

**THE EFFECT OF USING SKIMMING TECHNIQUE
ON STUDENTS' READING COMPREHENSION
AT SMAN 2 KARIMUN**



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**THE EFFECT OF USING SKIMMING TECHNIQUE
ON STUDENTS' READING COMPREHENSION
AT SMAN 2 KARIMUN**



BY

WINDASARI
SIN. 11910423123

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education (S. Pd)

UIN SUSKA RIAU

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Certify that this skripsi entitled **“The Effect Of Using Skimming Technique On Students’ Reading Comprehension At Sman 2 Karimun”** is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

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Pekanbaru, Shaffar 27th, 1445 H
September 12th, 2023M

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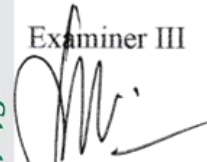
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ACKNOWLEDGMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah almighty. With his guidance and blessing, the researcher has accomplished the final research paper entitled “The Effect Of Using Skimming Technique on Students’ Reading Comprehension At SMAN 2 Karimun”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor’s degree (S. Pd) at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam are always presented to the last messenger of Allah, prophet Muhammad SAW who has inspired and lightened many people worldwide.

Appreciation and sincere thanks to my beloved parents, Zamhur and Asniati, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has been given to the researcher. Thank you so much Dad, Mom for everything you gave to me.

The researcher would like to show her gratitude to all the beloved people who have encouraged motivated and even helped the researcher finish the paper. They are:

1. Prof. Dr. Hairunas, M. Ag., the Rector of the State Islamic University of Sultan Syarif Kasim Riau; Prof. Dr. Hj, Helmiati, M. Ag., as Vice Rector I; Dr. H. Mas’ud Zein, M. Pd., as Vice Rector II; Prof. Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III; and all staff. Thanks for the kindness and encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau; Dr. H. Zarkasih, M. Ag., as the Vice Dean I; Dr. Zubaidah Amir, MZ, M. Pd.,



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- as the Vice Dean II; Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III; and all the staff. Thanks for the kindness and encouragement.
3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
 4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of the Department of English Education, for her guidance to the students.
 5. Nuardi, M. Ed, the Academic Supervisor, for his guidance to the students.
 6. Rizky Gushendra, M. Ed., my beloved supervisor, who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.
 7. All lecturers and staffs of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau who has given knowledge, and supports during the sources from semester one until now.
 8. Drs. Khairani the Headmaster of SMAN 2 Karimun, who has welcomed and permitted the researcher to do the research at the school.
 9. Riana Nensi Widianti, S. Pd., as English Teacher of SMAN 2 Karimun, who has given guidance and advice to the writer in conducting the research.
 10. My beloved big families brothers and sister Zulkarnain, Megawati, S. Sos., and Supiyanto for their endless love, support and prayers for me.
 11. The writer's beloved Abdul Aziz Topan as my special partner, thank you for being a companion in all things, who accompanies you to spend your time, supports or comforts me in sadness, and gives me the spirit to continue moving forward without giving up in everything to achieve what is my dream.
 12. My best friends Miftahul jannah, Novica Rahmadhani, S. Pd., and Mutia Rizky Oktaviani, S. Pd., who always give me a lot of love and support. Thank you for making my university life full of happiness.
 13. The writer's lovable grils and boy, Ardiansyah, S. Pd., Celine Nenda Febia, Yuan Dira, S. Pd., Hermania, S. Pd., Elisya Febrianti, Elvita Sari



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and Vivi Puspita Sari. For all of you guys, many thanks for cares, laughs, supports, motivations, helps and all of the moment that we spent till now. Thank you for making my university life full of happiness guys. Fighting for your study guys!

14. The researcher's 3 in 1, Raju Mahendra, Mira, Yusnaini Dwi Arifka, who has accepted, accompanied, helped, suggested, and motivated the researcher from the first time studying at this university until reaching this step. Thank you so much.

15. The researcher's support systems, Yuslia Safitri, Dwi Lavenya, Maisarah Ass'adiyah, S. KOM., Sari Novella, Maisitha Rahma, S. Pd, Annisa Riafani Sahida., who never stop praying, caring, supporting, and giving the time for the researcher. Thank you so much.

16. The researcher's Zheyeng, Siti Humaira, S. Pd., Prastika Mayang Sari, S.H., Eka Risqi Ilhamie, AMD. AK., Vivi Gusti, S.Kom., who have given the suggestions, support, and advices to the researcher until completing this thesis. Thanks a lot.

17. My beloved C-Classmates in academic year 2019. See you on top Crown.

18. And all of the people contributed during the thesis processed.

19. Last but not least, I wanna thank me. Thanks for always being strong, for believing me, for all the energy and hard time to work, having no days off, giving all what you have and bringing me into this top. Keep healthy and always be strong, Wiwin!

Finally, the researcher realize that this thesis is still far from perfection.

Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, September 4th, 2023

The Reseacher

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ABSTRACT

Wandasari (2023) : “The Effect of Using Skimming Technique on Students’ Reading Comprehension at SMAN 2 Karimun”

This research was conducted based on students’ problems in reading, such as have a low ability in reading comprehension, have a lack of vocabulary that makes them difficulties in reading comprehension the text, and still have difficulties with the pronunciation. Therefore, the objectives of this research were to know the average score of students’ reading comprehensio before and after being taught by using *Skimming Technique* and to examine whether there is a significant effect of *Skimming Technique* on students’ reading comprehension. This research was a *pre-experimental* design with quantitative approach. The population of the research was students of the eleventh grade at SMAN 2 Karimun. By having *purposive sampling*, the sample was class XI IPS 4 with a total of 30 students. The researcher used reading test in collecting the data. In data analysis, the researcher used non-parametric test. However, the data were interpreted by using *Wilcoxon* on the SPSS version 26.0 program. The result showed that the mean score of the students after being taught by using *Skimming Technique* (80.17) was higher than before being taught by using *Skimming Technique* (53.83). In conclusion, the use of *Skimming Technique* shows a significant effect on the students' reading comprehension at SMAN 2 Karimun.

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ABSTRAK

Windasari (2023) : “Pengaruh Penggunaan *Teknik Skimming* tentang Pemahaman Bacaan Siswa di SMAN 2 Karimun”

Penelitian ini dilakukan berdasarkan permasalahan siswa dalam membaca, seperti rendahnya kemampuan pemahaman membaca, kurangnya kosakata sehingga membuat mereka kesulitan dalam memahami teks, dan masih kesulitan dalam pengucapan. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui skor rata-rata pemahaman membaca siswa sebelum dan sesudah diajar dengan menggunakan *Teknik Skimming* dan untuk menguji apakah terdapat pengaruh yang signifikan dari *Teknik Skimming* terhadap pemahaman membaca siswa. Penelitian ini merupakan penelitian *pra-eksperimental* dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas XI SMAN 2 Karimun. Dengan cara *purposive sampling* maka sampelnya adalah kelas XI IPS 4 yang berjumlah 30 siswa. Peneliti menggunakan tes membaca dalam mengumpulkan data. Dalam analisis data, peneliti menggunakan uji non parametrik. Namun data tersebut diinterpretasikan dengan menggunakan *Wilcoxon* pada program SPSS versi 26.0. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa setelah diajar menggunakan *Teknik Skimming* (80,17) lebih tinggi dibandingkan sebelum diajar menggunakan *Teknik Skimming* (53,83). Kesimpulannya, penggunaan *Teknik Skimming* menunjukkan pengaruh yang signifikan terhadap pemahaman membaca siswa di SMAN 2 Karimun.



ملخص

وينداساري، (٢٠٢٣): تأثير استخدام تقنية القراءة السريعة على الفهم القرائي لدى التلاميذ في المدرسة الثانوية الحكومية ٢ كاريمون

تم إجراء هذا البحث على أساس مشاكل التلاميذ في القراءة، مثل انخفاض قدرات الفهم القرائي، ونقص المفردات مما يجعلهم يواجهون صعوبة في فهم النصوص وما زالوا يعانون من صعوبة في النطق. لذلك، فإن الهدف من هذا البحث هو معرفة متوسط درجات الفهم القرائي لدى التلاميذ قبل وبعد تدريسهم باستخدام تقنية القراءة السريعة واختبار ما إذا كان هناك تأثير كبير لتقنية القراءة السريعة على الفهم القرائي لدى التلاميذ. وهذا البحث هو شبه بحث تجريبي بالمدخل الكمي. ومجتمع البحث تلاميذ الصف الحادي عشر في المدرسة الثانوية الحكومية ٢ كاريمون. ومن خلال استخدام تقنية العينات الهادفة، تم الحصول على أن عينات البحث تلاميذ الصف الحادي عشر لعلوم الاجتماعيات ٤ الذين عددهم ٣٠ شخصا. استخدمت الباحثة اختبار القراءة لجمع البيانات. وفي تحليل البيانات، استخدمت الباحثة اختبار غير حدودي. ومع ذلك تم تفسير البيانات باستخدام ويلكوكسون في برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٦,٠. أظهرت نتائج البحث أن متوسط درجات التلاميذ بعد تدريسهم باستخدام تقنية القراءة السريعة (٨٠,١٧) كان أعلى مما كان عليه قبل التدريس باستخدام تقنية القراءة السريعة (٥٣,٨٣). في الختام، يظهر استخدام تقنية القراءة السريعة تأثيرا كبيرا على الفهم القرائي لدى التلاميذ في المدرسة الثانوية الحكومية ٢ كاريمون.

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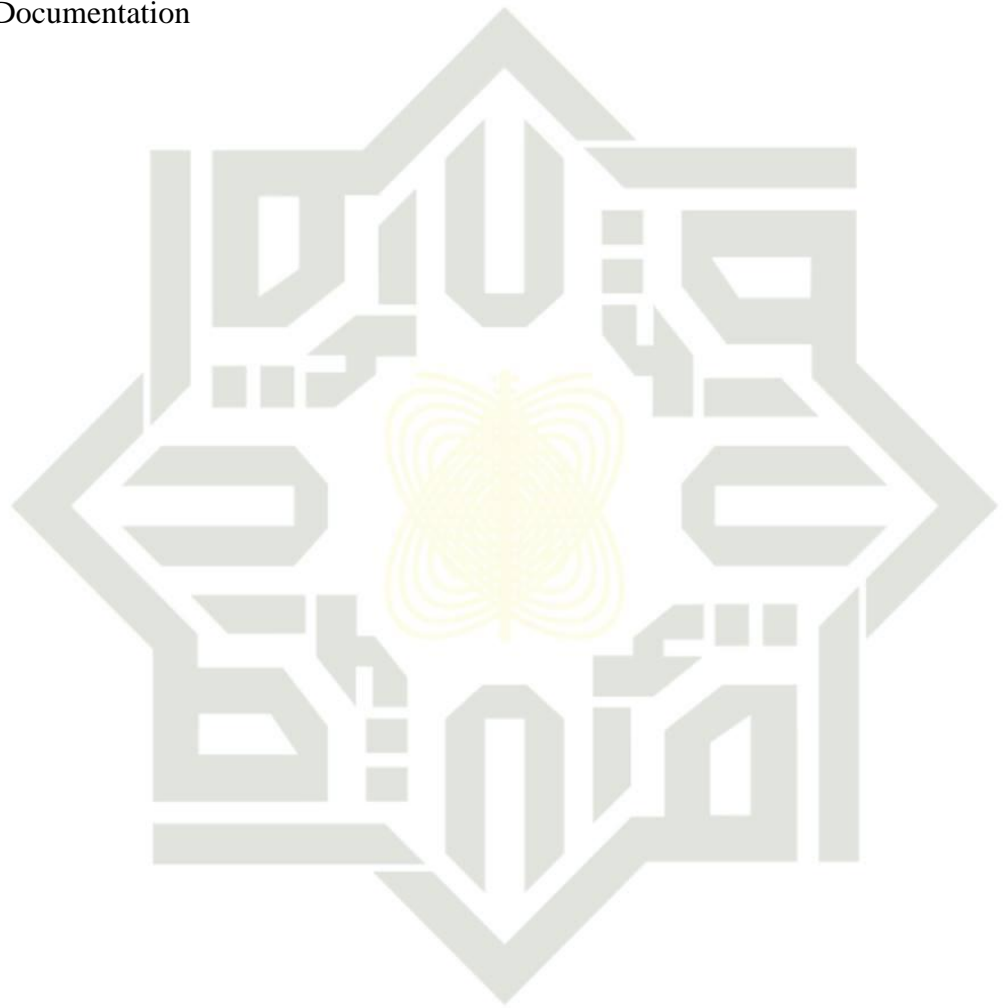
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading skills are one of the most important things in English because people will know all the information in the world if they read well. Neufeld (2005) argued that comprehension is the process of building a supportive base for a text. He added that comprehension includes two important characteristics: being actively involved in the text and using the right background knowledge to interpret the text.

According to Harmer (1998), reading is useful for other purposes as well; any exposure to English (provided students understand it more or less) is good for learners. Some of the languages are memorized as part of the language acquisition process, and if the text being read is particularly interesting and engaging, acquisition is likely to be even more successful.

In the reading process, students not only read the text but also understand the context and comprehend the purpose of reading itself. That's why reading comprehension is necessary for students to always upgrade and improve. Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including "decoding, word reading, and fluency, along with the integration of background knowledge and previous experiences", (Klinger & Geisler, 2008).

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Kate Nation (2006) stated that there is no doubt that reading comprehension is a complex process. To understand text, words need to be recognized and their meanings accessed, relevant background knowledge needs to be activated, and inferences must be generated as information is integrated during the course of reading. In addition, control processes are needed to monitor both ongoing comprehension and the internal consistency of text, allowing the reader to initiate repair strategies (for example, re-reading) if comprehension breakdown is detected.

Pan et al. (2003) stated that some aspects affect student understanding: the first is prior knowledge, the second is world knowledge, the third is cultural knowledge, the fourth is subject knowledge, and the last is language knowledge. In conclusion, reading is difficult for EFL students. They have to comprehend all of the linguistic aspects, such as some new words and structures that are completely different from their native language.

State Senior high school 2 Karimun is one of Senior high school in Indonesia that applies 2013 curriculum as its guidance and learning process. As the educational policy, English is one of subjects that be the compulsory subject which taught once in a week in 2 x 40 minutes for each meeting. As the compulsory subject, English should be mastered by the students with the four main skills. Since there are four main skills in English, Reading skill is the important part to be mastered by students. Based on National Standard Council (BSNP) for the 2013 curriculum, reading is one of the indicators of students' success in learning English. Based on the curriculum of state Senior



high school 2 Karimun, The standards competence of of reading english is refers to the capability of students to understanding short functional text meaning and simple essays in the text types: descriptive, recount, narrative, and procedures in daily context and to gain science.

Based on the researcher preliminary study, the researcher interviewed the English teacher and find out that the students' lack of background knowledge such as main idea, vocabulary and inference; the students' have difficulty to proces the information in reading; the students' less interesting in reading; the students difficulty in pronunciation. On other side those problems above also can be caused by the inappropriate technique that the teacher uses in classroom. This is proven with the information that the researcher obtained from the teacher by interview. In teaching reading, the teacher used pair group discussion.

Based on the facts above, it implies one of the requirements for success in comprehending and reading a text. One of the available techniques or strategies that are associated with reading is skimming. Chiew Hang (2013) said that skimming has been deemed either a rapid reading skill leading to superficial understanding or a demanding cognitive or metacognitive skill. The relevance of skimming at the tertiary level will be explored by first looking at reading issues for tertiary students, defining the concept of skimming, investigating studies related to skimming at the tertiary level, and concluding with recommendations for the teaching of skimming. Richards et al. (1992) also see skimming as reading for gist, a type of rapid

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reading that is used when the reader wants to quickly identify the main ideas from a passage. According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

Based on the explanation above, the writer is interested in conducting or having a research which focuses on Skimming technique under title **“THE EFFECT OF USING SKIMMING TECHNIQUE ON STUDENTS’ READING COMPREHENSION AT SMAN 2 KARIMUN”**.

B. Problem

1. Identification of the Problem

Based on the phenomena above there are some students have difficulties and obstacles to reading English. For example, they tend to be passive because they do not understand the text most, most students have difficulty defining the meaning of foreign vocabulary so they really need a dictionary to get the meaning of the reading text correctly.

However, that problem seems to be able to be overcome by implementing an innovation in teaching reading techniques. As for students, this technique can help students to have equal opportunities to practice their reading skills as they need to contribute during the learning process, so there will be an improvement of their reading skills.

2. Limitation of the Problem

After identifying the problems stated above which have indicated the phenomenon. Thus, the researcher limits the scope to know whether

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there is a significant difference after using Skimming technique in students' reading comprehension skill or not.

3. Formulation of the Problem

Based on the problem depicted in the background of the problem, the researcher will identify:

- a. How is students' reading comprehension before being taught by using Skimming technique at SMAN 2 Karimun?
- b. How is students' reading comprehension after being taught using Skimming technique at SMAN 2 Karimun?
- c. Is there any significant difference of the students' reading comprehension before and after being taught by using Skimming Technique at SMAN 2 Karimun?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To know students' reading comprehension before being taught by using Skimming technique at SMAN 2 Karimun.
- b. To know students' reading comprehension after being taught using Skimming technique at SMAN 2 Karimun.
- c. To examine whether there is a significant of Skimming Technique on students' reading comprehension or not.

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2. Significance of the Research

- a. To the Teachers of English

The results of this study are hopefully can give new innovation, creation and information to the English teachers to develop more interested and creative materials, especially in guiding students to be able arranging and conducting idea for their reading.

- b. To the Students

For the students, the results of this research are hopefully can encourage their reading comprehension through teaching Skimming technique.

- c. To other Researchers

The results of this research are hopefully can give additional information for other researchers who want to conduct further research on the related field.

D. Reason for Choosing the Title

There are numerous reasons why the writer is interested to conduct this research. The reasons are as follows:

1. The researcher feels interested and wants to obtain depth knowledge with the topic.
2. The researcher feels the title of the reasearch need to be proven to give new teaching innovation for English language classroom.
3. The title of the research is relevant to the writer's major as a student of English Education Department.

4. The title of the research has conducted as a research by some experts so this is easier for the writer to find the related literature and relevant previous research with the same title.
5. The location of the research facilitates the reseacher in conducting the research.

E. Definition of the Term

Related to the title of this research, there are many terms involved. Thus, each term is necessary to be defined in purpose to avoid misunderstanding and misperception toward the terms. The definitions are as follows:

1. Skimming Technique

Skimming, as an effective technique, is useful to enhance reading comprehension. According to Brown (2003), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Moreover, Kustaryo (1988) stated that skimming is a technique used to look for the “gist” of what is being said without a lot of detail. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, and its usefulness to the reader.

Based on the explanation above, it can be concluded that skimming is a technique rapidly moving the eyes to look for main idea in a text to get quick idea of the gist story of a text. Skimming technique also an activity process of quickly running eyes across to read a whole

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text, in order to get the main idea and the great information what we need related to the reading text. Skimming technique can save your time and help you get lots of material quickly.

2. Reading comprehension

Klingner, Vaughn, and Broadman (2007) defined reading comprehension as a complex process involving the interaction of many components. Those components are the reader, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another when comprehending a printed text. When inferences appear in those interactions, the readers find difficulties in their reading comprehension.

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CHAPTER II

LITERATUR REVIEW

A Theoretical Framework

1. The Nature of Reading Comprehension

a. Definitions of Reading Comprehension

Bouchard & Trabasso (2003) stated that “reading comprehension can be defined as the level of understanding a passage or text.” Pardo (2004) stated, “It is a process in which readers construct meaning by interacting with the text by combining prior knowledge and past experiences, information contained in the text, and the reader's attitude towards the text.” The ultimate goal of reading is to understand what is being read, according to Nation & Angell (2006). To be a good reader, it is crucial not only to identify words but also to understand them.

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and engagement with written language. Meanwhile, Grabe and Stoller (2002) have argued that reading for general understanding is the most obvious meaning: the ability to understand information from a text and interpret it appropriately.

Next, Wooley (2011) stated that reading is the way toward outlining the significance of the content. The objective is to get the significance of the entire reading material instead of getting the importance from detached words or sentences. It implies reading

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perception is a cycle to comprehend the importance of the entire writing, not just the piece of content. The statement Also supported by Horowitz (2013), reading comprehension is an expound intellectual cycle in which the reader should be deliberate and insightful in understanding the cycle. The reader must check the words and their importance to comprehend the entire content.

Thus, based on the definition above, reading is an understanding that requires the process of creating an understanding of the meaning of the text. So reading is a process of interaction between the reader and what is written in order to understand the text. Then, in reading, the reader must also make good interactions to get information from the text. This can make it easier for students to get information from the text.

From these various definitions, it has been shown that there will be parameters for students to determine whether they have understood learning and are able to convey the main ideas through reading comprehension.

b. Purpose of Reading Comprehension

Grabe and Stoller (2002) stated that some of the reading purpose are reading to search for simple information, reading to learn from texts, reading to integrate information, write, and critique texts, and reading for general comprehension. Here are the classified the reading as follow :

1. Reading to learn from the texts.

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One of the typical reading is the ability read a text for get the simple information.

2. Reading to learn from the texts
3. Reading to learn typically
4. Reading to activity

c. Aspects of Reading Comprehension

According to Burns, Roe, and Ross (1984), the aspects of reading are explained as having two components: the reading process and the reading product. They conceive that the product of reading is the consequence of utilizing certain aspects of the process in an appropriate sequence. The product of reading is the communication of thoughts and emotions by the writer to the reader and the reader's understanding of ideas that have been put in print by the writer.

There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read, they must develop skills in all five of these areas in order to become successful readers.

d. Difficulties in Reading Comprehension

According to Steinbach and Frijters (2000), reading difficulty is characterized as individuals' inability to develop "rapid, context-free word identification skills." To investigate the reasons for reading difficulties, Hartney (2011) stated that most problems facing today's adolescents and



adults are caused by problems that might have been neglected or avoided in their childhood.

Besides, other factors like one's socio-economic status and domestic environment can have an impact on reading (Dickenson and Neuman, 2006). They also stated that low reading levels and the practices of parents can lead to reading failure. Reading can be affected by reading habits and the use of digital equipment. Studies showed that reading habits started at a young age can have a positive impact on reading and are effective for academic success too. Akarsu and Dariyemez's (2014) findings also showed that participants were influenced by media and technology, but what kind of problems they might face was not discussed in the paper. Vocabulary, another important area of language, is related to reading habits and reading comprehension.

e. Teaching Reading on Curriculum

According to Kemendikbud. (2013), the teaching of reading in Curriculum 2013 emphasizes the development of students' reading skills, strategies, and habits. The curriculum aims to produce students who are able to comprehend various types of texts, ranging from narrative to informative texts, as well as to critically analyze and evaluate the information presented in the texts.

The teaching of reading in Curriculum 2013 also emphasizes the use of various reading strategies, such as skimming, scanning, predicting, and inferencing, to enhance students' comprehension and reading fluency.

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In addition, the curriculum encourages the use of authentic materials and technology in teaching reading to enhance students' motivation and engagement in the learning process.

Overall, the teaching of reading in Curriculum 2013 is designed to equip students with the necessary reading skills, strategies, and habits to succeed in their academic and personal lives.

f. Reading Text

Since the writer focuses her research on re text, she explains it more. However, it is necessary to the writer to discuss about several texts learned in Senior High School.

1) Descriptive text

According to Richards and Schmidt (2010), “descriptive writing involves a verbal picture of a person, a place, and a thing”. In line with their statement, Oshima and Hogue (2007) explained that descriptive writing is used to describe the looks, feels, tastes, smells, and sounds of things being described. In short, descriptive text is a kind of text that describes a particular place, person, or thing.

2) Recount Text

Richards and Schmidt (2010) stated that a recount is a text type that tells what happened. In line with the statement above, Zaida (2009) said that a recount text retells a past story, action, or activity. The purpose of recount text is to entertain or inform the readers.



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3) Narrative Text

a) Definition of Narrative Text

According to Richards and Schmidt (2010), “narrative” refers to the written account of a fictional story. They also said that narrative text is to tell a story or to entertain the readers. Oshima and Hogue (2007) write that narration refers to story writing, in which when one writes a narrative paragraph, he or she writes about events by using time order to organize his or her sentences. Therefore, narrative text is a kind of text that tells a true or fictional story in order to entertain the readers.

b) Generic Structure of Descriptive Text

Here are the genres that fit the narrative text structure, they are:

1. Orientation

The reader are introduced to the main characters and possible some minor character. Some indication is generally given of where the action is located and when it is taking place.

2. Complication

The complication is pushed along by a serious of events, during which we usually expect some short of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This

complication will involve than main characters and oven serves to (temporally) towards them from reaching their goal.

3. Sequence of events/climax

This is where the narrator tells hoe the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in 25 which they happen) or with flashback. The audience is given the narrator"s point of view.

4. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "How did it end"?).

5. Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda is there is to be moral or message to be learned from the story.

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4) The Example of Narrative Text**The Rabbit and the Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit ran away ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He felt hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He ran at full-speed to the finish line but found the turtle there waiting for him.

Do not be arrogant to others and never underestimate your opponent.

2 Skimming Technique**a. Teaching Reading Comprehension**

In reading learning, the teacher should encourage students to be able to understand various reading materials. According to Dewi (2009), there are three parts in process of reading comprehension,



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they are:

1) Pre-Reading Activity

The researcher asks some question to the student in order to guide and active their prior knowledge related to the reading material. The students are requires to give their responses or ideas that they have already known about the topic.

2) While-Reading Activity

After doing pre-reading activities, the next stage is the stage at reading (during reading). This phase is accompanying students in comprehending a text by ordering the students to answer the question based on the text. We can ask the students to read the text aloud. It is useful to improve the students' pronunciation and to know how well the students understand the reading text.

3) Post-Reading Activity

The teacher can review the students' prior knowledge after they read the text. They can revise the student's information, opinion, and ideas and give the correct statement. It is effective way to know whether students understand or not about the reading text. Some questions that follow a text can be used to test student understanding.

b. The Procedure of Using Skimming Technique

Skimming is reading fast. Skimming can helps you to quickly identify the main ideas of a reading text and create a brief overview



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information related to reading text. Rather than read every sentences using keywords and focuses your attention on nouns and verbs. There were two expert mentions that steps or procedures of skimming technique in teaching reading.

According to Mikulecky and Jeffries (2007) in Patmawati (2015), there are five procedures to skim a text. They are: first, read only the words that will help you get the meaning of the text. Second, read the first sentence or paragraph quite carefully. Third, look at the beginning of each paragraph. You may read a few words in the middle of the paragraph, since usually the topic sentence is at the beginning, though sometimes it may be at the end. Fourth, skip some paragraphs that are not important. And last, read the last paragraph more carefully.

Furthermore, according to Arundel in Reading and Study Skill Lab (1999) in Patmawati (2015), there are seven steps in applying the skimming strategy as follows:.

- 1) Read the title, it is the shortest possible summary of the content.

When reading any type of written material, whether it's a book, article, or report, it's important to develop effective reading strategies to improve comprehension and retention of the material. One such strategy is skimming, which involves quickly scanning the text to identify its main ideas and overall structure. This can be especially useful when trying to quickly determine if a text is relevant to a particular topic or research question.



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- 2) Read the introduction of lead paragraph.

The introduction or lead paragraph is typically the opening section of a piece of writing, whether it be an article, essay, or book. Its purpose is to engage the reader and provide a brief overview of what the piece will be about.

- 3) Read the first paragraph completely.

When reading the first paragraph of a piece of writing, it's important to fully absorb and understand the information presented. The first paragraph typically provides important context and sets the tone for the rest of the writing.

- 4) If there are subheadings, read each one, looking for relationship among them.

When reading a text with subheadings, it is important to pay attention to them and look for relationships among them. Subheadings are usually used to break up the text into smaller sections and to indicate the main topics or themes within the text. By reading the subheadings, the reader can get an idea of the structure of the text and how the information is organized.

- 5) Read the first sentence of each remaining paragraph: The main idea of most paragraphs appears in the first sentence; If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.



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Reading the first sentence of each remaining paragraph is a useful skimming technique to quickly understand the main points of the text. This technique allows the reader to identify the topic sentence, which often contains the main idea of the paragraph. In some cases, the author may begin the paragraph with a question or anecdote, and the main idea may be found in the last sentence instead of the first.

- 6) Dip into the text to looking for: Clue words that answer who, what, when, why, how; Proper nouns; Unusual words, especially if capitalized; Enumeration; Qualifying adjectives (best, 22 worst, most, etc); Typographical cues, italics, boldface, underlining, asterisks, etc.

When "dipping into the text," there are several types of words and cues to look for. Clue words that answer who, what, when, why, and how can provide important context for the information being presented. Proper nouns, such as names of people or places, can help identify important characters or locations that are relevant to the text. Unusual words, particularly those that are capitalized, can indicate a specialized or technical term that is important to understanding the content.

- 7) Read the final paragraph completely.

In addition, the final paragraph may contain important information that is not explicitly stated in the previous section, such

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as a summary of important points or final recommendations. Passing the last paragraph can result in loss of important information that can affect the reader's interpretation of all parts.

Based on the explanation above, it can be concluded that several steps in skimming technique, they are: first, read the title. It's mean that possible summary of the content. Second, read the introduction of lead paragraph. Third, read the first paragraph completely. Read each one if there are subheadings and looking for relationship between paragraph one to another paragraph. Fourth, read the first sentence of each remaining paragraph for the main idea and author's pattern to begin with a question or anecdote may find the last sentence more valuable. Fifth, dip into the text to looking for clue words, proper noun, unusual word, enumeration, qualifying adjective, typographical cues, maps, graphs, charts or diagrams, and key words. And the last is read the final paragraph completely and more carefully.

B. Relevant research

There had been several researchers who also conducted their research of Skimming Technique in teaching reading. In this part, the writer will present around four past researches in the same field.

First, a research entitled The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text at smkn 2 that was conducted by Bobby Pramjit Singh Dhillon, Herman, and Syafryadin in 2020. In this research, the researcher did three steps to find out the effect of



the method, namely pre-test, treatment, and post-test. They found that the students' reading ability is improved and increased after they are taught by using SKIMMING method.

Second, a research entitled *The Effect Of Using Skimming And Scanning On The Students' Ability In Reading Comprehension At Grade X In Sma Kampus Nommensen Pematangsiantar* that was conducted by Desta Gloria Siahaan, Marnala Pangaribuan in 2022. In this research This study attempted to find out the effect of using skimming and scanning to the students' ability in reading comprehension at grade X in SMA Kampus Nommensen Pematangsiantar. This research design of is quantitative descriptive, the test is given to measure the students' ability in reading comprehension of narrative texts especially in the type of myths.

Third, a research entitled *The Impact Of Skimming & Scanning Techniques On Students Reading Comprehension Of Descriptive Text* was conducted by Imro'atul Husna Afriani, St. Shabibatul Rohmah, Nandi Risma Wijaya in 2022. In this research as to find out the impact of using skimming and scanning strategies towards the students' reading comprehension at grade 2 (two) of Vocational High School Negeri 1 Banyuwangi. Reading comprehension refers to the readers' ability to understand the information of reading text. The use of skimming and scanning strategies in teaching reading is expected to be able to improve the students' reading comprehendsion, Skimming and Scanning is the appropriate technique to find the main idea, keyword and content of the text without read the whole of the text.

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Fourth, a research entitled *The Effectiveness Of Using Skimming Technique To Improve Students' Reading Comprehension (A Pre Experimental Study At Eight Grade Students Of Smp Negeri 3 Baru)* was conducted by Alma Yulia Utami in 2022. In this research The researcher used a pre experimental research. This research consisted of six meetings include treatment with one group pre-test and post-test design, Based on the finding and discussion of the research, the researcher conclude that, skimming technique was effective in improving the students reading comprehension.

Last, a research entitled *The Influence Of Skimming Technique On Students' Reading Comprehension At Mts Al-Muttaqin Pekanbaru* was conducted by Misriani in 2022. In this research conducted to investigate whether there is significant or no significant influence of skimming technique on students' reading comprehension. The researcher took the sample by using cluster random sampling technique. To collect the data, the researcher used questionnaire to measure students' skimming technique. Besides, the researcher used multiple choice tests to measure students' reading comprehension.

Based on the relevant research above, the researcher concluded that related to this research has different research design but has similarities from the research objective. The three researchers above want to get the effectiveness skimming-scanning strategy in improving students' reading comprehension, the impact of using skimming and scanning strategies of descriptive text towards students' reading comprehension, and the use of

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skimming technique to improve students' reading comprehension of descriptive text.

C Operational concept

The operational concept is the concept used to explain the theoretical Framework and avoid misunderstanding in this research.

1. The Indicators of Variables X (Skimming Tecnique)

Arundel in Reading and Study Skill Lab (1999) in Patmawati (2015) classifies the procedures of teaching Reading by using skimming technique into six points, there are:

- a. The teacher request students are to read the title.
- b. The teacher asks students are to read the introduction of lead paragraph.
- c. The teacher request students are to read the first paragraph completely.
- d. The teacher request students students are to read the first sentence of each remaining paragraph.
- e. The teacher Making a special point to the students by first students are able to read the text to look for clue words, proper noun, and unusual words.
- f. The Teacher request students are to read the final paragraph completely and more carefully.

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2. The indicator in Variable Y (students' reading comprehension)

According to Stanley M. and King (1999) in Ningsih (2015) there are five aspects of reading which the students should understand in order to comprehend the text:

- a. Students are able to find main idea.
- b. Students are able to find a specific information.
- c. Students are able to guess a particular vocabulary.
- d. Students are able to find referent.
- e. Students are able to make inference

D. Assumption

In this study, the researcher assumes that after being taught by using Skimming Technique, the better students reading comprehension will be.

E. Hypothesis

Ho : There is no significant effect of Skimming Technique on students' reading comprehension at SMAN 2 Karimun.

Ha : There is significant effect of Skimming Technique on students' reading comprehension at SMAN 2 Karimun.

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CHAPTER III

RESEARCH METHOD

A Research Design

This study presents quantitative research. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims. Leedy & Ormrod (2001) and Williams (2011). Furthermore According to Creswell (2003), Williams (2011) stated that quantitative research “employs strategies of inquiry such as experiments and surveys and collects data on predetermined instruments that yield statistical data”. Knowing to an extent what quantitative research is all about, it is vital to analyze the difference between quantitative and qualitative research.

This research will employ a pre-experimental design in the form of a one-group pre-test and post-test design with a quantitative approach. Ary (2010) stated that this design is used because it provides little or no control over extraneous variables. Also, Campbell (1963) claimed that the experiment that is done between the pre-test and the post-test may cause differences in results between the two tests. In addition, Ary (2010) explained that there will be three steps in the one-group pretest-posttest design: (1) administering a pretest; (2) applying the experimental treatment X; and (3) administering the posttest. He represented the one-group pretest-posttest design as follows:

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Table III.1
Research Design

Pretest	Independent	Posttest
Y_1	X	Y_2

B. Time and Location of the Research

This research was conducted on March to June 2023. The research will be conducted at SMAN 2 Karimun Karimun on Lakam River, Kepulauan Riau, 29664.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the eleventh grade students of SMAN 2 Karimun.

2. Object of the Research

The object of the research was using Skimming Technique on students' reading comprehension at SMAN 2 KARIMUN.

D. Population and Sample of the Research

1. Population

According to Creswell (2012, p. 142), "Population is a group of individuals who have the same characteristic". There were 264 students of eleventh grade at SMAN 2 Karimun consisting of male and female students from four classes. The population of the research can be seen as follows:

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Table III.2
Population of the research

No	Classes	Total of Students
1	XI IPA 1	30
2	XI IPA 2	34
3	XI IPA 3	33
4	XI IPS 1	35
5	XI IPS 2	35
6	XI IPS 3	30
7	XI IPS 4	30
8	XI IPS 5	30
Total of population		257

2. Sample

This research is pre-experimental design, which only carries out one group. So for the sample, the researcher was take a class to be the sample. The researcher was use Purposive Sampling.

In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought (Cohen, n.d.). So, the researcher was take one of class XI, namely class XI IPS 4 wash the sample of the research.

Table III.3
The Sample at Eight Grade of Senior High School 2 Karimun

No	Classes	Total of Students
1	XI IPS 2	30
Total sample		30

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E. Technique of Collecting Data

In this research, the writer used test as an instrument in collecting the data. To find out the data both pre-test and post-test, the writer used reading test. Before the test was used in pre-test and post-test, the test or instrument was validity and reliability.

Test

In this research, the writer used the test to collect the data, the test consist of narrative text. The test was given for getting the objectives data of the students' achievement in reading comprehension by using Skimming Technique in the class especially for the eleven grade students at state SMAN 2 Karimun. The test was applied two test, those are pretest and post-test.

Tabel III.4
Blueprint of Reading Comprehension Test

Variabel	Indicators	Number Items
Reading comprehension	Determining main idea	2,6,9,12,15
	Identifying specific information	1,7,14,18
	Identifying the meaning of vocabulary	3,8,10,11,19
	Identifying referent	4,9,20
	Identifying inference	5,16,17

a. Pre-test

Pre-test was given before the treatment. This pre-test is aimed to know the students' scores from both classes before receiving the treatment. In pre-test the students were asked to answer reading comprehension test in form multiple choice questions about narrative

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text.

b. Treatment

The treatment is given to experimental group. after doing the pre-test, groups were taught by applying the skimming technique in reading comprehension.

c. Post-test

Post-test is given to students to find out students' progress in learning by using the skimming technique after treatment. The type of test is an objective test. This is a multiple choice test. Post-test items related to material that students have learned.

Table III.5
The classification of Students' Score Likert scale

Score	Categorize
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Suharisimi 2013;281)

Validity of Instrument

In this research, the researcher used content validity. According to Heaton (1988), the validity of a test refers to appropriateness of a given test or any of its component parts as the measure of what it is purposed to measure. It means the test was valid to the extent that is measured what is supposed to measure. Referring to Bambang (2006), content validity is if a measurement is a representative of the ideas or the appropriate material that was measure.

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Table III. 6
The Item Validity of Try Out

Item number	r-item	r-table	result
1	0.451	0.361	Valid
2	0.437	0.361	Valid
3	0.525	0.361	Valid
4	0.404	0.361	Valid
5	0.588	0.361	Valid
6	0.422	0.361	Valid
7	0.518	0.361	Valid
8	0.469	0.361	Valid
9	0.065	0.361	Invalid
10	0.609	0.361	Valid
11	0.379	0.361	Valid
12	0.413	0.361	Valid
13	0.484	0.361	Valid
14	0.108	0.361	Invalid
15	0.346	0.361	Invalid
16	0.421	0.361	Valid
17	0.43	0.361	Valid
18	0.466	0.361	Valid
19	0.152	0.361	Invalid
20	0.40	0.361	Valid
21	0.105	0.361	Invalid
22	0.499	0.361	Valid
23	0.404	0.361	Valid
24	0.497	0.361	Valid
25	0.565	0.361	Valid

Based on the table III.6 , it was clear that there were 5 invalid items of 25 items. Thus, the researcher only took 20 valid items to be tested as instrument.

3. Reliability Test

The reliability test measures whether the research instrument used for pre-testing and post-testing activities is reliable or not. Cohen et al.

(2007, p. 146) claim that a reliable instrument for a research paper was produce similar respondents over time. Additionally Frankle and. al., (2012, p. 154) state that reliability refers to the consistency of the scores obtained - how consistent they are for each individual from on administration of one instrument to another and from one set of items to another.

To find out the validity of instrument, the researcher calculated it by using SPSS 26. 0 version. The standard value of validity is $r\text{-item} > r\text{-table}$, it can be shown below:

Table III.7
Level of Reliability

No	Reliability	Category
1	>0.90	Very Highly
2	0.80-0.90	Highly
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably Low

The result of reliability is as follows :

Table III. 8
Reliability Statistic

Cronbach's Alpha	Reliability
.826	20

F. Technique of Data analysis

Due to the design of this research is for one group pretest-posttest, so the data will be analyzed with Repeated Measured or Related Samples. Paired Samples t test is used if the dependent variable approximates normal or scale data and assumptions are not markedly violated, and Wilcoxon is used if the dependent variables clearly indicate ordinal or parametric assumptions are

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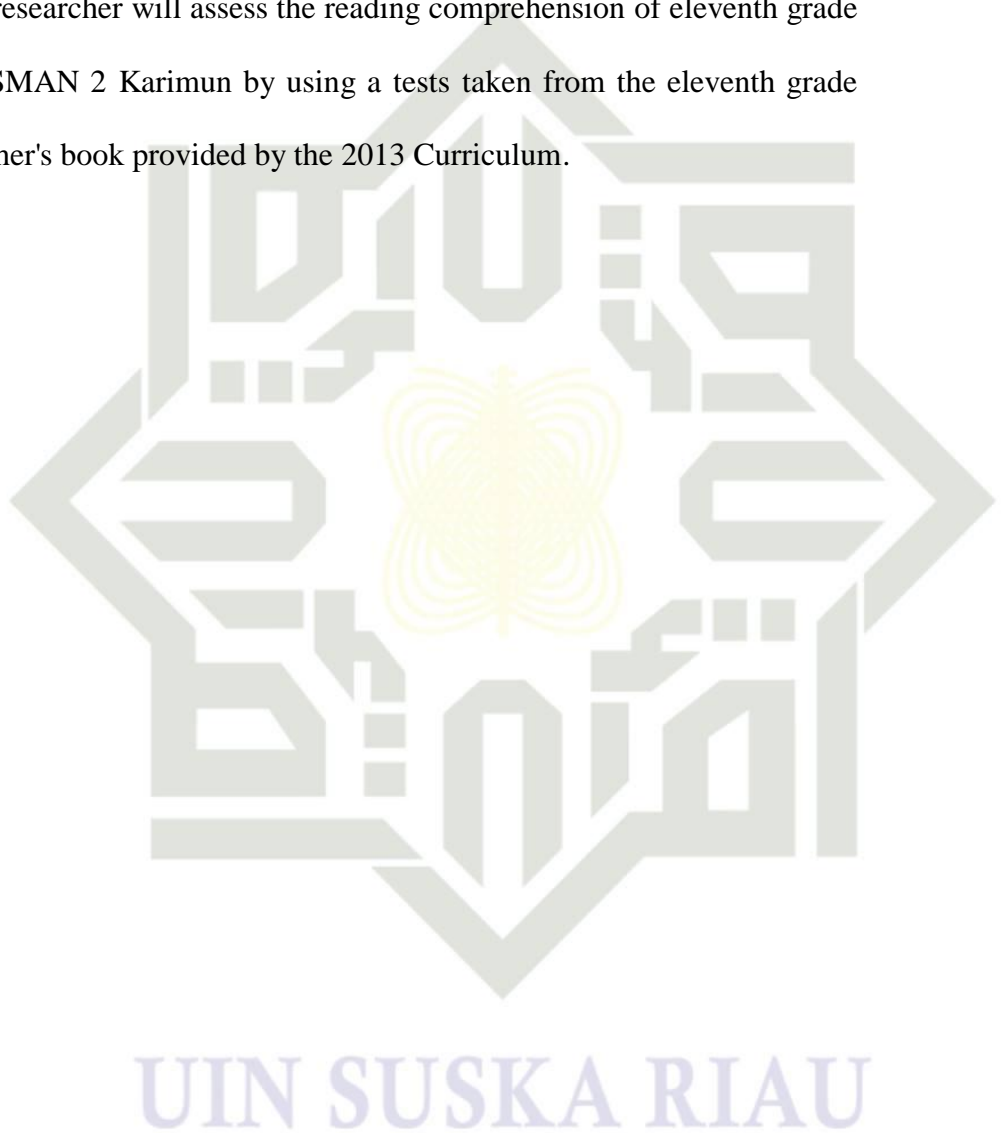
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markedly violated (Leech, 2005). To find out whether or not the significant difference between the skimming as a tool to in reading comprehension at SMAN 2 KARIMUN, the data will be calculated by using SPSS application 16.0 version.

The researcher will assess the reading comprehension of eleventh grade students at SMAN 2 Karimun by using a tests taken from the eleventh grade English teacher's book provided by the 2013 Curriculum.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. The average score of the students' reading comprehension before being taught by using Skimming Technique at SMAN 2 Karimun was at less category.
2. The average score of the students' reading comprehension after being taught by using Skimming Technique at SMAN 2 Karimun was at very good category.
3. There is a significant effect of using Skimming Technique on Students' reading comprehension at SMAN 2 Karimun

B. Suggestion

Based on the research conclusions above, it is known that the students' ability in reading comprehension after being taught by using skimming technique in the classroom can improve students' reading comprehension. So that, teaching by using skimming technique is one of the solutions for the English teacher in order to improve students' ability, especially the students' comprehension in reading skill.

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1. Suggestion for the teacher :
 - a. The teacher teaches constantly to use skimming technique.
 - b. Teacher trains students to read in English during the teaching and learning process.
 - c. Teacher encourages students' awareness about the importance of reading skill for their future career.
 - d. The building up of creatives and enjoyable learning for students should be developed by the English teacher.
 - e. Teachers should support their teaching strategies by using interesting and representative media.
2. Suggestion for the students:
 - a. The students are expected to use English as the only one language, at least in learning English.
 - b. The students make such kinds of opportunities to practice English.
 - c. The students find other people that can improve their reading comprehension.
The students never feel bored in practicing their English.
3. Suggestion for the other researchers:
 - a. The researchers are expected to find the new strategy, method or approach in order to make the students easy and joyful in learning English especially in reading.
 - b. The researchers always watch the development of education.
 - c. The researchers are enforced to be agents of change in education



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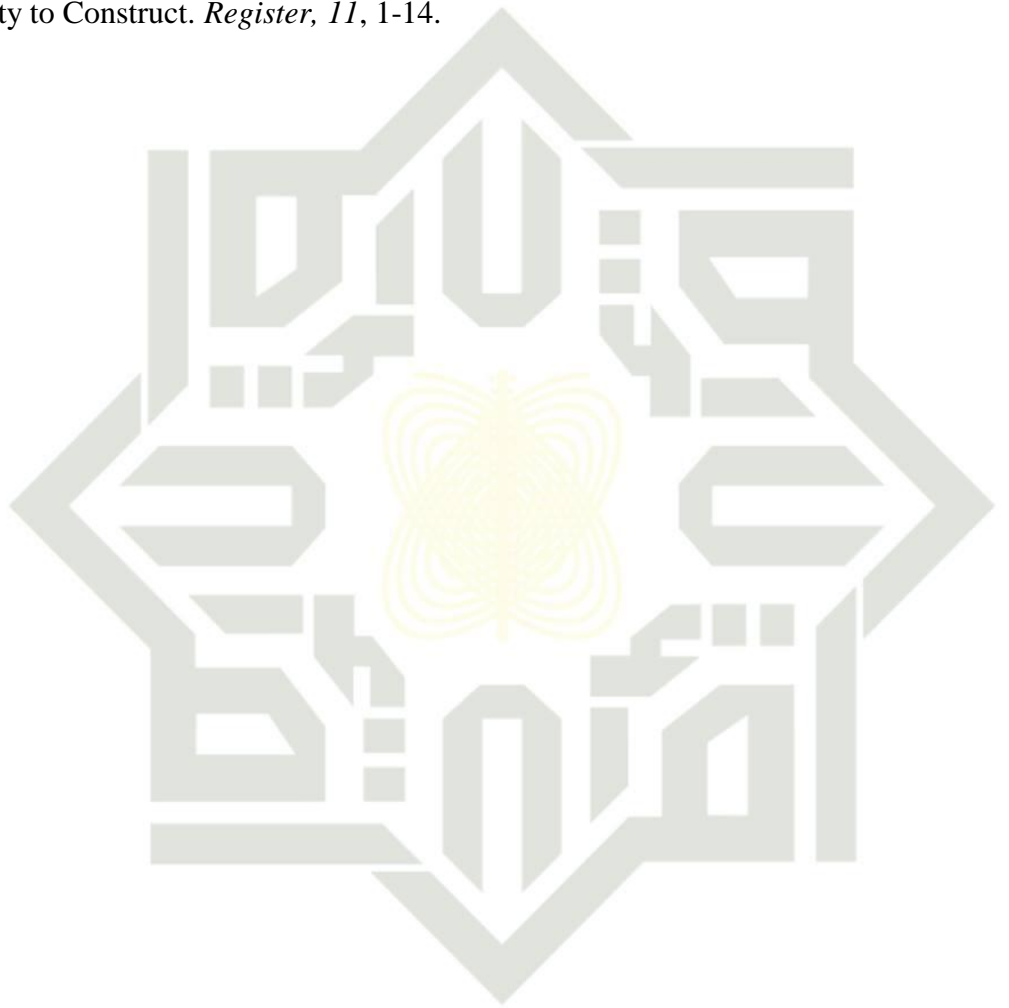
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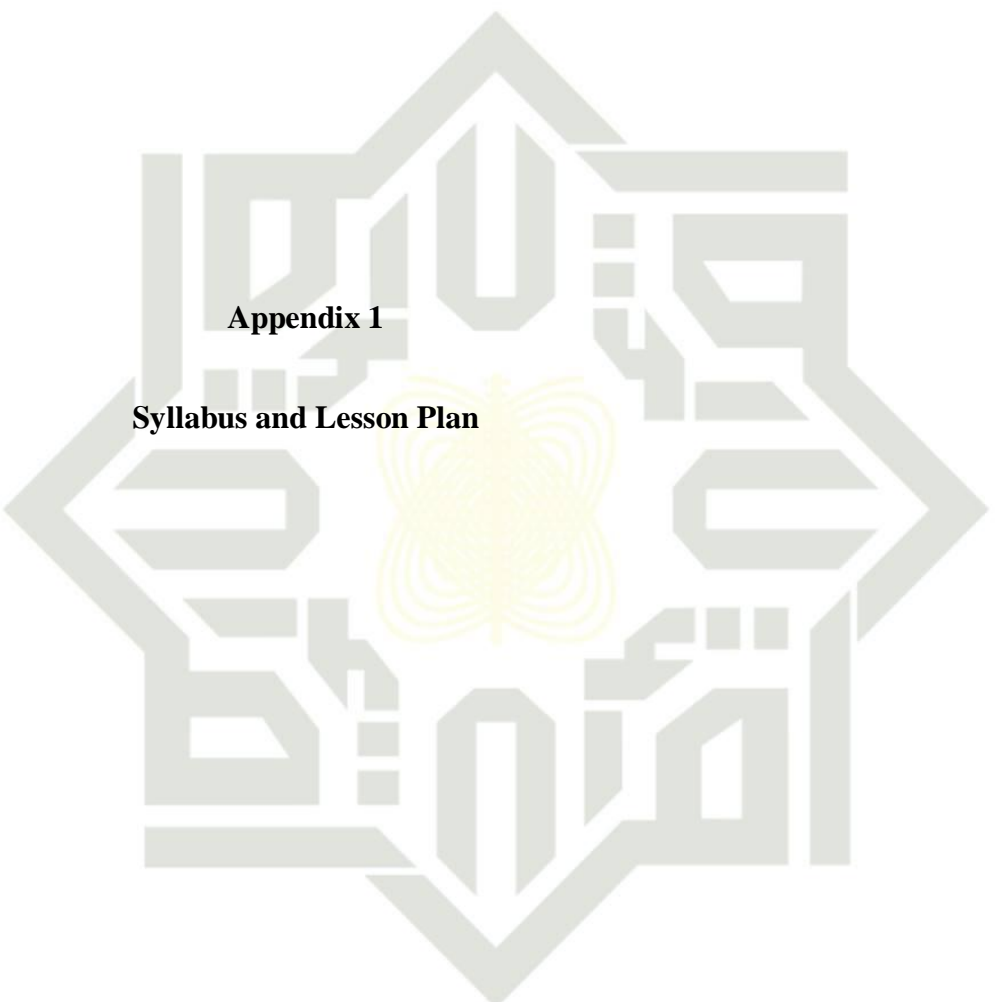
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Appendix 1
Syllabus and Lesson Plan

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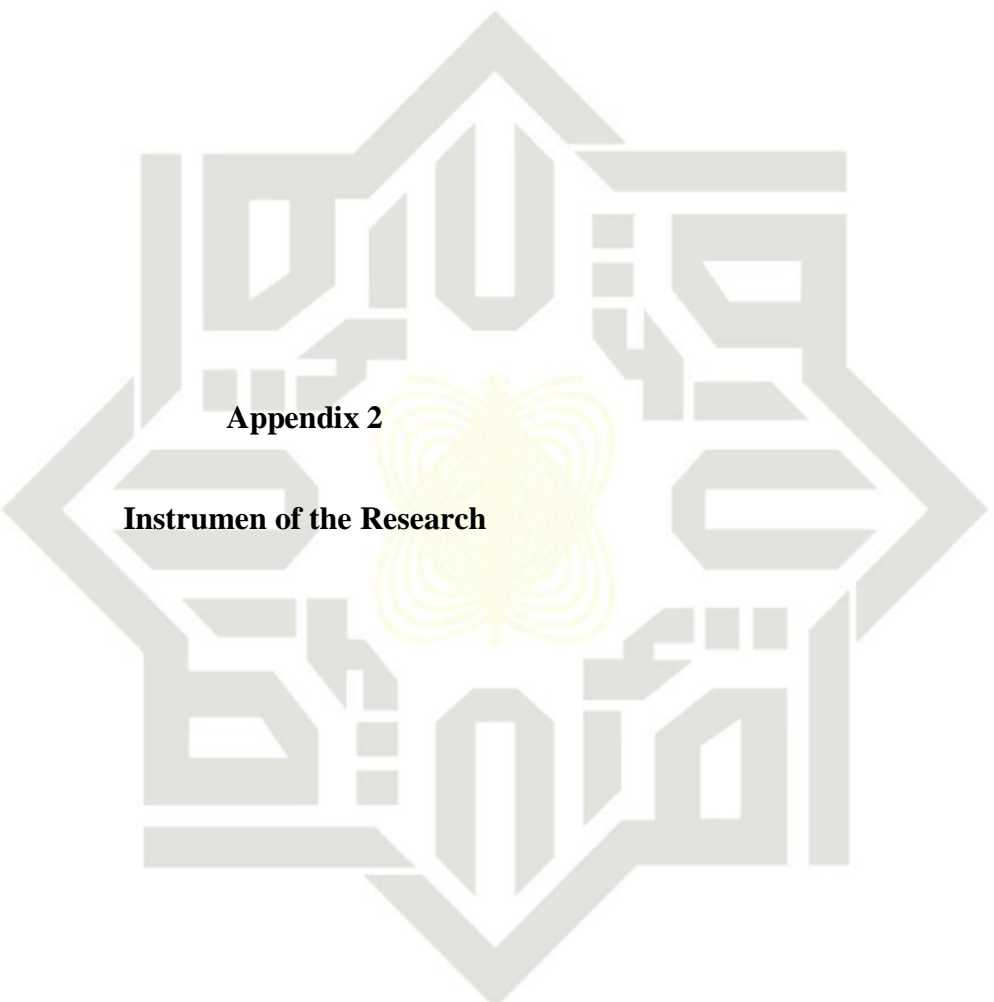
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Reading Text

Direction

1. Write down your name and class on the answer sheet
2. Give the cross sign (X) for the answer that you choose
3. These questions consist of 25 questions
4. These question are multiple-choice
5. Choose one answer that you consider correct based on the queations

Text Legend 1 for questions to 5

Once upon the time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friends Ki Rangga to go with him. Several servants also joined them to carry their luggages. And they began walking to Sunan Maria's House.

Several hours later Ki Rangga felt tired. He was embarrassed to wall together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga was very tired and thirsty. Finally Sunan kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer. But there was no water around to clean up or 'wudu'. Ki Rangga was confused. He told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray for Allah SWT for water. Now you must guard this big tree. Ki Rangga. It might bring water to us. But remember! Everything happens because of Allah SWT.

Don't act alone. You must inform me when water comes out. I will be behind that hill." Ki Rangga promised Sunan Kalijaga to inform him when water come out. So sunan kaliiga went behind the hill. Ki Rangga with his servants sat under the big tree. They quickly fell asleep. Suddenly water came out of the big tree. Ki Rangga and his servants became wet. They woke up. They were very happy to see water. They drank and played in the water. Ki rangga forgot Sunan Kaliiga's message to inform him when the water came out.

Behind the hill Sunan Kaliiga was worried. So he went to the big tree. He was surprised to see Ki Rangga and his servants were playing in the water, "you forgot my message to inform me when the water comes out. Instead you all playing in the water like a turtle ". said Sunan Kalijaga, softly. A miracle happened. Ki rangga and his servants turned into turtles. Ki rangga was sad. He had changed into turtles because he did not keep his promise. The water formed a pond. It is now called Sendang Sani, in Pati Central Java. Many people still visit Sendang Sani now.



1. Where was Sunan Kalijapa when the water came out?
 - A. Under a big tree
 - B. In pati central
 - C. Sunan Muria's house
 - D. Behind the hill**
 - E. In River

2. What is the main idea the first paragraph?
 - A. Sunan Kalijaga planned to visit Sunan Maria in Pati, Central java**
 - B. Sunan Kaliaca and Ki Rangga do not bring anything when they go in Pati
 - C. Ki Rangga asked his friend Sunan Kaliaga to go with him.
 - D. Ki Rangga went to Pati, Central java
 - E. Sunan Muria visit his friend Sunan Kalijaga in Pati. Central Java

3. "Behind the hill Sunan Kaliaga was worried. So he went to the big tree."

Text Legend 2 for question 6 to 8

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Khayangan.

- The underlined word has the closest meaning with.
- A. Anxious**
 - B. Certain
 - C. Brave
 - D. Clear
 - E. Confused

4. "They were very happy to see water" in underline refer to...
 - A. Ki Rangga
 - B. Sunan Kalijaga
 - C. Sunan Muria
 - D. Ki Rangga and their servants**
 - E. Sunan Kalijaga and Ki Rangga
5. What can we learn from the story above?
 - A. Don't be so happy playing in water
 - B. Obey the old people's rules
 - C. Don't break your promise**
 - D. Keep yourself happy in bad situations
 - E. Don't forget to praying

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6. What the main idea of the last paragraph?

- A. Princess Segara hated Raden Begawan
- B. Raden Begawan lose for the competition
- C. **Sang Prabu did competition to settle the matter**
- D. Princess Teja Nirmala was famous girl
- E. Raden Begawan was dead

7. Which one of the following statement is false about Sang Prabu?

- A. Sang Prabu was a father of his only daughter
- B. Sang Prabu was a king of a kingdom in West Java

Text Legend 3 for question 9 and 11

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on jungle fruit to survive. Soon, there was a drought, and all plants and fruit trees in the jungle died.

The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food, at first, the villagers were happy to help him. However, when he came continually, they refused to give him anymore food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by, and taking pity on the hermit, then he gave him some paddy seeds. Before the boatman went away, he said, "These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the paddy plants will turn into weeds." The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the paddy was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful paddy, they flocked to his paddy-field and took home as much paddy as they could.

One day, the hermit became so tired of harvesting the paddy that he shouted, "Oh, stop growing, you wretched thing!" as soon as he had said this, the paddy plants turned into weeds.

9. The main idea of the fifth paragraph is...

- A. The seeds should be sown before the rains came
- B. It needed a short time to harvest the paddy

- C. Sang Prabu was a wise man
- D. **Sang Prabu was taken to Kahyangan by a wicked fairy**
- E. Sang Prabu was a wise man

8. "After that, Prince of Blambangan, named Raden Begawan had won the competition." The underlined word has the closest meaning with.

- A. Festival
- B. Party
- C. **Contest**
- D. Having fun
- E. Seminar

C. **The hermit was successful as a farmer**

- D. The hermit should clear the land
- E. The succession of paddy harvest

10. "One day, the hermit became so tired of harvesting the paddy that he

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shouted". The synonym of the word 'shouted' is...

- A. Roared
- B. Whispered
- C. **Mumbled**
- D. Muttered
- E. Hushed

1. "Oh, stop growing, you wretched thing". The antonym of the word 'wretched' is ...

- A. **Awful**
- B. Annoying

- C. Pitiful
- D. Pleasant
- E. Unhappy

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Text Legend 4 for question 12 to 14

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

12. What did Jaka Pandelengan and his wife do to be rich?

- A. Helped poor people
- B. Had a great power
- C. **Planted pari seeds**
- D. Built a temple
- E. Married with Dewi Walangangin

13. "He wanted to be....". In the first paragraph. The underlined word means?

- A. Dewi Walangangin
- B. **Jaka Pandelengan**
- C. Jaka's father



- D. Villager
- E. Jaka's brother

What can we learn from the story?
 A. We should live separately from our parents

- B. We have to listen to our parent's advice**
- C. We have to prepare a good paddy field
- D. We should refuse other people's help
- E. We should arrogant

Legend 5 for questions 15 to 16

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang same. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village.

Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

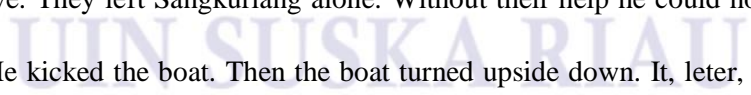
Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and them they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for oneymoon.

Sangkuriang agreed" With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside. down boat? From a distant the mount really looks like an upside down boat.

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15. Main idea of the second paragraph....

- A. Daang Sumbi was beautiful girl
- B. Dayang Sumbi asked to Sangkuriang to hunt for deer**
- C. Dayang Sumbi's pet are Tumang
- D. Sangkuriang fell in love to Dayang Sumbi
- E. Dayang Sumbi asked Sangkuriang to built lake

16. "if you are male, I will marry you" (paragraph 2). The sentence means that the one who helped Dayang Sumbi became her...

- A. Husband**
- B. Maid
- C. Boss
- D. Son
- E. King

Read Legend 6 for questions 16 to 20

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wanted that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of teberu next day in the beach early next morning everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

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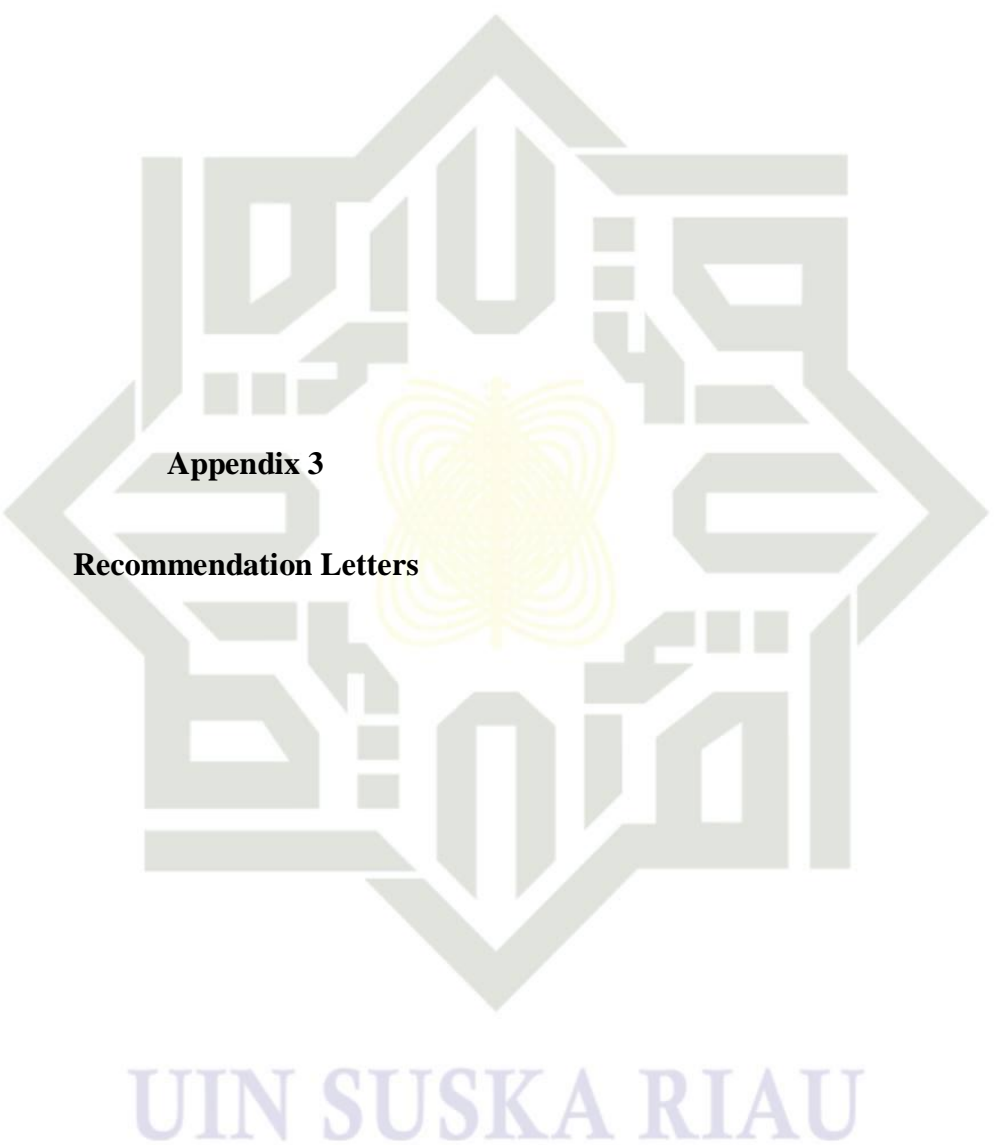
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17. From the text we may conclude that ...
- A. **Putri Mandalika sacrificed herself to the sea for the sake of her people**
 - B. Putri Mandalika was a selfish princess
 - C. One of the princes won the heart of Putri Mandalika
 - D. The war happened against the kingdom due to the princess'
 - E. The people of Teberu kingdom hated the princess
18. Why was it hard for the princess to choose one of the princes?
- A. She loved all the princes
 - B. All the princes were handsome
 - C. All the princes were powerful
 - D. **She was afraid of the dangerous risk**
 - E. Her father permitted her to marry
19. "Six of them came to Teberu and ask for her. hand of marriage. (Paragraph 1). The underlined phrase can be replaced by...
- A. **Intend**
 - B. Admit
 - C. Promise
 - D. Accompany
 - E. Propose
20. After Princess Mandalika announced her decision in front of all the princes and her people then her...
- A. She married the prince
 - B. She fell asleep
 - C. She was angry with his father and mother
 - D. **She threw himself into the sea**
 - E. She likes 1 of 6 princes

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 3

Recommendation Letters

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Hai

1. Lintang merupakan seorang atau seluruh karya tulis ini tanpa menandatangani dan menyetujui seluruhnya.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Pekanbaru, 6 April 2022

Hai : Permohonan SK pembimbing

Lampiran :-

Kepada
Yth Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Windasari
NIM / IIP : 11910423123 / 083809820749
Tempat / tanggal lahir: Tanjung Balai Karimun / 23 Oktober 2001
Semester / Tahun : VI / 2022
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "THE EFFECT OF USING THE SKIMMING AS A TOOL TO IMPROVE READING ABILITY AT SMPN 2 KARIMUN"
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Rizky Gushendra, M.Ed.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.Si, M.Hum.
NIP. 198106112008012017

Hormat Saya,

Windasari
NIM. 11910423123



Hal



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
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 J. H. R. Soekarno No. 155 Km. 18 Tempel Pekanbaru Riau 28203 P.O. BOX 1004 Telp. (0771) 581547
 Fax. (0771) 581547 Ww. www.uin-suska.ac.id E-mail: eflak_uin-suska@ yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/3058/2023
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 15 Februari 2023

Kepada
 Yth. Rizky Gushendra, S.Pd., M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : WINDASARI
 NIM : 11910423123
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The effect of using the skimming as a tool to improve reading ability at smpn 2 karimun
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
 an. Dekan
 Wakil Dekan I



Zarkasih, M.Ag.
 NIP. 197210171997031004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

1. Lintang ringkang sebagai atau sari un narya unu ni tanpa nriwainuinnai uai nriyeyuunai sutubi.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Hai



UIN SUSKA RIAU

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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : J. H. R. Soepratnas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 211129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang Dibimbing : proposal
 - a. Seminar Usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Rizky Gushendra, M.Pd.
 - a. Nomor Induk Pegawai (NIP) : 19820828 200801 1 006
- 3. Nama Mahasiswa : Windasan
- 4. Nomor Induk Mahasiswa : 1810423123
- 5. Kegiatan :

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	20-Februari-2023	Membahas judul & landasan teori	Rizky Gushendra	
2	27-Februari-2023	Membahas teaching skimming & outline Bab 1-3	Rizky Gushendra	
3.	10-March-2023	Proposal Bab 1 - 3	Rizky Gushendra	
4.	14-March-2023	Referensi	Rizky Gushendra	

Pekanbaru, 14 Maret - 2023
 Pembimbing,

Rizky Gushendra
 RIZKY GUSHENDRA, Med
 NIP...19820828 200801 1 006

1. Lintang yang merupakan sebagai atau seluruh karya tulis tanpa persetujuan dan persetujuan seluruh.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : Wandasari
 Nomor Induk Mahasiswa : 19110423123
 Hari/ Tanggal : Jumat / 17 Maret 2023
 Judul Proposal Penelitian : The effect of using Skimming Technique on Students' Reading Comprehension At SMAN 2 KAKUMUN

NO	URAIAN PERBAIKAN
1.	Revise title
2.	Revisi Skimming is tool / objective
3.	Revisi background, add gap a previous study deskting
4.	Revisi Definition of the term
5.	Revisi Question
6.	Revisi Research
7.	Research design
8.	Revisi Sample
9.	Revisi technique of collecting data
10.	Revisi references.

Penguji I

Redy Wahyudi, M.Pd

Pekanbaru, 17 Maret 2023

Penguji II

Rizki Amelia, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

- Hal
1. Lengkapi ringkasan atau seluruh karya tulis ini tanpa menyalin/menjiplak atau menyalin/menjiplak seluruhnya.
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1. Lintang yang tertera sebagai kata seruan karya tulis ini tanpa menjabarkan nilai-nilai yang terkandung di dalamnya.
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Windasari
 Nomor Induk Mahasiswa : 11910423123
 Hari/Tanggal Ujian : Jum'at / 17 Maret 2023
 Judul Proposal Ujian : The Effect of Using Skimming Technique on Student's Reading Comprehension At SMAN 2 KARIMUN
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	<u>Dedy Wahyudi, M.Pd</u>	PENGUJI I		
2.	<u>Ruki Amelia, M.Pd</u>	PENGUJI II		

Mengetahui
 a.n.

 Dr. Zarkasih, M.Ag
 NIP. 19721017 199703 1 004

Pekanbaru, 02 APRIL 2023
 Peserta Ujian Proposal

Windasari
 NIM. 11910423123



1. Dilarang menyalin atau sebarkan karya tulis tanpa izin UIN Suska Riau.
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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/6681/2023
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 28 Maret 2023

Kepada
Yth. Kepala SMAN 2 Karimun
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : WINDASARI
NIM : 11910423123
Semester/Tahun : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001





Hal



**PEMERINTAH PROVINSI KEPULAUAN RIAU
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Pusat Pemerintahan Provinsi Kepulauan Riau Bandar Seri Kota Piring
Gedung Wanita Raja Saleha Lt 2, Jl. Mansyur Syah
Pulau Dompok Seri Darul Makmur – Tanjungpinang, Kode Pos 29124
Email : dpmptspkepri20@gmail.com, Website : http://dpmptsp.kepriprov.go.id

SURAT KETERANGAN PENELITIAN

Nomor : 0075/2n.1/DPMPTSP/2023

Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang penerbitan surat keterangan penelitian.
2. Peraturan Daerah Provinsi Kepulauan Riau Nomor 7 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Provinsi Kepulauan Riau (Lembaran Daerah Provinsi Kepulauan Riau Tahun 2016 Nomor 7, Tambahan Lembaran Daerah Provinsi Kepulauan Riau Nomor 41).

Menimbang : Kementerian Agama Universitas Islam Negeri Sultan Syarif Kasim Riau nomor Un.04/F.II/PP.00.9/7392/2023 tanggal 11 April 2023 M.

Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Provinsi Kepulauan Riau, memberikan rekomendasi kepada :

- | | | |
|--|---|--|
| a. Nama | : | Windasari |
| b. NIM/Universitas/
Jurusan/Jenjang | : | 11910423123/ Universitas Islam Negeri Sultan Syarif Kasim /Pendidikan Bahasa Inggris/S1 |
| c. Untuk | : | "The Effect Of Using Skimming Technique On Students' Reading Comprehension AT SMAN 2 Karimun". |
| d. Lokasi Penelitian | : | SMA Negeri 2 Karimun |
| e. Waktu / Lama
Penelitian | : | 1 (Satu) Tahun setelah surat rekomendasi ini di terbitkan. |

Sebelum melakukan penelitian agar melapor kepada pemerintah setempat.
Melaporkan hasil penelitian yang telah di lakukan sebagai masukan bagi pemerintah setempat

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Tanjungpinang, 12 Mei 2023
a.n. GUBERNUR KEPULAUAN RIAU
KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADUSATU PINTU
PROVINSI KEPULAUAN RIAU



HASFARIZAL HANDRA, S.Sos
Pembina Utama Madya
NIP. 19690329 199003 1 009

Tembusan :

- Gubernur Kepulauan Riau (Sebagai laporan)
 - Kepala Badan kesatuan Bangsa Dan Politik Provinsi Kepulauan Riau
- Sesuai Peraturan dan Perundangan undangan yang berlaku. Dokumen ini telah ditandatangani secara elektronik tersertifikasi yang diterbitkan oleh BSRé sehingga tidak memerlukan tandatangan dan cap basah.

1. Lintang ringkup sebagai atau seruan karya tulis tanpa menandatangani atau menyetujui penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang menyalin, mengutip, atau menjiplak sebagian atau seluruh isi karya tulis ini tanpa izin dari UIN Suska Riau.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/7392/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 11 April 2023 M

Kepada
Yth. Kepala Kantor
Kementerian Agama Tanjung Balai Karimun
Di Karimun

Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Windasari
NIM	: 11910423123
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Effect Of Using Skimming Technique On Students' Reading Comprehension AT SMAN 2 Karimun*.
Lokasi Penelitian : SMAN 2 Karimun
Waktu Penelitian : 3 Bulan (11 April 2023 s.d 11 Juli 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.

NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/55737
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.I/PP.00.9/7392/2023 Tanggal 11 April 2023**, dengan ini memberikan rekomendasi kepada:

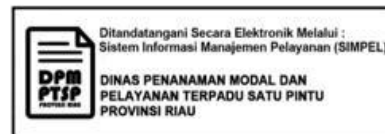
1. Nama	:	WINDASARI
2. NIM / KTP	:	119104231230
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	THE EFFECT OF USING SKIMMING TECHNIQUE ON STUDENTS' READING COMPREHENSION AT SMAN 2 KARIMUN
7. Lokasi Penelitian	:	SMAN 2 KARIMUN

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 13 April 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Kepulauan Riau
Up. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Provinsi Kepulauan Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



Hal



PEMERINTAH PROVINSI KEPULAUAN RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 KARIMUN

Jalan Raja Oesman Kode Pos 29661
HP : 085264117000

E-mail: AdmTu_smandaka@yahoo.com Website: <https://smandaka.sch.id/>

SURAT KETERANGAN
Nomor : 071 / 310 / SMAN 2 / KAR / 2023

Kepala Sekolah Menengah Atas Negeri 2 Karimun Provinsi Kepulauan Riau, dengan ini menerangkan :

Nama	: WINDASARI
NIM	: 11910423123
Program Study	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Sultan Syarif Kasim Riau

Adalah benar nama tersebut diatas telah melaksanakan penelitian di SMA Negeri 2 Karimun terhitung tanggal 04 Maret s.d 25 Mei 2023 dengan judul "The Effect Of Using Skimming Technique On Students' Reading Comprehension AT SMAN 2 Karimun".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Karimun, 29 Mei 2023



Drs. KHARANI

Pemilik

NIP. 196610291994121003

1. Lintang ringkup sebagai atau sebagai lain tanpa menandatangani dan menyetujui seluruhnya.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hal



**PEMERINTAH PROVINSI KEPULAUAN RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 KARIMUN**

NPSN : 11000223

Jalan Raja Oesman HP. 085264117000 Email : AdmTU_smandaka@yahoo.com,
Website. <https://smandaka.sch.id>

Kode Pos : 29661

Karimun, 04 April 2023

Nomor	: B/071/205/SMAN 2 KAR/2023	Kepada Yth,
Sifat	: Biasa	Dekan Fakultas Tarbiyah dan Keguruan
Lampiran	: -	UIN Sultan Syarif Kasim Riau
Hal	: Persetujuan Melakukan Prariset	Di -
		Pekanbaru

Menanggapi surat dari Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor : Un.04/F.II.4/PP.00.9/6681/2023 tanggal 28 Maret 2023, tentang Permohonan Melakukan Prariset Guna Mendapatkan Data Yang Berhubungan Dengan Penelitian Di SMA Negeri 2 Karimun, pada perinsipnya kami tidak keberatan, sepanjang tidak mempublikasikan data tersebut tanpa izin kepala SMA Negeri 2 Karimun.

Demikian surat persetujuan ini dibuat, atas kerjasama yang baik kami ucapkan terimakasih.



DIS. HAIRANI

Pembina

NIP 196610291994121003

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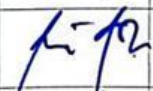
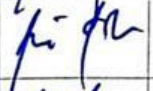



UIN SUSKA RIAU

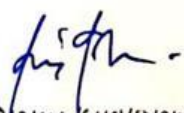
KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

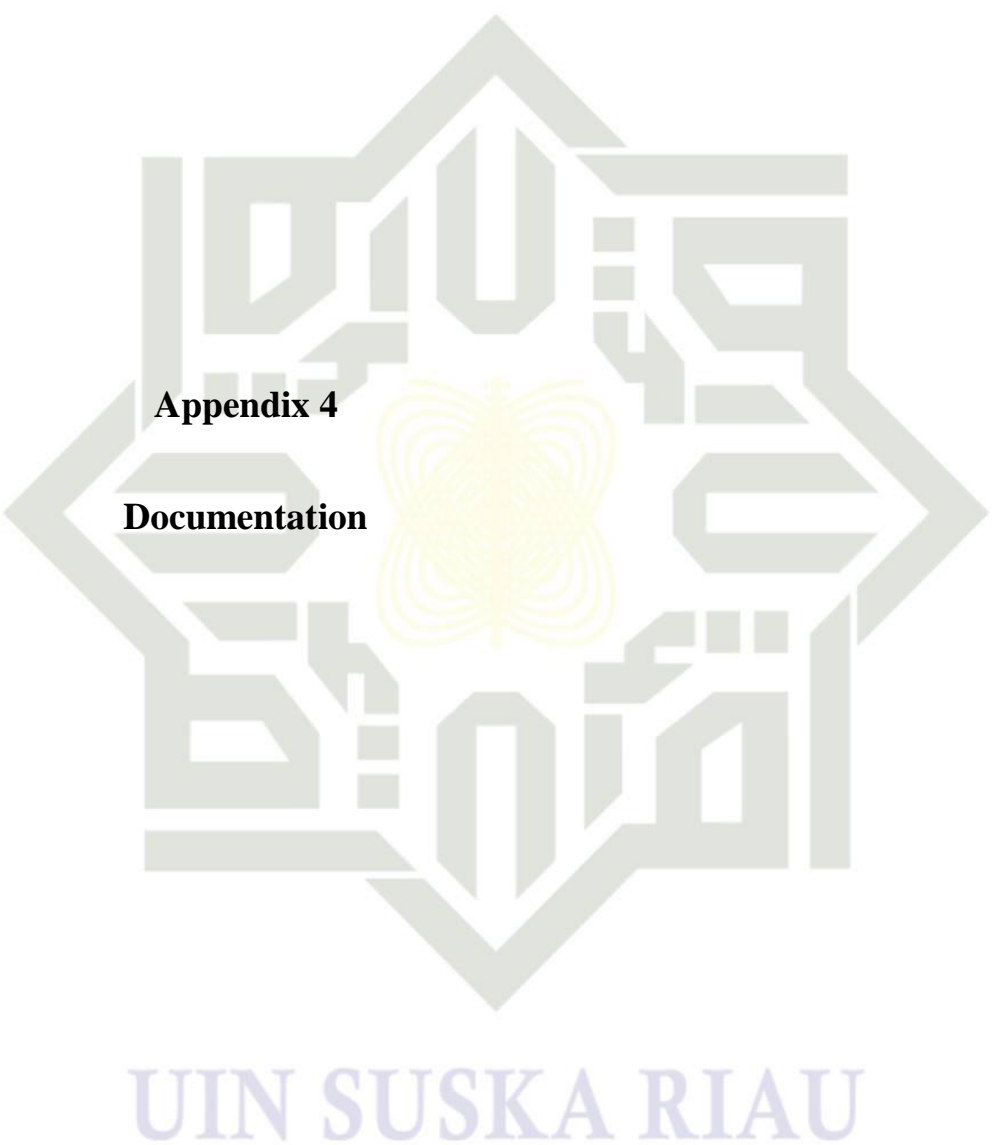
1. Jenis yang dibimbing : SKRIPSI
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : RIZKY GUSHENDRA, M.ed.
 a. Nomor Induk Pegawai (NIP) : 19820828 200801 1008
 3. Nama Mahasiswa : Windasari
 4. Nomor Induk Mahasiswa : 11910423123
 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	12. April. 2023	Instrument 2 ppp		
2.	29. Agustus. 2022	Bab 4 olah data		
3.	30. Agustus. 2022	Bab 4 - Bab 5		
1.	09. September. 2023	ACC		

Pekanbaru, 09 September, 2023
 Pembimbing,


 RIZKY GUSHENDRA, M.ed.
 NIP. 19820828 200801 1008

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Appendix 4

Documentation

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State Islamic University of Sultan Syarif Kasim Riau

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Pre-Test

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tan Syarif Kasim Riau

Treatment

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Post Test

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CURRICULUM VITAE



Windasari is the fourth child and the second one daughter of Mr. Zamhur and Mrs. Asniati. She was born on Tanjung Balai Karimun October 23rd, 2001. In 2013, she graduated from MIS Nurul huda . She also finished her study at SMPN 2 Karimun in 2016 and SMAN 2 Karimun 2019.

In 2019, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2022, she was doing KKN (Kuliah Kerja Nyata) program at Tanjung Belit Selatan village in Kampar kiri Hulu District, Kampar. Then, on September until December 2022, she was doing Pre-Service Teacher Practice (PPL) program at SMA Cendana Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on July 2023 by the thesis entitled “The Effect Of Using Skimming Technique On Students’ Reading Comprehension At Sman 2 Karimun ”.