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**THE CORRELATION BETWEEN STUDENTS' SCANNING
TECHNIQUE ABILITY AND THEIR READING COMPREHENSION
ON REPORT TEXT AT TELKOM VOCATIONAL
HIGH SCHOOL PEKANBARU**

THESIS



UIN SUSKA RIAU

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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1445 H/ 2024 M**

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HIGH SCHOOL PEKANBARU**



UIN SUSKA RIAU

BY

CLEOFATRA UTAMI
SIN. 117104202637

Thesis

Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education
(S.Pd.)

UIN SUSKA RIAU

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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Certify that this thesis entitled **“The Correlation Between Students’ Scanning Technique Ability And Their Reading Comprehension On Report Text At Telkom Vocational High School Pekanbaru”** is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this thesis. Others’ opinion findings included in this thesis are quoted in accordance with ethical standards.

Pekanbaru, May 22th, 2024



Cleofatra Utami

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ABSTRAK

Cleofatra Utami (2024): Kemampuan Hubungan Teknik Membaca Sekilas Siswa dengan Pemahaman Membaca Teks Laporan di SMK Telkom Pekanbaru.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemahaman siswa dalam mengaplikasikan teknik membaca sekilas pada saat membaca teks laporan. Desain penelitian ini adalah penelitian kuantitatif studi kasus. Dari 4 kelas dan total 120 siswa dari populasi, Peneliti mengambil satu kelas teknik komputer dan jaringan yang berjumlah 30 siswa di SMK TELKOM Pekanbaru sebagai sampel dengan menggunakan random sampling. Dalam pengumpulan data, peneliti menggunakan tes membaca sekilas dan tes kemampuan membaca. Kuesioner terdiri dari 30 item pernyataan sebagai instrumennya. Dalam menganalisis data, peneliti menggunakan statistik deskriptif, analisis regresi linier sederhana dan rumus korelasi pearson product moment. Data dianalisis dengan menggunakan program SPSS. Berdasarkan hasil penelitian diketahui bahwa skor rata-rata pada scanning teknik adalah 75.00. sedangkan hasil rata-rata skor pemahaman membaca siswa adalah 80.00. Dengan menggunakan analisis regresi linier sederhana melalui SPSS 23.0 peneliti menemukan bahwa terdapat hubungan yang rendah antara teknik scanning siswa dan pemahaman membaca teks laporan di SMK Telkom Pekanbaru. Dikategorikan korelasi sedang dengan Koefisien 0,481.

ABSTRACT

Cleofatra Utami (2024): The Correlation Between Students' Scanning Techniques Ability and Their Reading Comprehension on Report Texts at Telkom Vocational School Pekanbaru.

The aim of this research is to find out how students understand how to apply scanning techniques when reading report texts. The design of this research is quantitative case study research. From 4 classes and a total of 120 students from the population, the researcher took one computer and network engineering class totaling 30 students at SMK TELKOM Pekanbaru as a sample using random sampling. In collecting data, researchers used scanning tests and reading comprehension tests. The questionnaire consists of 30 statement items as an instrument. In analyzing the data, researchers used descriptive statistics, simple linear regression analysis and the Pearson product moment correlation formula. Data were analyzed using the SPSS program. Based on the research results, it is known that the average score for scanning techniques is 75.00. while the average student reading comprehension score was 80.00. By using simple linear regression analysis via SPSS 23.0, researchers found that there was a low relationship between students' scanning techniques and reading comprehension of report texts at Telkom Pekanbaru Vocational School. Categorized as moderate correlation with a coefficient of 0.481.

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ملخص

والفهم الطلاب لدى المصطلحات قراءة تقنيات بين العلاقة قدرة: (2024) أوتامي، كلوفاترا المهنية بيكانبارو تيلكوم مدرسة في التقارير لنصوص القراني

قراءة عند المسح تقنيات تطبيق لكيفية الطلاب فهم كيفية معرفة هو البحث هذا من الهدف وإجمالي فصول 4 من. الكمية الحالة دراسة بحث هو البحث هذا تصميم. التقارير نصوص إجماليه يبلغ والشبكات الكمبيوتر لهندسة واحدًا فصلًا الباحث أخذ السكان، من طالبًا 120 العشوائية العينات أخذ باستخدام كعينة SMK TELKOM Pekanbaru في طالبًا 30 يتكون. القراءة فهم واختبارات المسح اختبارات الباحثون استخدم البيانات، جمع وفي الوصفي، الإحصاء الباحثون استخدم البيانات، تحليل في. كأداة بيانية فقرة 30 من الاستبيان البيانات تحليل وتم بيرسون لمنتج اللحظي الارتباط ومعادلة البسيط، الخطي الانحدار وتحليل تقنيات درجات متوسط أن المعروف من البحث نتائج على وبناء. SPSS برنامج باستخدام تحليل باستخدام. 80.00 للطلاب القراني الفهم درجة متوسط كان بينما. 75.00 هو المسح بين منخفضة علاقة هناك أن الباحثون وجد، SPSS 23.0 عبر البسيط الخطي الانحدار بيكانبارو تيلكوم مدرسة في التقارير لنصوص القراءة وفهم الطلاب لدى المسح تقنيات المهنية. 0.481 بمعامل معتدل ارتباط أنها على تصنف. المهنية

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ABSTRAK

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Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemahaman siswa dalam mengaplikasikan teknik membaca sekilas pada saat membaca teks laporan. Desain penelitian ini adalah penelitian kuantitatif studi kasus. Dari 4 kelas dan total 120 siswa dari populasi, Peneliti mengambil satu kelas teknik komputer dan jaringan yang berjumlah 30 siswa di SMK TELKOM Pekanbaru sebagai sampel dengan menggunakan random sampling. Dalam pengumpulan data, peneliti menggunakan tes membaca sekilas dan tes kemampuan membaca. Kuesioner terdiri dari 30 item pernyataan sebagai instrumennya. Dalam menganalisis data, peneliti menggunakan statistik deskriptif, analisis regresi linier sederhana dan rumus korelasi pearson product moment. Data dianalisis dengan menggunakan program SPSS. Berdasarkan hasil penelitian diketahui bahwa skor rata-rata pada scanning teknik adalah 75.00. sedangkan hasil rata-rata skor pemahaman membaca siswa adalah 80.00. Dengan menggunakan analisis regresi linier sederhana melalui SPSS 23.0 peneliti menemukan bahwa terdapat hubungan yang rendah antara teknik scanning siswa dan pemahaman membaca teks laporan di SMK Telkom Pekanbaru. Dikategorikan korelasi sedang dengan Koefisien 0,481.

ABSTRACT

Cleofatra Utami (2024): The Correlation Between Students' Scanning Techniques Ability and Their Reading Comprehension on Report Texts at Telkom Vocational School Pekanbaru.

The aim of this research is to find out how students understand how to apply scanning techniques when reading report texts. The design of this research is quantitative case study research. From 4 classes and a total of 120 students from the population, the researcher took one computer and network engineering class totaling 30 students at SMK TELKOM Pekanbaru as a sample using random sampling. In collecting data, researchers used scanning tests and reading comprehension tests. The questionnaire consists of 30 statement items as an instrument. In analyzing the data, researchers used descriptive statistics, simple linear regression analysis and the Pearson product moment correlation formula. Data were analyzed using the SPSS program. Based on the research results, it is known that the average score for scanning techniques is 75.00. while the average student reading comprehension score was 80.00. By using simple linear regression analysis via SPSS 23.0, researchers found that there was a low relationship between students' scanning techniques and reading comprehension of report texts at Telkom Pekanbaru Vocational School. Categorized as moderate correlation with a coefficient of 0.481.

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ملخص

والفهم الطلاب لدى المصطلحات قراءة تقنيات بين العلاقة قدرة: (2024) أوتامي، كلوفانرا المهنية بيكانبارو تيلكوم مدرسة في التقارير لنصوص القراني

قراءة عند المسح تقنيات تطبيق لكيفية الطلاب فهم كيفية معرفة هو البحث هذا من الهدف وإجمالي فصول 4 من. الكمية الحالة دراسة بحث هو البحث هذا تصميم. التقارير نصوص إجماليه يبلغ والشبكات الكمبيوتر لهندسة واحدًا فصلًا الباحث أخذ السكان، من طالبًا 120 العشوائية العينات أخذ باستخدام كعينة SMK TELKOM Pekanbaru في طالبًا 30 يتكون. القراءة فهم واختبارات المسح اختبارات الباحثون استخدم البيانات، جمع وفي الوصفي، الإحصاء الباحثون استخدم البيانات، تحليل في. كأداة بيانية فقرة 30 من الاستبيان البيانات تحليل وتم. بيرسون لمنتج اللحظي الارتباط ومعادلة البسيط، الخطي الانحدار وتحليل تقنيات درجات متوسط أن المعروف من البحث نتائج على وبناء. SPSS برنامج باستخدام تحليل باستخدام. 80.00 للطلاب القراني الفهم درجة متوسط كان بينما. 75.00 هو المسح بين منخفضة علاقة هناك أن الباحثون وجد، SPSS 23.0 عبر البسيط الخطي الانحدار بيكانبارو تيلكوم مدرسة في التقارير لنصوص القراءة وفهم الطلاب لدى المسح تقنيات 0.481 بمعامل معتدل ارتباط أنها على تصنف. المهنية

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CHAPTER I INTRODUCTION

A. Background of the Research

Reading is one of the skills in English language. Reading is the component that very important in teaching and learning English. Reading is needed all people in the world, because with reading we can know many knowledge that exist throughout the world especially about English. Based on Mikulecky (2007), reading is a complex activity that involves a wide variety of skills. With reading, they can expand their knowledge more about vocabulary and structure in academic texts. Maxom (2009) state that, reading is one of the most important skills in language learning because it reinforces students' abilities in speaking, listening, and writing. According to Eka (2017) there are quick overview of the types of reading skills used in every language: skimming, scanning. We can use these reading skills in a number of ways to improve other areas of English learning such as pronunciation, grammar and increasing vocabulary.

Reading can affect the other English skills. For example, when someone wants to make an academic writing, then he must definitely find information about what he will write as much as possible. It will only be obtained by reading. Because, Martin (2004) said that by reading, you can infer the information and can to comprehend what the information include there with specific evidence and clues.

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In addition, when someone who wants to speak up in public speaking but it does not know what to say, then it certainly look for the information about the material will be discussed in order to have ideas to speak.

Nowadays, many people are lazy to read books. Someone who is lazy to read causes a reduced level of understanding in reading. Therefore, if someone who are lazy to read books, automatically they will be difficult to comprehension the texts of book. Comprehension is an important thing in reading. If someone does not know how to find ideas in reading text, it cannot get information about the reading. The aim of reading is comprehension. It means that, to comprehend the text, we needed to read and combining the information with their own ideas that has meaning based on the texts. Mikulecky, and Linda (2007) states that reading comprehension involves specific thinking processes. It means that to get the information in the text, we must know meaning and understanding contain of the text.

According to Harmer (2007) For specific pieces of information they are seeking for (like, for instance, when we look for a phone number, what's on television at a certain time, or quickly scan an article looking for a name or other detail). They don't have to read every word and line thanks to this ability; on the contrary, doing so might prevent them from successfully scanning. According to Maxwell (1970) states with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses.

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The ability to locate specific facts and details quickly is regarded as a desirable reading skill and is taught in most development reading courses, according to Maxwell (1970), who states that with this scanning, the students look for specific information within a text such as dates, names, and places, among others. Based on Nuttal in Umar (2016) that the reading strategies that have been created include searching for information while reading, skimming, scanning, talking about what you read, asking questions, and assigning readings.

According Umar (2016) there are Advantages in Scanning techniques

1. Scanning help the students only try to locate specific information.
2. Scanning help the students to follow the linearity of the passage.
3. Scanning help the students to use the time efficiently.

Based on the statement above, reading using scanning can help the students to get information from the book and the students can used the time efficiently

At senior high school, 2013 curriculum has been implementing from the year 2013 till now. The curriculum implemented from 10th grade until 12th grade. 2013 curriculum applied to all subjects in the school. English is one of the subjects who implement the 2013 curriculum in there. Because the goal of reading is comprehension, so the 2013 curriculum provides reading as one part that must be taught and learned in high school. Stated, "2013 curriculum is focusing on achieving students' competencies and character building." By

implementing this curriculum, teachers can find out how understand the students about the English language and can help students to apply English language in their activities

Based on preliminary interview with the English teacher at Telkom Vocational High School Pekanbaru. He said that the students often faced problems when they are learning English. When they are answering the question of test or others, they feel difficult to answer it. Actually, the main problem is lazy to read. Many students in this school shy when their teacher asks them to read the books and lazy to read the text that exists in paper test. It caused, when the students faced with the text they are did not comprehend about the meaning of the text. Besides, many students still read the text word by word to make them know about text. This situation makes the time given to work on the task not enough. Then, some of them have a lack of vocabulary and it caused they lose a lot of time to read text, even they use dictionaries to find the meaning of words. Sometimes, they just focus on difficult words that exist in the text. They did not to move until their comprehension with it. Then, most of them rarely understand what the text contains. They only guessed the answer to the problem and it make the score average of students in this schools in English language does not reach KKM in the school.

Actually the teacher can teach the method of speed reading to their students. There are many ways that can be applied in reading. One way that we can apply is by using scanning techniques.

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Given the description above, therefore, the researcher is interested in carrying out research entitled: **“THE CORRELATION BETWEEN STUDENTS’ SCANNING TECHNIQUE ABILITY AND THEIR READING COMPREHENSION ON REPORT TEXT AT TELKOM VOCATIONAL HIGH SCHOOL PEKANBARU”**

B. Problem of the Research

1. Identification of the Problem

Based on the background of the study above, the problems were identified as follows:

- a. The student still difficult to answer the question in reading
- b. The students are lazy to read the text that exists in paper test
- c. The students still have a lack of vocabulary

2. Limitation of the Problem

Based on the identification of the problem that the researcher found on the preliminary observation, the researcher focused on the correlation between student’s scanning technique and their reading comprehension of report text at Telkom Vocational High School Pekanbaru.

3. Formulation of the Problem

Based on the background of this study the researcher finds out the problems. The problems of this research are formulated in the following questions:

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- a. How is the students' scanning technique at the eleven grade of Telkom Vocational High school Pekanbaru?
- b. How is the students' reading comprehension on report text at the eleven grade of Telkom Vocational High school Pekanbaru?
- c. Is there any significant correlation between students' scanning technique and their reading comprehension at eleven grades of Telkom Vocational High School Pekanbaru?

C. Objectives and Significant of the Research**1. Objectives of the Research**

- a. To identify the students' scanning technique at the eleven grades of Telkom Vocational High School Pekanbaru
- b. To identify students' reading comprehension at the eleven grade of Telkom Vocational High school Pekanbaru
- c. To find out the significant correlation between students' scanning skill and their reading comprehension at eleven grades of Telkom Vocational High School Pekanbaru.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is:

Research findings are made available to all English teachers as useful information, especially to the English teacher at Telkom

Vocational High School as an attempt to improve the students' reading comprehension.

The research findings are expected to give information for all students, especially for the students at Telkom Vocational High School Pekanbaru

To fulfill one of the requirements for the researcher to complete her ungraduated degree program at English Education Department of Educational and Teacher Training Faculty of State Islamic university of Sultan Syarif Kasim Riau.

3. Definition of the Key Term

In order to avoid misunderstanding and misinterpreting of the terms used in this research, it is necessary to define the operational definition terms consisted in this research as follows:

1. The Correlation

A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In this case of only two variables, this means that two variables share common variance, or they co-vary together, Creswell (2008:356). In this research correlation means the relationship between students' understanding of scanning techniques and their reading comprehension on report text at Telkom Vocational High School Pekanbaru.

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2. Scanning Technique

McWhorter (1992:123) states that scanning is a process of rapidly locating specific information in printed material. In this research it refers to students understand how use scanning techniques for looking quickly through the report text to search the information they need at Telkom Vocational High School Pekanbaru.

3. Reading Comprehension

According to Judy (2008:127) reading comprehension is covering how the brain takes in new information through variety of neural networks using patterns, categories, and relational connections, and builds the new data into comprehend knowledge. In this research it refers to students' ability to comprehend in reading Report text in Telkom Vocational High School Pekanbaru.

4. Report Text

Gerot and Wignell (1994: 196-197) state that report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. Report means a text which describes things in general. It's a little bit different from descriptive text which describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behaviour, etc in details.

A report presents information about a subject. It is a result of an observation and analysis. Within writing report text, students must write something decent to report by researching and analysing something.



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CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In this chapter the researcher mentioned about concept of reading, concept of reading comprehension, definition of scanning technique, report text, kind of report text, and Hypothesis.

1. Definition of Reading Comprehension

Reading is one of the important language skills, by reading people may get lot information. That statement above is related with Ladoo (2007) reading forces the readers brain cells to work on a regular basis as this will keep the reader sharper and smarter. Another expert also state by Nunan (2003:26) said that reading is a set of abilities that entails getting meaning from the written word and making sense of it.

Comprehension means relating to what we do not understand or new information, to what we already know. Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Although comprehension is detecting the purpose of a written or spoken information, Richard, Jack C., and Schmidt (2010:108).

a. Assessing Reading Comprehension

Assessing reading is very important to be administered to know to what extent the students achieve comprehension as the true essence of reading ability. The good assessment needs to be reliable, valid, and practical. To test reading comprehension, it must be figured out in how to tap the skill of comprehension, so the goal of the assessment can be achieve.

Brown (2003) mentioned some possible tasks in assessing students reading comprehension base on selective reading level as follows:

1. Multiple-choice

Multiple-choice is the most common method used to assess reading knowledge of vocabulary and grammar, in which it is easy to administer and can be scored quickly.

2. Matching task

In this type, the test-taker needs to simply match the appropriate forms. The criteria usually appeared in this matching procedure is vocabulary.

3. Editing task

This task is commonly used to assess the linguistic competence in reading comprehension, in which this

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format requires the test-taker to edit and detected the errors in written passages

4. Picture-cued task

This task uses pictures and photograph which may be equally well utilized for examining ability at the selective level. In choosing the answer, the test-takers need to read a sentence and choose the picture described

5. Gap-filling tasks (fill in the blank)

This task is sentence completion items. The test is required to read and fill the blank by word or phrase appropriately

b. Aspects of Reading Comprehension

Katheleen (1986) stated that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation. On other hand, readers should be concerned on finding specific information of reading text because it is very useful when knowing exactly.

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, et al (2007) states that inference is the output of the interaction between the readers knowledge and the information in the text. One of

comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly.

According to Reimer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. The question of the text is usually asking the reader to find the answer directly to the line in the paragraph or the question is asked with —refer word.

c. Component of Reading Comprehension

According to King and Stanley (1989:330), there are components of reading that are important to understanding the story's content and are necessary for students to understand.

They are:

1) Finding main idea

Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence. It can be in the middle or in the last sentence of the paragraph.

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2) Finding factual information

Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for junior and senior high school students. It usually appears with question words.

3) Guessing vocabulary in context

It means that the students can develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words in the text that is read.

4) Reference word

Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than 10 repeat it. Reference words will help students to understand the reading text. Reference words are usually short and very frequently pronouns, such as her, him, it, them, her, him, and many others.

2. Scanning Technique

Nuttal (2000) suggest that scanning means glancing rapidly through the text either to search for a specific piece of information (e.g. name, place, time) or to get an initial impression of whether the text is suitable for given purpose. Scanning differs from skimming in that

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readers are less concerned with the overall meaning of the text and more concerned with the specifics (Sutz & Weverka, 2009). The scanning technique procedures are as follows (Olson & Ames, 1972; Thamrin, 2014):

- a. Keep only the specific information to be found in mind.
- b. Choose which clues will aid in the discovery of the required information.

3. Report Text

A report text is a piece of writing that aims to generalize something. It means that the report text is the text used to describe how things are in general, with reference to a variety of natural, man-made, and social phenomena in our environment. The researcher used report text as one of the genres in this study to determine the students' ability to comprehend reading text.

4. Reading Comprehension of Report Text

According to Barker in Nur (2017), a report text is a piece of writing that aims to describe something in general terms. According to Ningsih (2013), report text is a type of text that classifies and describes the way things are, with reference to a variety of natural, man-made, and social phenomena in the environment.

Based on Jasuli (2017), report text is a type of text that announces general information. Its common goal is to inform

readers about findings from an investigation. A report text is a text that contains information about something. It is the result of careful observation and investigation. The subjects are about natural phenomena, whether they are living (plants, animals) or non-living (phones, cars, volcanoes, and oceans).

An information report typically includes facts about the subjects, as well as a description and information on its aspects or features such as appearance (component parts), qualities, and so on (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

The report text follows a standard structure. Anderson in Hanifah (2014) defined the steps of constructing information of report text, they are:

- 1) General classification, general opening statement that introduce the subject of the report, it can include a short description and definition,
- 2) Description, a series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences,
- 3) Conclusion, a conclusion that summarizes the information and signals the end of the report (optional/not always). It

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just to make the text clearly in the end of the text and make the readers comprehend the text talk about.

In generally, the generic structure in a report text just explained general classification and description. Based on the explanations above, the researcher can conclude that report is the text that describe something in general way.

The generic structure of report text consists of two main points, they are: General Classification, and Description. General Classification to state classification of general aspect of thing like; animal, public place, plant, etc. Then, Description is to describe a thing that will be discussed in detail part per part, customs or deed is for living creature and usage for materials, information on its parts, behavior, and qualities.

The Example of Report Text:

Jellyfish

Have you ever heard about jellyfish? Does it have same meant with “jelly” and “fish”?? According from the main word, “jelly is one of the foods which is made from the jelly grass; or we can describe that jelly is one of the forms of something. And fish is one of the animals which lives in the water which can swim, has tail, gills, and vertebrate animal. And the jellyfish is not a fish exactly, it is an invertebrate animal which does not have back bone on it. Although it does not have bones but it can act and swim as fast as the wave.

It lives in the water especially in the sea which taste sour. Jellyfish has a stomach, a mouth but remember that it does not have a head. How can it adapt and defend itself from the enemy? The answer is, it has a special nervous system for sensing the world around it. The body of it is almost entirely made of water so do not be shocked if you see the jellyfish like water.

There are some kinds of jellyfish; they are a jellyfish which can live in the darkness and in the salt water. For the jellyfish in the darkness, it has a light by itself. The usage of it is for the defending in the sea. The enemy will feel scary after knowing it. It lives in the deep ocean without the sunlight anymore. That is why it has own light on its body. Next about the jellyfish which lives in the salt water, it can be seen in the ocean and almost in the sea of the world. It



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looks so beautiful and easy for looking by our eyes. But we must remember when we swim in the sea, we must be careful because there are some dangerous jellyfish around you. Talking about them between jellyfish in the darkness and jellyfish in the salt water, they have same body structure. The difference is for jellyfish in the darkness has own light so will glow in the dark but jellyfish in the salt water does not have it.

B. Relevant Research

Yanti Kristina Sinaga (2019) entitle: The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematang Siantar. This study has done deal with descriptive quantitative method. The researcher used the grade ten students as population and took 60 students as samples. The instrument is pre-test, treatment and post-test. The collected data were analyzed by using T-test formula. The result of data analysis showed that the mean score was 74.4 and the standard deviation was 6.7. Based on the data analysis above, the alternative hypo study was accepted because the T-observed was higher than T- table ($3.83 > 2.00$). Finally, the researcher concluded that Teaching Reading Using Scanning Technique at Grade Ten Students of SMA Negeri 2 Pematang Siantar was effective to improve students' reading comprehension.

Abdul Hadi Setiawan (2019) entitled: The Use of Skimming and Scanning Techniques in Reading Comprehension For TOEFL. The present research was conducted to investigate the influence of skimming and scanning techniques in improving students' reading comprehension for TOEFL, especially to build the students' critical thinking in learning reading comprehension. The total number of populations was 214 students and there

were 32 students chosen as the sample of this research which was taken purposively. The data were obtained through pre-test, post-test, and questionnaire. The score of the post-test got higher than the pre-test. Furthermore, the result of the questionnaire showed that the majority of the students gave positive responses toward skimming and scanning techniques in reading comprehension in TOEFL. Based on the results, it can be concluded that skimming and scanning techniques generate meaningful progress in students' reading comprehension for TOEFL and these techniques are appropriate to be applied.

Asriana Zainal Abidin (2020) entitle: Students Reading Comprehension through Scanning Technique. This article reviews how scanning technique contributes to reading comprehension. Reading comprehension is defined as the process by which a person derives meaning from print. Scanning is a device used to locate details. Scanning means glancing rapidly through the text either to search for a specific piece of information. The differences of students reading comprehension after treatment are influenced by treatment given to them. It was proven by the result of previous research statistical data analysis which indicated to the students 'progress. teaching reading by using scanning technique can increase students 'reading achievement.

Nur'aini (2016) This research which is entitled "The Effectiveness of Scanning Technique on Students' Reading of Recount Text". It aims to find out whether scanning technique is effective in increasing students'

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ability in learning of recount text. To analyze the data, a quasi-experimental design was employed. It involves two eighth grade classes in a school in Bogor. The first class is experiment class in which the treatment will be given to them. The treatment is the use of scanning technique in reading the text of the recount text's test. The second class is control class; this class will be compare to the experiment class to measure how far the treatment works. The instruments of the study in this research are written test and questionnaire. Written test is used to measure the students' ability in conducting the test while questionnaire is used to know students' responses toward the use of scanning technique in learning of recount text. Data analyzed by using t-test on scanning technique. It aims to clarify that there is difference of means between experimental and controlled group.

Eka Andriyani (2018) entitle: Improving Eleventh Grade Students' Ability in Comprehending Report Text Through Skimming and Scanning Technique at Sman 2 Tebo. The aim of this research is to improve reading comprehension of eleventh grade students of SMAN 2 Tebo on report text through skimming and scanning technique. This study employed classroom action research design. The subject of the research was eleventh grade students of IPA 1 class in SMAN 2 Tebo that consisted of 32 students. The research was conducted in three cycles and each cycle consisted of three meetings. The data of this research were in the form of score and descriptive data were obtained through tests and observation sheet. The result of three cycles show that the use skimming and scanning technique was effective to

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improve the students' reading comprehension on report text. Based on the reading test scores the students' scores kept improving in every test. In cycle I test the mean was 67.50, in cycle II test the mean was 76.87 and in cycle III test the mean was 85.78. the result of the research showed that skimming and scanning significantly improved students' achievement in reading report text, particularly for eleventh grade students of IPA 1 class in SMAN 2 Tebo.

C. Operational Concept

Operational concept is the main element to avoid misunderstanding in research as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words to be easy to measure. Based on Syafi'i (2017) said that operational concept is derived from related theoretical concepts on all the variables that should be practically and empirically operated in academic writing research paper. This research is correlation research. There are two variables in this research, If two variable are highly related, scores on one variable can be used to predict scores on the other variable.

1. Variable X is that students' understanding of scanning technique. X variable is independent variable. For the indicator, the researcher took from Brown (2003) and Arthur (1981) are:
 - a. The students able to identify factual information (name, time, date, character person or things).
 - b. The students able to identify the word or phrase.

2. Variable Y is that students' reading comprehension of Report Text. Y variable is dependent variable. For the indicator, the researcher took from Syllabus of Telkom Vocational High School Pekanbaru for eleven grades (2006). The indicators of reading comprehension are:
- a. The students able to identify the word meaning.
 - b. The students able to identify the problem happen in the text.
 - c. The students able to identify the character of person or things.
 - d. The students able to identify the appropriate statement of the text.
 - e. The students able to identify the communication purpose of the text.

Indicator	Kind of Item
Finding main idea of the text	1, 11, 13
Identifying supporting detail or information	2, 7, 8, 12, 19
Identifying the topic of the text	6
Finding reference word in the text	4, 10, 14, 18
Identifying similar word in the text	3, 9, 13, 17
Finding the conclusion of the text	5, 15, 20

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D. Assumption and Hypothesis of Research**1. Assumption**

Before constructing the hypothesis, the researcher would like to offer assumption that the student's scanning technique will influence their reading comprehension in report text.

2. Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ho = There is no correlation between students' scanning technique and reading comprehension of Report Text at Telkom Vocational High School Pekanbaru in the academic year of 2022/2023.

Ha = There is correlation between students' scanning technique and reading comprehension of Report Text at Telkom Vocational High School Pekanbaru in the academic year of 2022/2023

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CHAPTER III RESEARCH METHOD

A. Research Design

This research uses quantitative research. According to Ary (2002, p.22)” quantitative research is research that uses measurement and analysis of numerical data to explain phenomena”. The design of this study is conducted using a correlational method. According to Creswell (2008, p.60), correlational research design is a quantitative research technique in which researchers assess the strength of the relationship (association) between two or more variables or sets of scores.

Correlation research has a goal to identify variables that have a relationship with other variables. There are two variables investigated in this study, where the independent variable is students’ scanning technique (X) and the dependent variable is reading comprehension of report text (Y).

B. The Location and the Time of the Research

This research was conducted at Telkom Vocational High School of Pekanbaru. This research held on January 2023.

C. The Subject and the Object of the Research

1. The subject of this research was eleventh (TKJ) grades of Telkom Vocational High School.

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2. The object of this research students' scanning technique and their reading comprehension of report text at Telkom vocational high school Pekanbaru.

D. Population and Sample of the Research**1. Population of the Research**

The population of this research was the eleventh grades of Telkom vocational high school Pekanbaru. According to Creswell (2012, p. 142) stated that population is a group of individuals who have the same characteristic. The total population of the eleventh grades students in Computer and Network Engineering major is 120 students from four classes. Then the sample of this research was 30 students. The detail of the population of this research can be seen in table 3.1 as follows:

Table III. 1
The Total Population of the eleventh-grade
students of Telkom Vocational High School
Pekanbaru

Class	Students'
11 TKJ 1	28
11 TKJ 2	32
11 TKJ 3	28
11 TKJ 4	32
Total	120

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2. Sample of the Research

The researcher used simple random sampling technique to take the sample. Arikunto (2016) state that if the population is greater than 100 people, then 10%- 15% or 20%-25% of the total population can be taken. As a result, the researcher took 25% of total population which consist of 30 students divided from each number of classes. The researcher randomly took 30 students’.

Table III. 2
The Sample of the Research

Class	Students’	Sample
TKJ 1	28 x 25%	7
TKJ 2	32 x 25%	8
TKJ 3	28 x 25%	7
TKJ 4	32 x 25%	8
	Total	30

E. Technique of Collecting the Data

1. Scanning Technique Test

Gebhard (1996, p.203) states that scanning is a technique quick reading to locate specific information. For examples, we scan telephone books, catalogs, dictionaries, basically any source in which we need to locate specific information. In Addition, scanning technique adopted Kadek,(2022, p. 77) , can seen based on the figure III.1

Scanning technique test can be seen when the students need to draw the clock based on the time stated in the text, which means the students

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need to find the specific information, which is the information about time in Winnie the Pooh text to be able to draw the time in clock picture and this, is the application of scanning. Then, the teacher also planned to ask students to find main idea of the text, which means the students need to get a whole idea of the text in a short time, which can be seen as implementation of scanning technique.

2. Reading Comprehension Test

This research was multiple choice test consisting of 30 questions formulated in operational concept in report text. Test is one of things that used for collecting data. Based on Arikunto (2006) explain that test is method for measuring the ability of the object.

Table III. 2

Blue Print Reading Comprehension of Report Text

Indicator	Kind of Item
Finding main idea of the text	1, 11, 13
Identifying supporting detail or information	2, 7, 8, 12, 19
Identifying the topic of the text	6
Finding reference word in the text	4, 10, 14, 18
Identifying similar word in the text	3, 9, 13, 17
Finding the conclusion of the text	5, 15, 20

3. Validity of Instrument

According to Cohen et al. (2018, P. 245) Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Addressing validity concerns the nature of what is valid, what validity means, how to know if one has achieved an acceptable level of validity, how

to address validity in research terms and how validity enters design, inferences and conclusions. In addition Winter (2000) in Cohen et al. (2018, P. 245) argue validity regard it as essentially a demonstration that a particular instrument in fact measures what it intends, purports or claims to measure, that an account accurately represents ‘those features that it is intended to describe, explain or theories.

Furthermore, according to Shadish et al. (2002) in Cohen et al (2018, P. 246) identify four main kinds of validity: construct validity, statistical conclusion validity, internal validity and external validity.

Moreover, in this research used construct validity. According to Gay et al. (2012, p. 163) construct validity reflects the degree to which a test measures an intended hypothetical construct. All variables derive from constructs, and constructs are non-observable traits, such as intelligence, mastery idioms, “invented” to explain behavior.

To analyze the validity of the instrument, the researcher conducted a try out by handing 30 students who was not included in the research sample. Furthermore, distributed a questionnaire and test related with mastering idioms and reading comprehension at fifth semester student’s Department of English Education. For the questionnaire and test, the researcher used Excel Program to analyze the data. The researcher compared R_{observed} to R_{table} at significant level of 5% of 30

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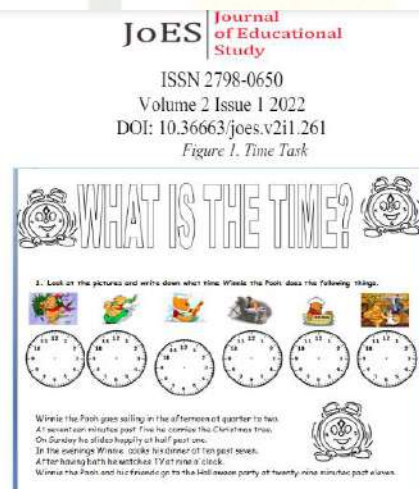
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a. The Validity of Scanning Technique Test

According to Cohen et al. (2018) Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Addressing validity concerns the nature of what is valid, what validity means, how to know if one has achieved an acceptable level of validity, how to address validity in research terms and how validity enters design, inferences and conclusions. Moreover the test adopted Kadek,(2022, p. 77). The figure bellow showing the test of scanning technique.

Figure III. 1
Blue Print of Scanning Test



Based on Figure 1, it can be seen that the skimming-scanning technique can be seen when the students need to draw the clock based on the time stated in the text which means the students need to find the specific information which is the information about time in Winnie The Pooh text to be able to draw the time in clock picture and this is the application of scanning. Then, the teacher also planned to ask students to find main idea of the text which means the students need to get a whole idea of the text in a short time which can be seen as implementation of skimming technique.

(Adopted Kadek A.A.D, 2018: 114)

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b. The Validity of Reading Comprehension Test

Table III.3
Items Validity of Reading Comprehension Test

Items No.	R Observed	R Table	Result
Item 1	.599	0.374	Valid
Item 2	.827	0.374	Valid
Item 3	.552	0.374	Valid
Item 4	.453	0.374	Valid
Item 5	.425	0.374	Valid
Item 6	.492	0.374	Valid
Item 7	.404	0.374	Valid
Item 8	.500	0.374	Valid
Item 9	.461	0.374	Valid
Item 10	.709	0.374	Valid
Item 11	.554	0.374	Valid
Item 12	.557	0.374	Valid
Item 13	.593	0.374	Valid
Item 14	.559	0.374	Valid
Item 15	.460	0.374	Valid
Item 16	.593	0.374	Valid
Item 17	.460	0.374	Valid
Item 18	.411	0.374	Valid
Item 19	.488	0.374	Valid
Item 20	.626	0.374	Valid
Item 21	.552	0.374	Valid
Item 22	.552	0.374	Valid
Item 23	.525	0.374	Valid
Item 24	.626	0.374	Valid
Item 25	.693	0.374	Valid

2. Reliability of Instrument

Reliability has to do with accuracy of measurement. According to Cohen et al. (2018, P. 268) Reliability is essentially an umbrella term for

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dependability, consistency and replicability over time, over instruments and over groups of respondents. The table below is the categories of reliability test used in determining the level of reliability of the test.

Table III.4
The level of Acceptable Reliability

No	Percentage Range	Qualification
1	90 – 100	Excellent
2	70 – 89	Good
3	55 – 69	Enough
4	40 – 54	Poor
5	0 – 39	Very Poor

(Cohen, Manion & Marison, 2018: 114)

The researcher also used the SPSS 25 program to find out whether the Instrument was reliable or not.

- a. Reliability of Reading comprehension test

Table III.6
Reliability Statistics of Reading Comprehension Test

Cronbach's Alpha	N of Items
0.884	30

From the table above, it can be seen the value of Cronbach's Alpha is 0.884. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded that the test is reliable, and the level of reliability is high.

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F. Technique of the Data Analysis

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2)\} - (\sum x^2)(n \sum y^2) - (\sum y^2)}}$$

r_{xy} = Coefficient correlation Pearson-product moment

N = The number of subjects

Y = The students' reading ability as the product moment dependent variable

$\sum x$ = The sum of the X score

$\sum Y$ = The sum of the Y score

$\sum XY$ = The sum of the X and Y

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research purpose was to find out whether there is a significance correlation between student's scanning technique and their reading comprehension of report text at Telkom Vocational High School Pekanbaru. Based on the data on the previous chapter, the researcher concluded that:

1. The results of scanning technique High School Pekanbaru is categorized sufficient, with mean score 75.00
2. The results of students' their reading comprehension of report text at Telkom Vocational High School Pekanbaru is categorized good, with mean score 80.00
3. There was low correlation between student's scanning technique and their reading comprehension of report text at Telkom Vocational High School Pekanbaru. is categorized fair correlation with Coefficient 0.481

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B. Suggestion

From the calculation above, there are some suggestions from further research that are proposed by the researcher:

1. For the lecturer

Based on the result of this research, it is suggested to give students input of idioms as much as possible because the input of idioms will be an encouragement and help students' to comprehend the text. Therefore, introducing idioms can be given by knowing the definition, and use them, and then applying them in daily activities, so the students become familiar with idiom in the text. Moreover, helping to improve their reading skills.

2. For the Students

For language learners, it is suggested to enrich their knowledge and comprehension through idiom if they want to improve their reading comprehension skills. Idioms context can be found in many English sources like books, magazines, newspapers, journals, television, songs, advertisements, etc. so they can be familiar with idioms. The more they master idioms, the more they get better in comprehending the text.

3. For the researcher

When the researcher was conducted the research, she found some students were still unfamiliar with idioms, so she got difficulty choosing idiom that was already familiar and common to students. Moreover, it is also suggested to teach them idioms in reading or speaking. Remembering idiom also gives contribution in comprehending the text, therefore it is

suggested to the next researcher to teach idioms effectively and interestingly to increase their skill in reading comprehension. Hopefully, this suggestion can be beneficial for the next researcher.



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APPENDIX 1

RECOMMENDATION LETTER

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FACULTY OF EDUCATION AND TEACHER TRAINING

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Nomor: Un.04/F.II.4/PP.00.9/8385/2024

Pekanbaru, 06 Mei 2024

Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Kepada
Yth. Kepala Kantor
Kementerian Pendidikan Nasional Kota Pekanbaru
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Cleofatra Utami Br. Sekedang
NIM	: 11714204637
Semester/Tahun	: XIV (Empat Belas)/ 2024
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 Correlation Between Students' Scanning Technique Ability and Their Reading Comprehension on Report Text at SMK Telkom Pekanbaru*

Lokasi Penelitian : SMK Telkom Pekanbaru
Waktu Penelitian : 3 Bulan (06 Mei 2024 s.d 06 Agustus 2024)

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

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Nomor : Un.04/F.II.4.PP.00.9/18984/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 16 Oktober 2023

Kepada

YTH Nurdiana, M.Pd

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 : Cleofatra Utami Br. Sekedang

NIM : 11714204637

Jurusan : Pendidikan Bahasa Inggris

Judul : The Correlation between Students' Scanning Technique Ability and Their Reading Comprehension on Report Text at SMK Telkom Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



arjasik, M.Ag.

P. 19721017 199703 1 004

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APPENDIX 2

RESEARCH INSTRUMENT

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Reading Comprehension Test

Name :

Class :

Instruction

- Answers to all questions are to be recorded on the multiple-choice form, either in the format A-D in the option.
- This test is required as the instrument of the research.
- This test does not influence your school for English subject.

Indicator	Kind of Item
Finding main idea of the text	2, 3, 9, 16, 22, 24
Identifying supporting detail or information	4, 8, 12, 15, 19, 23, 27
Identifying the topic of the text	1,
Finding reference word in the text	5, 6, 7, 10, 20, 26, 28, 30
Finding the conclusion of the text	11, 13, 14, 16, 17, 21, 25, 29

READING COMPREHENSION TEST

Passage 1

Renewable energy sources are becoming increasingly important in our world today. These sources, like solar, wind, and hydroelectric power, offer alternatives to traditional fossil fuels, which contribute to climate change and pollution. Solar power captures energy from the sun using solar panels. Wind power uses wind turbines to generate electricity. Hydroelectric power harnesses the energy of flowing water, often through dams. The shift to renewable energy can help reduce carbon emissions and create a more sustainable future. Many countries are investing in renewable energy projects to decrease their reliance on non-renewable resources.

1. What is the main focus of the report text?

- A) Traditional energy sources
- B) Renewable energy sources
- C) Fossil fuel industry
- D) Environmental pollution

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2.	Which of the following is an example of a renewable energy source mentioned in the text?
	<ul style="list-style-type: none"> • A) Coal • B) Solar power • C) Natural gas • D) Oil
3.	What is the primary advantage of renewable energy sources according to the report?
	<ul style="list-style-type: none"> • A) They help reduce carbon emissions. • B) They are less expensive to produce. • C) They create more pollution. • D) They require more resources.
4.	How does hydroelectric power generate electricity?
	<ul style="list-style-type: none"> • A) By using solar panels • B) By capturing the energy of flowing water • C) By using wind turbines • D) By burning fossil fuels
5.	Why are many countries investing in renewable energy projects?
	<ul style="list-style-type: none"> • A) To decrease their reliance on non-renewable resources • B) To increase carbon emissions • C) To promote the fossil fuel industry • D) To build more dams
6.	Which of the following traditional energy sources contributes to climate change?
	<ul style="list-style-type: none"> • A) Coal • B) Wind power • C) Solar power • D) Hydroelectric power
7.	What are the benefits of investing in renewable energy sources?
	<ul style="list-style-type: none"> • A) Reducing carbon emissions and promoting sustainability • B) Increasing reliance on fossil fuels • C) Reducing the use of solar panels • D) Promoting deforestation and pollution
8.	What is the source of energy for solar power?
	<ul style="list-style-type: none"> • A) The sun • B) The wind • C) Flowing water • D) Fossil fuels
9.	Which of the following describes how wind power generates electricity?
	<ul style="list-style-type: none"> • A) By using wind turbines • B) By capturing solar energy • C) By utilizing flowing water • D) By burning coal
10.	What could be a reason why some countries are investing in renewable energy projects?

Recycling is the process of converting waste materials into new products. It helps reduce the demand for raw materials and decreases the amount of waste that ends up in landfills. Commonly recycled materials include paper, plastic, glass, and metal. Recycling involves collecting and sorting waste, then processing it into raw materials that can be used to manufacture new products. Proper waste management, which includes recycling, composting, and reducing waste, is crucial for protecting the environment. Recycling reduces the carbon footprint and helps conserve energy and natural resources.

11. What is recycling?

- A) Converting waste materials into new products
- B) Disposing of waste in landfills
- C) Reducing the use of raw materials
- D) Processing waste into energy

12. What are some commonly recycled materials?

- A) Paper, plastic, glass, and metal
- B) Wood, rubber, and cotton
- C) Concrete, stone, and soil
- D) Leather, cloth, and ceramics

13. Why is recycling important?

- A) It reduces the demand for raw materials and decreases waste in landfills.
- B) It increases the use of raw materials.
- C) It creates more waste in landfills.
- D) It promotes the use of non-recyclable materials.

14. How does recycling contribute to environmental protection?

- A) By reducing the carbon footprint and conserving natural resources
- B) By encouraging the use of non-renewable resources
- C) By increasing air pollution
- D) By promoting deforestation

15. What does proper waste management include?

- A) Recycling, composting, and reducing waste
- B) Dumping waste in the ocean
- C) Burning all waste materials
- D) Increasing the use of plastic products

16. What is the primary goal of recycling?

- A) To convert waste into reusable materials
- B) To increase the amount of waste in landfills
- C) To encourage the use of non-recyclable materials
- D) To create more products from raw materials

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17. **What is one of the key benefits of recycling?**

- A) It helps conserve energy and natural resources.
- B) It increases the demand for new raw materials.
- C) It reduces the number of recycling facilities.
- D) It promotes the production of single-use plastics.

18. **How does composting contribute to waste management?**

- A) By turning organic waste into nutrient-rich soil
- B) By converting metal into reusable materials
- C) By creating more waste for landfills
- D) By burning organic waste for energy

19. **Which of the following is an example of reducing waste?**

- A) Using reusable bags instead of plastic bags
- B) Disposing of single-use plastics in landfills
- C) Burning waste in incinerators
- D) Using more plastic packaging

20. **Why is it important to sort waste before recycling?**

- A) To ensure that different types of recyclable materials are processed correctly
- B) To make sure all waste goes to landfills
- C) To increase the carbon footprint of recycling
- D) To create more single-use products

Many animal and plant species around the world are considered endangered, meaning they are at risk of extinction. Causes of endangerment include habitat loss, climate change, overhunting, and pollution. Conservation efforts aim to protect these species and restore their populations. Conservation strategies include creating protected areas like national parks, implementing laws to prevent illegal hunting, and breeding programs to increase the population of endangered species. Education and awareness campaigns also play a crucial role in encouraging the public to support conservation efforts.

21. **What does it mean when a species is classified as "endangered"?**

- A) The species is at risk of extinction.
- B) The species is increasing in population.
- C) The species has adapted to new environments.
- D) The species is thriving in its habitat.

22. **Which of the following is a common cause of species endangerment?**

- A) Habitat loss
- B) Increased biodiversity
- C) Conservation efforts
- D) Creation of national parks

23. **What is a key strategy in conserving endangered species?**

- A) Creating protected areas like national parks

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- B) Allowing unrestricted hunting
- C) Encouraging habitat destruction
- D) Reducing breeding programs

24. **Why are breeding programs important for endangered species conservation?**

- A) They help increase the population of endangered species.
- B) They promote illegal hunting.
- C) They encourage the capture of wild animals.
- D) They contribute to habitat loss.

25. **How do education and awareness campaigns support conservation efforts?**

- A) By encouraging the public to support conservation efforts
- B) By promoting habitat destruction
- C) By reducing the population of endangered species
- D) By increasing the demand for illegal hunting

26. **What is one impact of losing endangered species on ecosystems?**

- A) It can disrupt the balance of the ecosystem.
- B) It leads to an increase in biodiversity.
- C) It helps stabilize the ecosystem.
- D) It promotes the growth of new species.

27. **What role do protected areas like national parks play in conservation?**

- A) They provide safe habitats for endangered species.
- B) They encourage hunting and fishing.
- C) They contribute to habitat loss.
- D) They are open to development and construction.

28. **Which of the following contributes to climate change, a common threat to endangered species?**

- A) Excessive carbon emissions
- B) Reforestation projects
- C) Renewable energy sources
- D) Protected wildlife reserves

29. **How can individuals contribute to the conservation of endangered species?**

- A) By supporting conservation organizations and adopting sustainable practices
- B) By buying products made from endangered species
- C) By promoting habitat destruction
- D) By avoiding recycling and composting

30. **What is the purpose of implementing laws to prevent illegal hunting?**

- A) To protect endangered species from extinction
- B) To encourage overhunting
- C) To increase the number of endangered species
- D) To promote the sale of animal products



APPENDIX 3

DOCUMENTATIONS

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CURRICULUM VITAE

Cleofatra Utami Br. Sekedang is the last child of Mr Amran Sekedang S.P, she was born on Pekanbaru, September 6th, 1999. In 2011, She graduated from SDN 004 Tampan Pekanbaru. She also finished her study at MTsN Bukit Raya in 2014 and MA Islamic Tangerang Selatan 2017. In 2017, she was accepted to be student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On August 2020, she was doing KKN (*Kuliah Kerja Nyata*) program in Putri Tujuh Pekanbaru. Then, on October 2020, she was doing Pre-Service Teacher Practice (PPL) program at Telkom Vocational High School Pekanbaru. To fulfil requirements for undergraduate Degree in English Education, she conducted the research by the thesis entitled **“THE CORRELATION BETWEEN STUDENTS’ SCANNING TECHNIQUE ABILITY AND THEIR READING COMPREHENSION ON REPORT TEXT AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU”**

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