18.	Khonsa Sabrina											
19.	Labibah Hafsa Adawiyah											
20.	Masayu Nisrina Arumurti											
21.	Nadhira Risdyah											
22.	Nadya Fadiyatul Husna											
23.	Naifa Gani Futana											
24.	Najwa Izzatunnisa											
25.	Nasywa Ngafifah Khoirunnisa											
26.	Naura Rayya Maulida											
27.	Nisrina Awliya Rahmansyah											
28.	Nur Hamidah Salma											
29.	Rea Hasna' Muna Anisah											
30.	Syahidah Naila Kautsar											
31.	tashfiyatul amelia											
32.	Yasmin Lusiana Caesaria											
33.	Zaaida azka											
34.	Zahra Khairunisa Winanti											
35.	Zirlyfera Faizah											

APPENDIX 3 : LESSON PLAN

CAPAIAN PEMBELAJARAN

Satuan Pendidikan   : SMA Islam Terpadu Nur Hidayah
Mata Pelajaran   : Bahasa Inggris
Kelas/ Peminatan   : XI/Umum
Tahun Pelajaran   : 2023/2024

NO	ELEMEN	CAPAIAN PEMBELAJARAN
1	Menyimak – Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. - Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. - Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. - Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilainilai lintas konteks budaya yang dekat dengan kehidupan pemuda. - Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. - Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
2	Membaca – Memirsa	Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti ***narasi, deskripsi, eksposisi, prosedur, argumentasi,dan diskusi secara mandiri.*** - Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. - Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat

		berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif - Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. - Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.
3.	Menulis – Mempresentasikan	- Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. - Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. - Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. - Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. - Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

Surakarta, Juni 2023

Kepala Sekolah,   Guru Mata Pelajaran,
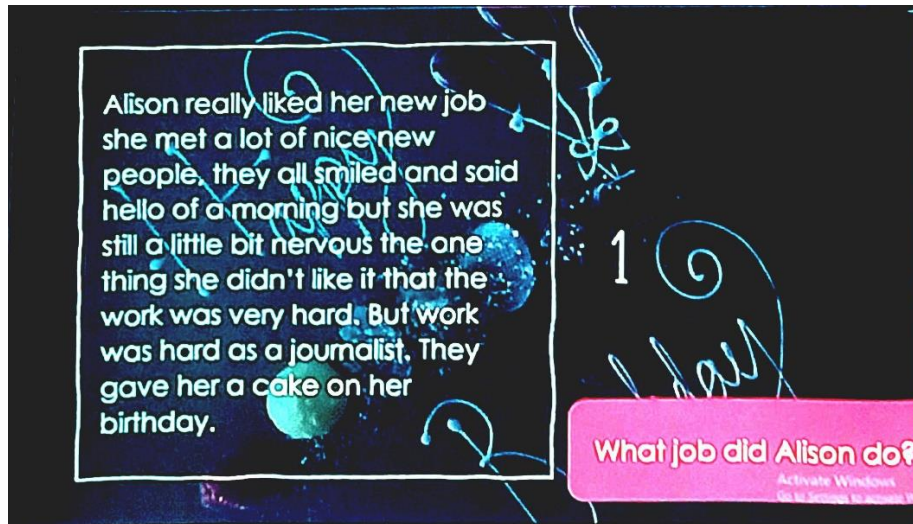
Muhammad Ihsan Fauzi, S.Si. M.M.   Nurmawati, S.S., Gr.
NIPY. 07.04.01.145   NIPY. 11.04.01.226

APPENDIX 4 : THE MATERIAL OF DESCRIPTIVE TEXT AND

EXPOSITION TEXT

DESCRIPTIVE TEXT
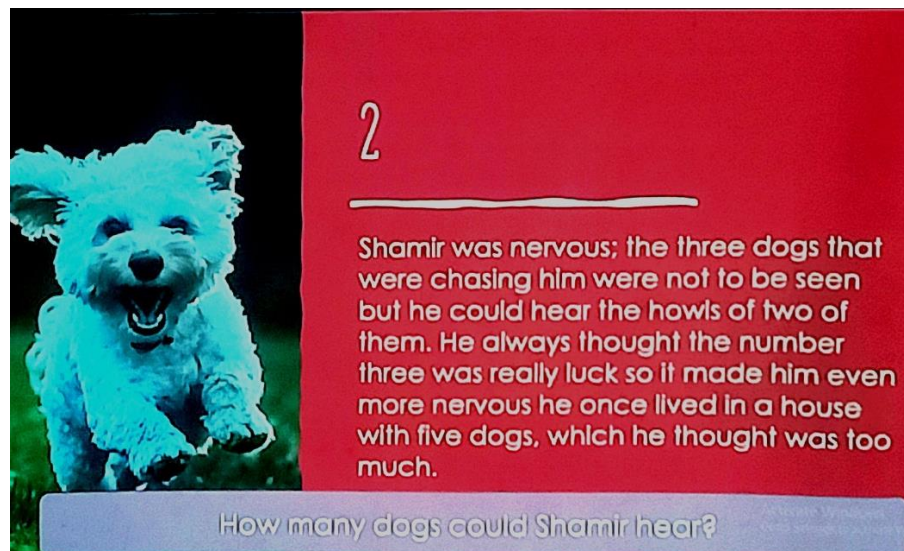
Alison really liked her new job she met a lot of nice new people. they all smiled and said hello of a morning but she was still a little bit nervous the one thing she didn't like it that the work was very hard. But work was hard as a journalist. They gave her a cake on her birthday.

1

What job did Alison do?

2

Shamir was nervous; the three dogs that were chasing him were not to be seen but he could hear the howls of two of them. He always thought the number three was really luck so it made him even more nervous he once lived in a house with five dogs, which he thought was too much.

How many dogs could Shamir hear?

3

There are many things you should do when pursuing an education that should lead to a job. First you need to do your research so that you know what kind of course you need to do. Secondly you may want to take part in some kind of work experience that is related to the area you wish to study in. I like education it can really change a person's life.

What are the two things the writer recommends that you do?

Read the following text carefully and answer the questions.

Picture 2.20 Polluted beach

Indonesia is the second-biggest marine polluter in the world. It alone contributes to 10% of global marine pollution. Kuta Beach is Bali's most popular and most visited destination and that clearly is visible since there are huge mounds of garbage on the beach that are collected on a daily basis. Especially during the rainy season, there is garbage awash on the shores. Authorities declared an emergency after they realized the volume of plastic thrown on the beach was turning into an endangering tourist trade. 100 tons of junk was being cleaned by workers on a daily basis.

Source: *Gurtoo, May 6, 2019*

Based on your previous knowledge about the picture and the text, answer the following questions.

1. What is the condition of the place?
   _____
   _____

2. What makes the situation occur?
   _____
   _____

3. What can we do to overcome the problem?
   _____
   _____

4. What would happen if the government put more attention to the condition?
   _____
   _____

5. What are the moral values related to the condition?
   _____
   _____

ANALYTICAL EXPOSITION TEXT

Learning Objective:

By the end of this lesson, you are able to correctly identify the main ideas and author's purpose in an analytical exposition text.

Building Knowledge of the Field

Activity 1

Work in groups of four. Look at the following picture, and answer this question, "What does the statement mean?"
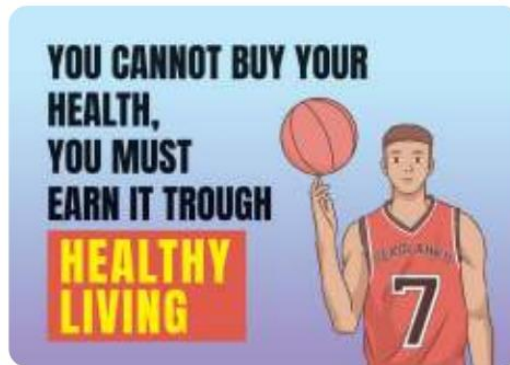
Picture 3.6 Wise word about healthy life

Activity 2

Work individually. In order to help you to understand the text, let's learn the vocabulary that you will find in it.

Calories	A unit equivalent to the large calorie expressing heat-producing or energy-producing value in food when oxidized in the body

Heart Attacks	An acute episode of coronary heart disease marked by the death or damage of heart muscle due to insufficient blood supply to the heart usually as a result of a coronary artery becoming blocked by a blood clot formed in response to a ruptured or torn fatty arterial deposit.
Strokes	A sudden change in the blood supply to a part of the brain, sometimes causing a loss of the ability to move particular parts of the body.
Healthy Life	Beneficial to one's physical, mental, or emotional state : conducive to or associated with good health or reduced risk of disease.
workout	A practice or exercise to test or improve one's fitness for athletic competition, ability, or performance.

Source: *Merriam Webster, n.d.; Cambridge Dictionary, n.d.*

Read the following text comprehensively.

The Easiest **Way to Stay Healthy**

In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and anywhere and also you can either do it alone or with your friends.

Picture 3.7 A family is jogging.

On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. For example, a man weighing 68 kg can burn 600 calories per 10 km. Then, jogging can keep your cardiovascular (heart pumping) in good condition. Moreover, you will also avoid heart attacks and strokes if you do it regularly.

Besides being good for health, jogging is also perfect for mental health. Every time you finish jogging, you will feel refreshed. Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.

Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.

Source: *British Course, n.d.*

Activity 3

👥 Work In pairs, find the meaning of the following vocabularies. If you have difficulty, you can consult your dictionary.

Number 1 has been done for you.

No.	Word	Meaning
1.	Burn	Reduce calories
2.	Weight	
3.	Intensity	
4.	Cardiovascular	
5.	Stroke	

Check your comprehension. Answer the following questions.

Number 1 has been done for you.

1. Why is jogging the easiest sport for everyone?*Because this sport does not require a lot of costs to carry out*.
2. What is the good side of jogging?
3. Is jogging not correlated with mental health?
4. Why do several studies suggest people jogging as their sport?
5. Do all people burn about 100 calories every mile?

Modeling of Text

Activity 4

👤 Work individually. Learn the materials about analytical exposition text below.

The previous text entitled "The easiest way to stay healthy" is an analytical exposition text. The purpose of the analytical exposition text is to convince the reader that the topic presented is an important topic to discuss or to get attention by providing arguments or opinions that support the main idea or topic.

The structure of the analytical exposition text consists of three main parts, namely: thesis, argument, and reiteration. The following table will explain the structure of the analytical exposition text.

Table 3.2 The structure of the analytical exposition text.

Structure	Text
Thesis:	In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and

95

	anywhere and also you can either do it alone or with your friends.
Argument 1	On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. For example, a man weighing 68 kg can burn 600 calories per 10 km. Then, jogging can keep your cardiovascular (heart pumping) in good condition. Moreover, you will also avoid heart attacks and strokes if you do it regularly.
Argument 2	Besides being good for health, jogging is also perfect for mental health. Every time you finish jogging, you will feel refreshed. Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.
Reiteration	Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.

The following explanation deals with how to find the main idea of the text.

Before you read:
- Read the title
- What is the text about?
- What is the topic?
During the reading;
- Looking for and carefully reading text features
- Is the text fiction non-fiction
- Look for information, words, and pictures that are repeated

After you read:
- Think about the most important point about the topic
- What details or examples backup and support the main idea?

Source: *Literacy Ideas, n.d.*

APPENDIX 5 : LIST INTERVIEW WITH ENGLISH TEACHER AND STUDENTS

The result of Interview with English teacher

Date   : 22 June 2023

Place   : SMA IT Nur Hidayah

Teacher   : Mrs. N (T)

Researcher   : Silvia Oktavianni (R)

R : Sudah berapa lama Ibu mengajar di SMA IT Nur Hidayah?

T : Di SMA IT Nur Hidayah Saya sudah 7 tahun mbak

R : Kelas berapa saja yang Ibu ampuh?

T : Saya mengajar kelas XI.1 sampai XI.9, dan Saya juga mengajar kelas X.7 sampai X.9.

R : Apakah Ibu menerapkan skill reading sesuai dengan materi yang berjalan?

T : Iya tentu saja.

R : Apakah Ibu menggunakan media pembelajaran dalam proses pembelajaran reading?

T : iya mbak

R : Media apa yang Ibu gunakan?

T : Laptop, proyektor, PPT, dan materi yang akan disajikan.

R : Sumber buku yang ibu gunakan saat mengajar pakai buku apa, Bu?

T : Buku yang saya pakai dari *KemenDikBud yang 'BAHASA INGGRIS: English for Change'.* Tetapi, tidak diprint untuk anak-anak, jadi mereka diberikan pdf dan dibolehkan membuka hp saat jam pelajaran. Selain dari buku itu, Saya juga mencari sumber materi dari internet/youtube mbak.

R : Bagaimana pelajaran Bahasa inggris dikelas XI.7 Bu?

T : ya anak-anak mengikuti kegiatan pembelajaran dengan baik. Mereka mendengarkan dan menyimak apa yang Saya jelakan didepan. Apalagi mengajar Bahasa inggris itu diperlukan teknik yang tepat agar anak-anak tidak bosan dan dapat memahami materi dengan baik.

R : Apa teknik yang Ibu gunakan dalam menyampaikan materi reading dan mengapa memilihnya?

T : Dalam mengajar reading, Saya menggunakan teknik skimming-scanning. Karena dengan menggunakan teknik skimming-scanning murid jadi lebih efektif untuk menentukan poin-poin yang ada dalam bacaan dan membuat murid semakin tertarik untuk membaca. Dengan skimming, murid tidak perlu membaca lama-lama agar tidak kehabisan waktu. Dengan scanning, murid hanya focus pada soal agar memudahkan menemukan jawaban pada text. Setelah itu, Saya memberikan contoh teks dan soal kepada murid untuk dijawab menggunakan Teknik skimming-scanning. Dan hasilnya efektif ketimbang menggunakan Teknik yang lain.

R : Bagaimana ibu menerapkan Teknik skimming dalam pembelajaran reading comprehension?

T : Menerapkan Teknik skimming dalam pembelajaran reading comprehension yaitu pertama, Saya menyuruh anak-anak untuk membaca judulnya terlebih dahulu, lalu membaca bacaannya secara cepat dengan memerhatikan paragraf utama dan terakhir. Jika tidak tau artinya, maka anak-anak lewati saja itu dan lanjutkan membaca. Saya menyuruh anak-anak menggunakan skimming harus kurang dari 1 menit sudah selesai, dan ternyata dalam 40 detik mereka sudah selesai membaca teks dan menjawab 1 soal tersebut.

R : Kalau menerapkan teknik scanning dalam pembelajaran reading comprehension itu bagaimana, Bu?

T : Kalau menerapkan teknik scanning dalam pembelajaran reading comprehension yaitu pertama-tama, Saya menyuruh anak-anak untuk melihat pertanyaan dan keywords nya dulu. Lalu, melihat teks dengan cepat dan mencari keywords yang dituju. Kalau jawaban belum ditemukan, maka carilah kalimat sebelum dan sesudah keywords pasti ada. Jangan dibaca semua itu akan membuang waktu.

R : Apakah Ibu selalu mempersiapkan, memilih, dan menyusun sebelum kegiatan belajar mengajar dimulai?

T : Tentu iya. Saya membuat Capaian Pembelajaran (CP) sebelum mengajar guna menghasilkan kegiatan pembelajaran yang lebih terarah,

R : Apakah ada peningkatan hasil belajar siswa setelah menggunakan teknik skimming dan scanning yang Ibu gunakan?

T : Alhamdulillah, sebagian besar siswa tercakup dan sudah memahami apa yang teknik Saya gunakan. Jadi, siswa mengikuti pembelajaran dengan senang karena memakai teknik ini. Dilihat dari hasil evaluasi setelah pembelajaran dan dari hasil evaluasi dapat diketahui kesulitan yang dialami siswa. Karena biasanya siswa merasa kesulitan ketika belum terbiasa dengan kosa kata baru yang dibacanya.

R : kesulitan apa yang Ibu hadapi dalam pengajaran reading comprehension?

T : kesulitannya sih ketika dalam satu kelas, siswa memiliki level kemampuan Bahasa Inggris yang beragam. Jadi, guru harus mampu menyelaraskan media atau bahan ajar yang kita bawa. Itu harus memenuhi syarat bahwa anak-anak dapat menerima. Dalam level yang beragam, soal yang sulit mungkin akan menjadi mudah dan menyenangkan bagi yang pinter. Sebaliknya, soal yang mudah akan terasa sangat sulit bagi yang kurang pintar. Jadi, dalam satu kelas itu terdapat perbedaan yang mencolok terhadap masing-masing siswa.. Sedangkan kesulitan yang dialami siswa ialah dari segi kosa kata, beberapa siswa memiliki kosa kata yang terbatas. Mereka terkadang kurang memahami teks yang dibaca karena menemukan kosa kata yang kurang familiar. Kesulitan terakhir adalah siswa sulit membaca secara oral. Ketika siswa disuruh membaca teks secara lantang mereka agak terbata-bata. Jika, mereka baca dalam hati atau secara pelan maka mereka tuh jadi cepet daripada baca secara oral.

The result of Interview with three students of eleventh grade

Date   : 7 September 2023

Place   : SMA IT Nur Hidayah

Researcher   : Silvia Oktavianni (R)

Students   : 1. H.H (S1)

                      2. A.Z.G (S2)

                      3. Z.A (S3)

R : Hi dek, kita mulai ya wawancaranya ya, pertanyaan pertama, Apakah kamu suka pelajaran Bahasa Inggris?

S1 : Lumayan suka kak

S2 : Suka

S3 : Suka

R : Menurut kamu apakah reading penting?

S1 : Sangat penting, karena dengan reading kita bisa memahami bacaan teks tersebut

S2 : Reading penting sebenarnya, melatih focus membaca kita dan menurut saya reading sebenarnya simple karena kita hanya perlu tau cara-caranya agar bias menemukan jawaban hehe

S3 : Penting, karena masuk ke salah satu materi ujian sekolah.

R : Apakah Mrs. Nurma benar menggunakan teknik skimming dan scanning?

S1 : Iya benar kak

S2 : Iya kak

S3 : Iya

R : Apakah dengan teknik yang digunakan, kamu ada peningkatan khususnya dalam reading?

S1 : Ada

S2 : Ada peningkatan cuma tidak terlalu

S3 : Iya lumayan kak

R : Apakah materi yang disampaikan Mrs Nurma mudah dipahami?

S1 : Iya Mudah kak

S2 : Beberapa materi menurut ku mudah dipahami, karena juga sempet dibahas saat aku les.

S3 : Iya kak

APPENDIX 6 : DOCUMENTATION

Picture 4.1 - 4.2 : SMA IT Nur Hidayah

Picture 4.3 : The situation of class XI.7 in English subject.

Picture 4.4 : Interview with Mrs. Nurmawati, S.S., Gr. as the English teacher at eleventh grade of SMA IT Nur Hidayah

Picture 4.5 – 4.7 : Interview with students as informant.

Syahidah Naila

Sei

READING PASSAGE

The history of UFOs.
Unidentified Flying Object (or "UFO") is a term commonly used to describe lights or shapes in the sky. It was first coined by the United States Air Force in 1952 to describe sightings of mysterious objects in the sky that could not be explained even after careful investigation. Nowadays UFOs are spotted frequently, and feature in numerous movies and TV shows. Another popular name for such an object is, "Flying Saucer," in reference to the round shape of many UFOs.
The first widely publicized UFO sighting was in 1947, by a pilot called Kenneth Arnold. Following this event, public sightings of UFOs increased dramatically. Movies and TV shows began featuring visitors from outer space, arriving on earth in flying saucers. With the popularity of these images, many people claimed to have seen lights in the sky. Some experts believe that people simply think they see UFOs because of the influence of TV and movies.
However, experts estimate that as little as 5% of these sightings could be called "unidentified." Usually these lights are made by aircraft, satellites, or weather balloons. Top secret air force activities during the Cold War may have been responsible for many of the UFO sightings in America and Europe. Although not actually aliens, the secretive nature of these flying objects is definitely unidentified.
Another popular idea concerning UFOs concerns the role of world governments. Specifically, people believe that the US government has discovered alien life and operates a "cover-up" to hide the truth from the public. The most widely believed cover-up is that of the Roswell Incident. In July, 1947, a UFO supposedly landed in Roswell, New Mexico, and was examined and hidden by government agents. There have been many investigations into the Roswell Incident, however, these reports always claim that no such event occurred.

QUESTIONS

1ˢᵗ Reading (Skimming)
1. What is the purpose of this report?
a. To describe the history of alien life.
b. To describe government cover-ups.
c. To describe the history of UFO sightings.
d. To describe UFOs in popular movies.
2. Why are UFO sightings so controversial?
a. They have never been proved.
b. There are many sightings.
c. The government covers up sightings.
d. There are very few UFO sightings.
2ⁿᵈ Reading (Scanning)
Read the test carefully and answer each of the following questions in the form of a sentence or a short paragraph.

1. Why is Kenneth Arnold famous among UFO believers?
a. He was at Roswell in 1947.
b. He found a UFO in 1952.
c. He saw a UFO in 1947.
d. He saw a UFO in 1952.

2. How do experts explain many UFO sightings?
a. There are many alien visitors to earth.
b. TV and movies make people believe they see UFOs.
c. Government cover-ups make people paranoid.
d. They have no idea why there are so many sightings.

3. What do many people believe happened at Roswell?
a. Famous movies were made.
b. Kenneth Arnold was born.
c. The first UFO sighting.
d. A UFO landed there.
Circle the best answer for each question about the reading passage

4. Which of the following is true?
a. The first UFO was spotted in 1952.
b. The word "UFO" was first used in 1952.
c. The Roswell Incident occurred in 1952.
d. A UFO landed in America in 1952.

5. What influence did the Cold War have upon UFO sightings?
a. American pilots saw a UFO in the Cold War.
b. More UFO movies were made in the Cold War.
c. Lots of government cover-ups occurred.
d. Top secret air force activities caused more sightings.

State whether the following statements about the reading are true (T) or false (F) according to the information in the passage.

T   F

Kenneth Arnold saw the first UFO. ✓

The Roswell Incident occurred in 1952. ✗

Experts say many normal things account for UFO sightings. ✗

Flying saucers are square-shaped. ✗

Picture 4.8 : Exercise of descriptive text

Aisyah Nurul Laily
XI - 7

Analytical Exposition Exercise

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defensE. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have diseasE. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. Who is responsible for defense?
A. Federal government
B. State Government
C. Federal and State Government
D. Federal and Local Government
E. Local Government
2. The litter management is the responsibility of ....
A. all governments
B. Australia
C. Federal government
D. State government
E. Local government

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.
Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.
Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed
Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.
So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.
Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Which of the following is not directly affected by pesticides used?
A. Plants
B. Ecology
C. Animals
D. Environment
E. Human Beings

4. What can you say about paragraph two and four?
A. The fourth paragraph supports the idea stated in paragraph two.
B. Both paragraphs tell about the disadvantages of using pesticides.
C. Both paragraphs tell about how pesticides affect the quality of farm products.
D. The statement in paragraph is contrary to the statement in paragraph four.
E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

5. One of the disadvantages of using chemical pesticides is ...
A. killing fish and bees.
B. increasing crops productivity.
C. creating balanced ecosystem.
D. causing the pests to become inactive
E. helping reduce pollutants in the environment.

6. Secondly, pests can gradually become resistant to pesticides. (paragraph 3). The word resistant in the sentence above means ...
A. weak
B. fragile
C. damage
D. unaffected
E. unbalanced

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthmA. Some of these illness are so bad that people can die from them.
Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to diE. Cars today are our roads biggest killers.
Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someonE.
In conclusion, cars should be banned from the city for the reasons listed.

7. What one of the diseases caused by pollution?
A. HIV / AIDS
B. Bronchitis
C. Liver
D. Fever
E. Cholera

8. What tense is mostly used in the text?
A. Past tense
B. Simple present tense
C. Simple perfect tense
D. Present continuous tense
E. Past continuous tense

9. We usually call the last paragraph as ....
A. Resolution
B. Reiteration
C. Conclusion

Picture 4.9 : Exercise of exposition text

D. Recommendation
E. Twist

10. What is the purpose of the text?
A. to persuade reader about the Cars Should Be Banned In The City
B. to explain the characteristics the Cars Should Be Banned In The City
C. to inform readers about Cars Should Be Banned In The City
D. to describe Cars Should Be Banned In The City
E. to entertain readers about Cars Should Be Banned In The City

11. The following sentences are true, except ...
A. the cars contribute the most of pollution in the worlD.
B. the cars are very noisy
C. the cars can also cause many deaths and other road accidents.
D. the car cans accelerate the transport.
E. the cars today are our roads biggest killers.

12. What the title text above?
A. Cars should be banned in the city
B. Cars cause pollution.
C. Car giant killer street.
D. Car facilitate transportation
E. Cars cause noise of the city.

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possiblE. It of course includes local vegetables, fruits, bread, etC.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produceD.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

13. The text gives us information about ....
A. The ways to minimize global warning
B. The ways to increase global warning
C. The effects of global warning
D. The importance of consuming local groceries
E. The importance of knowing global warning

14. To reduce the global warming we should ....
A. Buy import product

A. The fourth paragraph supports the idea stated in par ag .

B. Buy expensive clothes
C. Consume frozen foods
D. Consume fresh foods
E. Not use electricity efficiently

15. We are helping reduce the amount of global warming" (Paragraph 2) The reduce word can be replaced by ...
A. Increase
B. Decrease
C. Improve
D. Add
E. Maximize

C. Conclusion

Picture 4.10 : Exercise of exposition text

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SURAT KETERANGAN
No: 736/SMAIT-NH/X/2023

Yang bertanda tangan di bawah ini:

Nama	: Muhammad Ihsan Fauzi, S.Si., M.M.
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Islam Terpadu Nur Hidayah
	Jl. Pandawa No. 10 Pucangan, Kartasura, Sukoharjo

Menerangkan bahwa:

Nama	: Silvia Oktavianni
NIM	: 196121001
Progam Studi	: Pendidikan Bahasa Inggris

Telah mengadakan penelitian di SMA IT Nur Hidayah dalam rangka penyusunan skripsi dengan judul: *"SKIMMING AND SCANNING TECHNIQUES FOR TEACHING READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA IT NUR HIDAYAH SUKOHARJO IN ACADEMIC YEAR 2022/2023"* pada tanggal 7 September sampai dengan 12 Oktober 2023.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Sukoharjo, 03 Rabiul Akhir 1445 H
18   Oktober   2023 M
Kepala Sekolah

Muhammad Ihsan Fauzi, S.Si., M.M.
NIPY. 07.04.01.145

Toward
Excellent Education...

Picture 4.11 : Permission Letter from the Principal of SMA IT Nur Hidayah