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State Islamic University of Sultan Syarif Kasim Riau

**THE RELATIONSHIP BETWEEN STUDENTS' SCANNING
TECHNIQUE AND THEIR READING COMPREHENSION
ON EXPOSITION TEXT AT HIMMATUL UMMAH
ISLAMIC SENIOR HIGH SCHOOL KAMPAR**



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BY:

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ISLAMIC SENIOR HIGH SCHOOL KAMPAR**



BY:

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12110421986

Thesis

Submitted as Partial Fulfillment of the Requirements
For Bachelor's Degree of 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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Pekanbaru,
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Pekanbaru, November 19th 2026
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ABSTRACT

Rodia Putri Nita (2025): The Relationship Between Students' Scanning Technique and Their Reading Comprehension on Exposition Text at Himmatul Ummah Islamic Senior High School Kampar

This research aimed at finding out the correlation between students' scanning reading technique and their reading comprehension ability on Exposition text at Senior High School of Islam Himmatul Ummah Kampar. Quantitative approach was used in this research with correlational design. The samples of this research were 30 the eleventh-grade students selected by using simple random sampling method. Data were collected through questionnaire to measure scanning ability and test to measure reading comprehension test. The research findings showed that both students' scanning ability and reading comprehension were in very high category with mean scores 84.7 and 88.6 respectively. Analysis with Pearson Product Moment showed a strong positive correlation ($r = 0.913, p < 0.01$) between students' scanning technique and their reading comprehension ability. Thus, the better students' scanning ability was, the higher their reading comprehension ability on Exposition text would be. The researcher recommended that English teachers should teach scanning technique explicitly to increase the effectiveness and results of student reading comprehension.



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ABSTRAK

Rodia Putri Nita (2025): Hubungan Antara Teknik Scanning Siswa dan Pemahaman Membaca pada Teks Eksposisi di MA Himmatul Ummah Kampar

Penelitian ini bertujuan untuk mengetahui hubungan antara teknik membaca scanning siswa dengan kemampuan pemahaman membaca mereka pada teks eksposisi di SMA Islam Himmatul Ummah Kampar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian berjumlah 30 siswa kelas XI yang dipilih secara acak sederhana. Data dikumpulkan melalui angket untuk mengukur kemampuan scanning dan tes untuk mengukur tes pemahaman membaca. Hasil penelitian menunjukkan bahwa baik kemampuan scanning maupun pemahaman membaca siswa berada pada kategori sangat tinggi, dengan nilai rata-rata masing-masing 84,7 dan 88,6. Analisis menggunakan Pearson Product Moment menunjukkan adanya hubungan positif yang kuat ($r = 0,913$, $p < 0,01$) antara teknik scanning dan kemampuan pemahaman membaca siswa. Dengan demikian, semakin baik kemampuan scanning siswa, semakin tinggi pula kemampuan mereka memahami teks eksposisi. Peneliti merekomendasikan agar guru bahasa Inggris mengajarkan teknik scanning secara eksplisit untuk meningkatkan efektivitas dan hasil pemahaman membaca siswa.

راضية فوتري نيتا، (٢٠٢٥): علاقة بين تقنية القراءة السريعة لدى التلاميذ ومهارة فهمهم للمقروء في نصوص العرض في مدرسة همة الأمة الثانوية الإسلامية كامبار

هذا البحث يهدف إلى معرفة العلاقة بين تقنية القراءة السريعة لدى التلاميذ وقدرتهم على فهم المقروء في نصوص العرض في مدرسة همة الأمة الثانوية الإسلامية كامبار.

اعتمد هذا البحث على المنهج الكمي بتصميم العلاقة الارتباطية. بلغت عينة البحث تلميذا من الصف الحادي عشر تم اختيارهم بطريقة العينة العشوائية البسيطة. تم جمع البيانات من خلال استبيان لقياس مهارة القراءة السريعة واختبار لقياس فهم المقروء. أظهرت نتائج البحث أن مستوى مهارة القراءة السريعة ومستوى فهم المقروء لدى التلاميذ يقعان في الفئة العالية جدا، حيث بلغ متوسط الدرجات ٨٤,٧ و ٨٨,٦ على التوالي. وأظهر تحليل معامل الارتباط بيرسون أن هناك علاقة إيجابية قوية بين تقنية القراءة السريعة وفهم المقروء لدى التلاميذ (معامل الارتباط = ٠,٩١٣)، وقيمة الدلالة الإحصائية p أقل من ٠,٠١. وبناء على ذلك، كلما ارتفعت مهارة التلاميذ في القراءة السريعة ارتفعت قدرتهم على فهم نصوص العرض. وتحصي الباحثة بأن يقوم معلمو اللغة الإنجليزية بتعليم تقنية القراءة السريعة بشكل صريح من أجل رفع فاعلية مهارات فهم المقروء لدى التلاميذ.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an interaction process between the reader and the text that leads to comprehension. It signifies that a dialogue occurs between the reader and the text during the act of reading. Based on Brown (2004 cited in Yulianah & Lasim 2020, p. 63) In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. When developing tests of general language proficiency, reading—possibly the most important skill for success in all educational contexts—continues to be of utmost importance. Maxom (2009) states that, reading is one of the most important skills in language learning because it reinforces students' abilities in speaking, listening, and writing.

Reading should use their previous knowledge, strategy and skill to comprehend the text because the last process of reading is comprehension. So reading comprehension is the result of reading. Reading comprehension is a critical component of academic success. It requires the capacity to comprehend, decipher, and evaluate textual materials. Klinger (2007), states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, knowledge and fluency. Understanding written materials requires a variety of cognitive abilities, such as the capacity to decode, comprehend, and evaluate data. Mikulecky, and Linda (2007) states that reading comprehension involves

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specific thinking processes. It means that to get the information in the text, we must know meaning and understanding contain of the text.

Students are required to read regardless of their skill level. The problem is that most of them find it difficult to fully comprehend the content, especially in academic texts that sometimes have long paragraphs and a lot of new terms. This is due to the fact that comprehension is a difficult process that necessitates the students' past knowledge. Therefore, comprehension won't just happen without using any strategies because, in reality, using strategies when reading will help students understand the material and overcome any problems or knowledge gaps throughout reading activities, boosting their comprehension.

Flavell (1979) states that effective readers use metacognitive strategies—planning, monitoring, and evaluating—to control their understanding. Numerous reading strategies stimulate this metacognitive process, resulting in enhanced understanding, students that employ technique more efficiently are likely to demonstrate elevated levels of comprehension. According to Rumelhart (1980) Schema theory explains that comprehension depends on how well the reader's background knowledge (schema) connects with the text. Techniques such as predicting, previewing, and questioning help activate prior knowledge. Therefore, techniques that activate schema contribute to improved comprehension. Pressley (2000) argues that good readers use multiple strategies such as questioning, summarizing, and monitoring. Strategy use is one of the strongest predictors of reading comprehension. The understanding performance increases with the frequency and effectiveness of technique use.

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According to Rong and Xiaome (2006, cited in Khairiyani 2012), reading strategy has been regarded as one of the key elements that support students' growth in reading comprehension since the late 1970s. There are a wide variety of text types in the context of reading. Exposition text is one of them. An exposition text is a type of literature that tries to describe, explain, or educate readers on a certain subject or concept. It presents a clear thesis and supports it with logical arguments and evidence. According to Susanto et al. (2016), an exposition text is an analytical piece that requires precision in presenting arguments to support the writer's opinion. This type of writing is essential for developing critical thinking and effective communication skills. Exposition texts are commonly used in academic and professional settings to convey information objectively and systematically.

To comprehend such a text like exposition text which has a long text and so many importance information, someone has to be able to identify the exactly importance information between so many sentences in this kind of text. By using scanning techniques, readers can swiftly find specific information without having to read every word. This ability is especially helpful in professional, academic, and everyday contexts where time restraints frequently call for effective reading strategies. Readers can increase their capacity to extract pertinent information by using scanning strategies, which will improve their understanding and retention in general. Scanning is effective in the process of quickly searching for particular piece or pieces of information in a text (Masada & Evitarini, 2022). The main effectiveness of scanning is to extract specific

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information without reading the whole text, which relates into fast reading activity (Lubis et al., 2022). Nuttal (1996) states that scanning helps readers handle large texts efficiently by directing attention to relevant parts. Grabe & Stoller (2013) argue that scanning increases processing speed and helps readers extract essential information more effectively. Harmer (2001) emphasizes that scanning is essential for academic reading because it allows learners to quickly access the information needed for comprehension tasks. Which is meant by scanning technique, it can really help students' reading comprehension.

The scanning method is swiftly traversing the page with the eyes to locate certain words or phrases. Frequency scanning is one of the many techniques students use to improve their reading comprehension, and it has drawn notice for its potency. Frequency scanning helps with understanding and retention by quickly skimming a text to find important details and recurrent themes. When working with exposition texts—which are meant to inform or explain and frequently offer intricate concepts and thorough explanations—this tactic is especially pertinent. Quickly scanning a text for important details and reoccurring themes is known as frequency scanning. This method facilitates a deeper comprehension of the material overall in addition to quickly identifying specific information. In senior high school (usually grades 10–12), reading is essential to students' academic growth, particularly as they become ready for college or the workforce. Students are supposed to have more sophisticated reading abilities at this point, such as critical reading, analytical reasoning, and the capacity to understand challenging literature in a range of subject areas.

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Reading is an important skill for senior high school students to learn. It fosters the growth of pupils' critical thinking, memory, concentration, and problem-solving abilities.

Students may struggle to understand the meaning of words, phrases, and other texts. Numerous things can contribute to this, such as inadequate reading techniques, inability to focus, and trouble comprehending lengthy sentences. Sometimes students are not able to understand the text because they have limited vocabulary and less do not understand grammar well. Many individuals are too indolent to read books these days. A person who is too indolent to read has a lower degree of comprehension. As a result, people who are too sluggish to read will inevitably have trouble understanding the books' contents. 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). This capacity allows individuals to avoid having to read every word and line; in fact, it may even make it more difficult for them to scan correctly. The level of student success in using the scanning reading technique can be seen from the predetermined indicators, such as finding the main idea, getting certain ideas and others.

Based on preliminary interview with the English teacher at Himmatal Ummah Senior High School Kampar. The teacher claimed that when learning English, students frequently had difficulties. They find it challenging to respond when answering test or other questions. Actually, being too lazy to read is the

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biggest issue. Many students in this school are reluctant to read the content that appears on paper tests and are bashful when their teachers ask them to read the books. It resulted in the students not understanding the text's meaning when they were presented with it. In addition, a lot of pupils still read the entire material to learn about it. Because of this circumstance, the allotted time for completing the task is insufficient. Additionally, some of them struggle to read texts because they lack vocabulary, and some even turn to dictionaries to look for words. Occasionally, students only concentrate on the challenging words found in the book. They remained motionless until they understood it. The majority of them then seldom ever comprehend the content of the text. They just guessed the solution, which prevents the average English language score of the students in this school from reaching KKM.

There are some previous studies which are relevant with the topic of the correlation between students' scanning technique and their reading comprehension. A research by Aditya Ridho Fatmawan, Ni Putu Artila Dewi, & I Putu Agus Dharma Hita (2023) entitled "Skimming And Scanning Technique: Is It Effective For Improving Indonesian Students' Reading Comprehension?" shows demonstrates the effectiveness of skimming and scanning techniques in cutting down on reading task time. Next, according to Nur Sehang Thamrin (2012), using the scanning technique greatly improves pupils' reading comprehension. Additionally, the essay titled "This article reviews how scanning technique contributes to reading comprehension" was written by Asriana Zainal Abidin (2020). This research is different from previous related

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studies above in several ways. Most earlier studies discussed reading strategies in general or focused on several strategies at once. In contrast, this study only focuses on one specific strategy, which is the scanning technique. It also connects this technique directly to students' reading comprehension, especially on exposition texts. Another difference is the setting. This study was conducted at Himmatal Ummah Islamic Senior High School Kampar, which gives a more specific and local context. While other studies might have used different types of texts, such as narrative or descriptive texts, this study uses exposition texts, which have their own characteristics and challenges. Therefore, this research gives a new contribution by focusing on a specific technique, text type, and school setting.

Based on the explanation above, the research is interested in carrying out the research entitled: "The Relationship between Students' Scanning Technique and Their Reading Comprehension on Exposition Text at Himmatal Ummah Islamic Senior High School Kampar".

B. Problem of the Research**1. Identification of the Problem**

From the background above, there are some problems that can be identified dealing some of the students of Himmatal Ummah Islamic Senior High School Kampar, they can be identified as follows:

- a. The relationship between students' frequency scanning strategy and their reading comprehension on exposition text.
- b. How often students use scanning strategy.

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- c. The students still have limited vocabulary.
- d. The students are less do not understand grammar.
- e. The students are lazy to read the text that exists in paper test.

2. Limitation of the Problem

Based on the identification of the problem above, there are several problems involving in this research. The researcher restricted the problem to the students' frequency scanning approach and reading comprehension on exposition texts in order to prevent bias in the problem emphasis.

3. Formulation of the Problem

The problem of this research can be formulated in following questions

- a. How is the students' scanning technique at Himmatul Ummah Islamic Senior High School Kampar?
- b. How is the students' reading comprehension on exposition text at Himmatul Ummah Islamic Senior High School Kampar?
- c. Is there any significance correlation between the students' scanning technique and their reading comprehension on exposition text at Himmatul Ummah Islamic Senior High School Kampar?

The Objective and Significance of the Research**1. Objective of the Research**

- a. To describe the students' scanning technique at Himmatul Ummah Islamic Senior High School Kampar
- b. To describe the students' reading comprehension on exposition text at Himmatul Ummah Islamic Senior High School Kampar



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- c. To test the correlation between the students' scanning techniques and their reading comprehension on exposition text at Himmatal Ummah Islamic Senior High School Kampar

2. Significant of the Research

After conducting this research, the writer hopes the research finding of the research will give benefit and valuable as follow.

This research contributes to the theoretical understanding of reading strategies, particularly scanning techniques, within the broader framework of reading comprehension theory. By examining the relationship between scanning and students' ability to comprehend exposition texts, this study offers empirical evidence that supports or challenges existing cognitive and linguistic theories of reading. It reinforces the notion that strategic reading behaviors, such as scanning, play a crucial role in the processing of informational and argumentative texts, which are common in academic contexts. Furthermore, it may contribute to the development of models and frameworks in applied linguistics and educational psychology regarding how students interact with and extract information from texts efficiently.

Practically, this research provides insights for English language teachers, especially those teaching at the senior high school level, on the importance of teaching and encouraging scanning techniques to enhance reading comprehension. The findings can help educators at Himmatal Ummah Islamic Senior High School Kampar, and potentially other similar institutions, to design targeted interventions and instructional strategies that

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improve students' reading proficiency in exposition texts. Curriculum developers and policymakers may also benefit from this research by integrating effective reading strategies into English language learning programs. Ultimately, students stand to gain from improved reading outcomes, which are critical for academic success across subjects that require comprehension of expository material.

D. Definition of the Key Terms

To minimize misinterpretation and provide a better understanding of the terms used in this research, it is best to define each phrase. The definitions of terms are explained below:

1. Reading Comprehension

According to Snow (2002), reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". In this research, reading comprehension is the ability to read, process, and comprehend material based on two interconnected skills: word reading (the ability to decipher symbols on a page) and language comprehension (the ability to understand the meaning of words and phrases).

2. Exposition Text

According to Susanto et al. (2016), an exposition text is an analytical piece that requires precision in presenting arguments to support the writer's opinion. In this research, exposition text is a form of writing that aims to explain, describe, or inform readers about a specific topic or idea.

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3. Scanning Technique

According to Day and Bamford (1998) scanning is the process of investigating, or checking by systematic search. Scanning is a technique used to look for specific pieces of information in the text. The objective of this birds-eye method of information searching is to uncover specific data. Keywords and quick eye movements are used to obtain relevant information quickly. In this research, Scanning is an activity of finding specific information in a text by moving your eyes and searching for a certain keyword or piece of information is known as scanning.

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BAB II

LITERATURE REVIEW

A. Theoretical Framework

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

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is a crucial language ability since it allows people to obtain a lot of 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) said that reading is a set of abilities that entails getting meaning from the written word and making sense of it.

Reading comprehension is the process by which a reader derives meaning from a text. Understanding, interpreting, and critically engaging with written language is required, in addition to the capacity to read words. According to Snow (2002), reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". This definition highlights that reading comprehension requires both decoding and cognitive engagement with the content.

Effective reading comprehension depends on various components such as background knowledge, vocabulary, linguistic understanding,

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and the use of appropriate reading strategies. Readers must actively connect prior knowledge with new information, infer meanings, and synthesize ideas to grasp the full meaning of a text. As Cain and Oakhill (2006) emphasize, "Good comprehension requires the integration of multiple skills and knowledge bases, which must be coordinated in a fluent and flexible manner". This multidimensional nature makes reading comprehension a complex but essential skill for academic success and lifelong learning.

Moreover, research suggests that reading comprehension is influenced by both text characteristics and reader-related factors. Text complexity, genre, and structure can impact how easily readers understand information. Reader-related factors such as motivation, interest, and cognitive strategies also play a pivotal role. Kintsch and Rawson (2005) argue that "comprehension is a dynamic process in which the reader continuously updates a mental representation of the text". Thus, comprehension is not a static outcome but a continuous construction of meaning.

In educational settings, fostering reading comprehension involves teaching students explicit strategies for understanding text and providing opportunities to apply those strategies across a range of texts. Instructional approaches such as reciprocal teaching, summarization, questioning, and visualization have been shown to enhance comprehension. According to Duke, Pearson, Strachan, and Billman

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(2011), "Effective comprehension instruction is explicit, intentional, and includes modeling of strategies by teachers". Therefore, reading comprehension is not only a skill but also a teachable and learnable process.

b. Component of Reading

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas:

1) Phonemic Awareness

Phonemic awareness is typically defined as the realization that spoken words are composed of discrete units of sound that blend together when uttered. However, it can also be defined as the ability to hear and produce the individual sounds in words, divide or segment words into their component sounds, blend distinct sounds into words, and recognize words that sound similar or different.

2) Phonics

Understanding phonics and the goal of phonics instruction is to think about how written language was developed. Spoken language existed for a long time before the need for written communication prompted the development of numerous alphabets. When people began constructing alphabet letters to represent the sounds of their

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spoken language, they realized the necessity for a system of rules to ensure consistency in spelling from word to word.

3) Fluency

Years ago, "fluency" was defined as quick word recognition that freed up space in the reader's working memory for use in interpreting the text's message. That is, fluent readers use less effort in word recognition and so have more accessible for comprehension. Later studies of fluency (Rasinski, 1990; Hooks & Jones, 2002) expanded this understanding by clarifying that fluency can also involve grouping words within a sentence into phrases that make what is read easier to comprehend. Grouping words into meaningful phrases and reading with expression helps the reader understand the text by making what is being read resemble natural speech.

4) Vocabulary

Vocabulary is important for reading to learn as well as learning to read. Children need to understand the meanings of the words they read if they are to learn from what they read (Nagy & Scott, 2000). Baker, Simmons, and Kameenui (1995) tell us that "vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material."

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5) Comprehension

Comprehension entails creating reasonable and correct meaning by connecting what has been read to what the reader already knows and reflecting on all of this information until it is comprehended. Reading teaching ultimately aims to improve comprehension. While proficient decoding is an important aspect of skillful reading (Block & Pressley, 2002), it should be viewed as a prerequisite to excellent comprehension rather than an aim in itself.

c. Aspect in Reading

Reading comprehension is a complex cognitive process that involves multiple interrelated components. The most fundamental components include decoding, vocabulary knowledge, syntactic awareness, background knowledge, and inferencing skills. Decoding allows readers to translate written symbols into phonological forms, a foundational skill that supports fluency. As readers become more fluent, cognitive resources are freed up to focus on meaning-making rather than word recognition. According to Hoover and Gough (1990), "reading comprehension is the product of decoding and linguistic comprehension", emphasizing the dual importance of decoding and understanding language. Moreover, according to Burns, Roe, and Ross in *Teaching Reading in Today's elementary schools* (1984, p.2), the aspects of reading are explained that reading act has two components, they are reading process and reading product. They believe that the

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outcome of the reading act is the result of applying specific process elements in the right order.

Vocabulary knowledge plays a critical role in understanding texts.

Without a robust vocabulary, readers struggle to derive meaning, even if they can decode the words. Beck, McKeown, and Kucan (2002) assert that "vocabulary is strongly related to reading comprehension; children with richer vocabularies tend to comprehend text better". In addition, syntactic awareness, or understanding the grammatical structure of sentences, aids in parsing meaning from complex texts. For example, knowledge of how different clauses relate can help readers understand cause-effect relationships or contrasts within a passage.

Another important factor is background knowledge, which enables readers to relate new information to what they already know. According to schema theory, comprehension is an active process that integrates text and past knowledge. As Anderson and Pearson (1984) note, "comprehension is influenced by the reader's background knowledge, which serves as a framework for interpreting new information". This is particularly relevant in content-heavy texts, where assumptions about the reader's familiarity with the topic are often made implicitly.

Finally, inferencing—the ability to read between the lines—is a higher-order skill that enables readers to construct meaning beyond the literal text. Skilled readers use inference to fill in gaps, understand implicit information, and predict outcomes. Cain, Oakhill, and Bryant

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(2004) found that "inferencing ability is a unique predictor of reading comprehension performance, independent of vocabulary and decoding skills". These findings highlight the multifaceted nature of reading comprehension and the need to develop all its components for effective reading instruction.

in line with the arguments above, Sridharan and Said (2020) stated that there are five aspects of EFL reading comprehension such as determining main idea, identifying reference, making inference, detailing information, and interpreting vocabulary.

1) Determining main idea

To recall important information from a reading can be taken from the main idea of text (Satriani, 2018, p.19). Finding the main idea allows the reader to understand the points that the author is attempting to make in the text. So, when readers strive to identify the key idea, it can help them better understand the content. The main idea can be found in the first, middle, and last sentences. If students already know what the main idea is, it become easier for students to know and understand the reading text.

2) Identifying reference

The word reference means pronoun. In reference, students must understand the pronouns used in the text. Singular or plural, places, people, and situations are usually used in the text.

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3) Making inference

Making inference is a crucial aspect of good reading for readers. Readers need to draw a conclusion and make meaning from the text (Gilakjani & Sabouri, 2016). To draw conclusion, the readers must be able to connect prior knowledge with textual information.

4) Detailing information

Detailed information is used to assess students' ability to understand the material immediately included in the textbook. So, from this aspect, it checks whether students can understand the text or not.

5) Interpreting vocabulary

Students often find a lot of new vocabulary when reading text. So, it is necessary to master a large vocabulary. If they master a lot of vocabulary, students will find it easier to understand the text.

d. Reading Comprehension Assessment

According to Ordetx, Kirstina (2021) Reading Assessments are the tools and methods used by educators to improve student learning. Reading evaluations can be used for a wide range of objectives and take many different forms. They can be formal or informal and have several facets. Since they reflect both the process (how the student learns best) and the outcome (what the student has learned), they aid in the quantitative and qualitative analysis of the learner's performance.

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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 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.

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In addition, Fikriyah et al. as cited in Sari et al. (2023) argues that indicators of reading comprehension are

- 1) Determining the main idea of each paragraph in the reading text
- 2) Answering questions about the contents of the reading text
- 3) Making conclusions from the reading text
- 4) Retell the content of the text that has been read

2. Exposition Text

a. Defenition Exposition Text

An exposition text is a form of writing that aims to explain, describe, or inform readers about a specific topic or idea. It presents a clear thesis and supports it with logical arguments and evidence. Exposition texts are commonly used in academic and professional settings to convey information objectively and systematically. According to Susanto et al. (2016), an exposition text is an analytical piece that requires precision in presenting arguments to support the writer's opinion. This type of writing is essential for developing critical thinking and effective communication skills.

Structurally, an exposition text typically consists of three main parts: the thesis, the arguments, and the conclusion. The thesis introduces the topic and states the writer's position. The arguments provide supporting evidence and reasoning to justify the thesis. Finally, the conclusion summarizes the main points and reinforces the writer's

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stance. This structure ensures clarity and coherence, allowing readers to follow the writer's line of reasoning easily..

There are two primary types of exposition texts: analytical and hortatory. An analytical exposition presents arguments to support a particular point of view, aiming to convince the reader that something is the case. In contrast, a hortatory exposition not only presents arguments but also urges the reader to take specific actions or adopt certain behaviors. Derewianka and Jones (2012) explain that while analytical expositions focus on persuading that something is, hortatory expositions aim to persuade that something should be. Understanding these distinctions is crucial for writers to effectively tailor their messages to their intended audiences.

The importance of exposition texts in education lies in their role in enhancing students' critical thinking and writing abilities. By engaging in exposition writing, students learn to organize their thoughts, present logical arguments, and communicate their ideas clearly. Kemala et al. (2020) found that students often face challenges in writing exposition texts, particularly in structuring their arguments and using appropriate language features. Therefore, incorporating exposition writing into the curriculum can provide students with valuable opportunities to develop essential academic skills.

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b. Structure of Exposition Text

An analytical exposition text is a type of argumentative writing that aims to persuade readers by presenting a logical sequence of arguments. This text type is commonly used in academic contexts to discuss issues of significance. The structure of an analytical exposition text is crucial for effectively conveying the author's viewpoint and convincing the audience. According to Gerot and Wignell (1994), the generic structure of an analytical exposition text comprises three main components: thesis, arguments, and reiteration.

The first component, the thesis, introduces the topic and states the writer's position. It serves as the foundation for the subsequent arguments and provides a preview of the points that will be discussed. The thesis is typically presented in the opening paragraph to establish the context and engage the reader. As noted by Gerot and Wignell (1994), the thesis outlines the arguments to be presented, setting the stage for the persuasive discourse.

Following the thesis, the text presents a series of arguments that support the writer's position. Each argument consists of a point and its elaboration, providing evidence, examples, or reasoning to substantiate the claim. This section is critical for building the case and persuading the reader of the validity of the writer's viewpoint. According to Gerot and Wignell (1994), each argument should restate the main argument outlined in the preview and develop it with supporting details.

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The final component, reiteration, restates the writer's position and summarizes the main arguments presented. This conclusion reinforces the thesis and leaves a lasting impression on the reader. As Gerot and Wignell (1994) explain, reiteration is used to restate the writer's position against the reader, effectively concluding the persuasive text. The example of the structure of exposition text can be seen as follow

The Impact of 5G Technology on Society: Advancements and Concerns

Introduction / Thesis:

The deployment of 5G technology promises unprecedented speed and connectivity, heralding a new era of communication. However, a nuanced examination is required to understand both its potential advancements and the concerns it raises.

Arguments:

The advantages of 5G technology include faster internet speeds, enhanced connectivity for Internet of Things (IoT), and improved communication networks. However, concerns revolve around issues like cybersecurity threats, potential health risks, and the digital divide. Striking a balance between the benefits and risks is crucial for a responsible and seamless integration of 5G into society.

Reiteration:

In conclusion, while 5G brings forth transformative possibilities, addressing its associated challenges is paramount. A comprehensive and collaborative approach involving technology experts, policymakers, and the public is necessary to ensure a secure and inclusive digital future.

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3. Scanning Technique

a. Definition of Scanning Technique

Scanning is a targeted reading strategy that enables readers to swiftly locate specific information within a text without engaging in a thorough reading of the entire content. This technique is particularly beneficial when searching for particular details such as names, dates, or keywords. Scanning technique is reading quickly in order to locate particular data. Scanning is a technique that requires concentration and can be surprisingly tiring. Scanning is effective in the process of quickly searching for particular piece or pieces of information in a text (Masada & Evitarini, 2022). In addition, according to Hedge (2000), scanning involves quickly glancing through a text to find specific information, like a name or a date, or to get an initial impression of whether the text is appropriate for a certain purpose. The main effectiveness of scanning is to extract specific information without reading the whole text, which relates into fast reading activity (Lubis et al., 2022). In conclusion, scanning technique deals with eyes movementin quickly down the page seeking specific words or phrases. This method is especially useful when the reader has a clear idea of the information they are seeking.

The primary goal of scanning is to efficiently retrieve specific information without the need to read every word. This approach is advantageous in various contexts, such as locating a phone number in a directory, finding a particular statistic in a report, or identifying a

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specific event in a historical timeline. By focusing on locating specific details, scanning helps readers save time and enhances their ability to process information quickly. McWhorter (2014) emphasizes that scanning allows readers to locate specific information quickly, which is particularly important for improving reading efficiency.

In educational settings, the scanning technique has been shown to improve students' reading comprehension, especially in identifying specific information. For instance, Rambe (2019) reported that teaching reading using the scanning technique was effective in improving students' reading comprehension, as evidenced by the higher post-test scores compared to the pre-test.

Moreover, the scanning technique has been found to be effective across various educational levels and text types. Hotimah and Fachrurrozy (2020) observed that students taught using the scanning technique showed improved reading comprehension in narrative texts, with the experimental class achieving higher post-test scores compared to the control class. Additionally, Husda (2019) found that the scanning technique significantly affected students' achievement in reading comprehension, as indicated by the higher t-observed value compared to the t-table value. These findings suggest that the scanning technique is a versatile and effective strategy for enhancing reading comprehension across different contexts.

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b. The implementation of Scanning Technique

According to Arundel in Reading and Study Skill Lab as cited in Tamasi (2013), there are several steps to maximize the use of scanning system on reading comprehension

- 1) Keep in mind at all the time what is you are searching for.
- 2) Anticipate in what form the information is likely to appear numbers, proper nouns, etc.
- 3) Analize the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But If the material is long or difficult, it may be neccessary to determine which part of the article to scan.
- 4) Let your eyes run rapidly over several lines of print at a time.
- 5) Read the entire sentence when you find the sentence that has the information you seek.

B. Relevant Research

Aditya Ridho Fatmawan, Ni Putu Artila Dewi, & I Putu Agus Dharma Hita (2023) entitle: Skimming And Scanning Technique: Is It Effective For Improving Indonesian Students' Reading Comprehension?. Skimming and scanning are reading techniques that involve quick eye movements and the use of keywords to swiftly navigate through text, each serving slightly different purposes. Skimming entails reading rapidly to obtain a general overview of the material, whereas scanning involves reading rapidly to locate specific facts. In essence, skimming provides readers with a sense of the overall information

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contained in a section, while scanning assists readers in pinpointing particular details. This study conducted a comprehensive review of existing literature using a systematic approach. The systematic literature review (SLR) method entails a structured process of gathering, evaluating, and analyzing pertinent information from diverse sources, followed by synthesizing the findings to draw conclusions. The findings revealed that skimming and scanning are seemingly straightforward reading strategies. Employing skimming and scanning strategies proves effective in enhancing students' comprehension in reading tasks. In the scope of Indonesian students, it was found that the skimming and scanning give positive effect toward students' reading comprehension, especially in speed reading and reading improvement. In conclusion, skimming and scanning strategies are efficient in reducing time consumption during reading tasks.

Nur Sehang Thamrin (2012) entitle: Scanning Technique In Developing Students Reading Comprehension. One of the objectives of teaching English for university students is the students are expected to understand the reading text. However, it is very difficult for the students to catch the message from the reading text as they have limited words and reading strategies. This research was intended to solve the students' problem relating to the reading comprehension. The aim of this research is to prove whether the implementation of scanning technique is effective to develop students reading comprehension. Pre- experimental research design is implemented as the resercher only used

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one class experimental. In choosing the sample of the research, purposive sampling technique is applied. In collecting the data the researcher administered test; pre-test and post-test. Pre- test is used to find out the students' real competence in doing the reading test, while post- test is used to determine the effect of scanning technique in developing the students' reading comprehension. After analysing the data statistically, the result shows that there is a significant improvement toward the students' competence in reading comprehension. The score of the students' test increases from 4.48 of pre-test to 9.1 of post test. It means that the implementation of scanning technique contributes significantly toward the students' reading comprehension

Asriana Zainal Abidin (2020) entitle: 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.

Silvia Oktavianni (2023) entitle: Skimming And Scanning Techniques For Teaching Reading Comprehension At The Eleventh Grade Of Sma It Nur

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Hidayah Sukoharjo In Academic Year 2022/2023. This research describes about skimming and scanning techniques for teaching reading comprehension at the eleventh grade of SMA IT Nur Hidayah Sukoharjo in academic year 2022/2023.

The objectives of this research were, (1) to describe how is the process of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023, and (2) to describe the problems of teaching reading comprehension by using skimming and scanning at the eleventh grade of SMA IT Nur Hidayah in academic year 2022/2023. In doing this research, the researcher used descriptive qualitative method. This research was conducted at SMA IT Nur Hidayah Sukoharjo located Jl. Pandawa No. 10 Pucangan, Kartasura, Sukoharjo and subject of the research is English teacher and three students at eleventh-seven grade students of SMA IT Nur Hidayah. The techniques collecting the data used are observation, interview, and documentation. The techniques of analyzing data used are collecting the data, data reduction, data display, and drawing conclusion used triangulation to check the validity of the data.

This research is different from previous related studies above in several ways. Most earlier studies discussed reading strategies in general or focused on several strategies at once. In contrast, this study only focuses on one specific strategy, which is the scanning technique. It also connects this technique directly to students' reading comprehension, especially on exposition texts. Another difference is the setting. This study was conducted at Himmatul Ummah Islamic

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Senior High School Kampar, which gives a more specific and local context.

While other studies might have used different types of texts, such as narrative or descriptive texts, this study uses exposition texts, which have their own characteristics and challenges. Therefore, this research gives a new contribution by focusing on a specific technique, text type, and school setting.

Operational Concept

The key to preventing miscommunication in research is the operational concept, which should be translated into specific phrases that are easy to measure because it is still operating in an abstract from the study planning. 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 which are the students' scanning technique and their reading comprehension on exposition text, if the two variable are highly related, scores on one variable can be used to predict scores on the other variable. The framework of the variables' relation can be seen on the chart below:

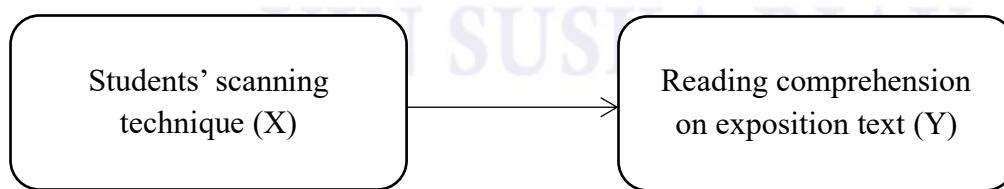


Chart II.1 The framework of the variables' relation

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Variable X is that students' scanning technique. X variable is independent variable. According to Arundel in Reading and Study Skill Lab as cited in Tamsi (2013), there are several steps to maximize the use of scanning system on reading comprehension

1. The students are able to keep in mind at all the time what is they are searching for.
2. The students anticipate in what form the information is likely to appear numbers, proper nouns, etc.
3. The students analize the organization of the content before starting to scan.
4. The students let their eyes run rapidly over several lines of print at a time.
5. The students read the entire sentence when you find the sentence that has the information you seek.

Variable Y is the students' reading comprehension ability. Y is dependent variable. Based on Fikriyah et al. as cited in Sari et al. (2023), there are 4 indicators of reading comprehension on exposition text, as follows:

1. The students are able to determining the main idea of each paragraph in the exposition text
2. The students are able to answering questions about the contents of the exposition text
3. The students are able to making conclusions from the exposition text
4. The students are able to retell the content of the exposition text that has been read

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D. Assumption and Hypothesis of Research

1. Assumption

Before constructing the hypothesis, the researcher would like to offer assumption. In this research, the researcher assumes that the higher the students' scanning technique, the better their reading comprehension on exposition text.

2. Hypothesis

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

Ho: There is a significant the correlation between students' scanning technique and their reading comprehension on exposition text at Himmatal Ummah Islamic Senior High School Kampar.

Ha: There is a significant the correlation between students' scanning technique and their reading comprehension on exposition text at Himmatal Ummah Islamic Senior High School Kampar.

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CHAPTER III

RESEARCH METHOD

A. The Research Design

This research uses quantitative research with correlational method.

Aliaga and Gunderson (2000) Quantitative research is “Explaining phenomena by collecting numerical data that are this study is conducted using a correlational method. According to McCombes, (2019), “a correlational research design measures a relationship between two variables without the researcher controlling either of them”. Common correlational methods include surveys, observation, and archival data analysis. While correlation does not prove causation, large, high-quality correlational studies can support causal hypotheses. According to Putri, Rezani, and Hermina, (2025), “ Correlational research is a methodological approach that aims to identify and analyze the relationship between two variables without manipulations”. Correlational research looks at whether and how variables are connected.

Correlation is commonly described as the relationship between two items. However, in a larger sense, this term has a more nuanced meaning. Correlation is a statistical analytic method that uses two or more quantitative variables to identify their relationship. A correlational link exists between two variables when changes in one are followed by consistent changes in the other, either in the same direction (positive correlation) or in the opposite direction (negative correlation). (Fraenkel and N.E, 2008).

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B. The Location and the Time of the Research

This research was conducted at Himmatal Ummah Islamic Senior High School Kampar on April 2025.

C. The Subject and the Object of the Research

The subject of this research is eleventh grade students of Himmatal Ummah Islamic Senior High School. While the object of this research the correlation between students' scanning technique and their reading comprehension on exposition text

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

The population of this research was eleventh grades of Himmatal Ummah Islamic Senior High School Kampar. 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 grades of Himmatal Ummah Islamic Senior High School Kampar which is 123 students from four classes. The detail of the population of this research can be seen in table III.1 as follows:

Table III. 1
The Total Population of the Eleventh-Grade Students
of Himmatal Ummah Islamic Senior High School Kampar

Class	Students
11 IPA 1	26
11 IPA 2	28
11 IPS 1	32
11 IPS 2	37
Total	123

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2. Sample of the Research

According to Bungin (2005), “sampling is a case of how to organize some technique in taking the sample of the research, how to stake out the sample in order to be a representative sample”. There are some techniques to take the sample for a research. To get the sample by a right technique is important, because it will be related with the sample you got. In a research, a representative sample is very important to reach the purpose of the research. In this research, the researcher used the simple random sampling to get the sample. According to Gay et al., (2012) states that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

To determine the sample size as explained by Arikunto (2013) as cited in Bella et al., (2019) that “if the total population is more than 100, it is better to take 25% or more”. In this research the sample size was 25% for each class. So, the researcher took 28 numbers of students as the sample of the research. It can be seen in the table below:

Table III. 2
Sample of the Research

NO	Class	Population	Sample
1	11 IPA 1	26 X 25%	7
2	11 IPA 2	28 X 25%	7
3	11 IPS 1	32 X 25%	7
4	11 IPS 2	37 X 25%	9
		Total	30

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E. Technique of Collecting the Data

In order to get the data for this research, the researcher used the questionnaire and the test.

1. Questionnaire

According to Arikunto (2010) questionnaire is a set of written questions which is use to get the information from the respondent about his/her personality or something they had known. The researcher used the questionnaire to collect the data about the students' scanning technique

In this research, the questions in the questionnaire are written in English and *Bahasa Indonesia* in order to make it easier for the respondents to answer the questions. The questionnaires consisted of twenty questions related to the indicators of students' scanning technique in the form of multiple choices. In this part, the researcher asked the students to choose one option that they agreed with. All questions represented their interest in game activities. Each question consisted of four (4) options of the answer: A, B, C and D, which indicate the degree of respondents. To make easy in determining the interval of the score, all answer of the questionnaire would be changed become Likert scale. A Likert scale assess attitude toward a topic and asking respondents to indicate for each whether they strongly agree, agree, disagree, or strongly disagree. Based on Likert scale, the score of each student would be marked as follows:

- a. Score 5, for item strongly agree
- b. Score 4, for item agree

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- c. Score 3, for item Neutral
- d. Score 2, for item disagree
- e. Score 1, for item strongly disagree

Finally, the total scores of the students' answer in the questionnaire would represent their interest in game activities. Based on the standard score above, the highest score of the questionnaire was 100 and the lowest score was 25.

Table III.3
The Blue Print of Students' Scanning Technique

No.	Questions Indicators	Questions Number
1	The students are able to keep in mind at all the time what is they are searching for.	1, 2, 3, 4
2	The students anticipate in what form the information is likely to appear numbers, proper nouns, etc.	5,6,7,8
3	The students analize the organization of the content before starting to scan.	9,10,11,12
4	The students let their eyes run rapidly over several lines of print at a time.	13,14,15,16
5	The students read the entire sentence when you find the sentence that has the information you seek	17,18,19,20

This is a questionnaire created according to the blueprint. The questionnaire used in this study was in the form of a Likert scale with five answer choices.

Table III. 4
The Questionnair

No	Statements	Answer				
		SD	D	N	A	SA
1	I always know what information I am looking for when reading.					
2	I am not easily distracted by other information while searching.					
3	I have a clear goal before I start reading a text.					
4	I focus only on parts of the text relevant to the information I need.					
5	I can anticipate the form of the information I am searching for, such as numbers or names.					
6	I look for specific features of the information (e.g., capital letters, numbers, symbols).					
7	I recognize typical patterns of information in certain texts.					
8	I adjust my reading strategy according to the form of the information I seek.					
9	I pay attention to the structure of the text before looking for information.					
10	I understand how information is usually organized in texts.					
11	I use titles, subtitles, and paragraphs as clues to locate information.					
12	I can estimate where the information might appear based on the structure.					
13	I can move my eyes quickly across several lines when searching for information.					
14	I do not read word by word but go directly to the information I am seeking.					
15	I feel comfortable moving my eyes rapidly when scanning a text.					
16	I can scan the text quickly without losing focus.					
17	I read the entire sentence when I think it contains the information I need.					
18	I do not stop reading until I am sure the sentence contains the needed information.					
19	I comprehend the whole sentence to ensure the accuracy of the information found.					
20	I adjust my reading speed when encountering important sentences.					

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From the questionnaire above, the author conducted a try out first on 11th grade students at Himmatul Ummah Islamic Senior High School. The students who took the try out were different students from the samples that had been taken. The following are the results of the try out:

Table III. 5
Questionnaire Try Out Results

NO	Students	Score
1.	Student 1	84
2.	Student 2	76
3.	Student 3	79
4.	Student 4	77
5.	Student 5	54
6.	Student 6	57
7.	Student 7	55
8.	Student 8	62
9.	Student 9	54
10.	Student 10	100
11.	Student 11	20
12.	Student 12	75
13.	Student 13	36
14.	Student 14	45
15.	Student 15	38

2. Test

According to Arikunto (2010, p.193) test is the number of questions or exercises or other tool to measure one's skills, intelligence, ability or talent. It means that test is one of the ways to collecting data which is conducted by questions to measure something. In this research the researcher used test to assess the students' reading comprehension on exposition text. The test is multiple choices that is conducted based on the reading comprehension indicators.

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Table III. 6
The Blue Print of Reading Comprehension Test

No.	Questions Indicators	Questions Number
1	The students are able to determining the main idea of each paragraph in the exposition text	1,2,3,4,5
2	The students are able to answering questions about the contents of the exposition text	6,7,8,9,10
3	The students are able to making conclusions from the exposition text	11,12,13,14,15
4	The students are able to retell the content of the exposition text that has been read	16,17,18,19,20

F. Validity and Reliability of the Instrument

According to Gay et al. (2012, p. 163) construct validity reflects the degree to which a test measures an intended hypothetical construct. Constructs, which are non-observable characteristics like intelligence and mastery idioms that are "invented" to explain behavior, are the source of all variables. 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. The essence of validity, what it entails, how to determine whether one has attained a satisfactory level of validity, how to handle validity in research terminology, and how validity affects design, inferences, and conclusions are all topics covered in the discussion of validity.

1. Validity

Before distributing the instrument, it is necessary to know the validity of the instrument. Validity is a criterion for measuring what an instrument is designed to measure. It is about a test or an instrument that accurately measures what it is supposed to measure. In order to know the validity of the

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writing ability test, the researcher used content validity to know the validity of the writing ability. According to Muijs (2004), content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc) that what we are trying to measure. To find out the validity of test, the researcher calculated it by using SPSS 23 Version. The standard value of validity is $r_{item} > r_{table}$. Based on the try-out result, it was determined that all of the items were valid. Here are the validity results:

Table III. 7
Questionnaire Validity Results

No.	Nomor item	r nilai	r tabel	Keputusan
1	item 1	,807**		Valid
2	item 2	,783**		Valid
3	item 3	,854**		Valid
4	item 4	,840**		Valid
5	item 5	,877**		Valid
6	item 6	,780**		Valid
7	item 7	,836**		Valid
8	item 8	,861**		Valid
9	item 9	,825**		Valid
10	item 10	,890**		Valid
11	item 11	,873**		Valid
12	item 12	,786**		Valid
13	item 13	,789**		Valid
14	item 14	,872**		Valid
15	item 15	,884**		Valid
16	item 16	,855**		Valid
17	item 17	,794**		Valid
18	item 18	,766**		Valid
19	item 19	,748**		Valid
20	item 20	,788**		Valid

,514"

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2. Reliability

Reliability has to do with accuracy of measurement. Pertaining to Brown (2003, p.20) the characteristic of reliability is sometimes termed consistency. And this research is internal consistency reliability. Internal consistency reliability is the instrument administrated once, using once version of the instrument and each participant in the study completes the instrument (Creswell, 2012, p.160). The following table is the level of internal consistency of Cronbach Alpha, Cohen.

Table III. 8
Table of The Alpha Coefficients

Cronbach Alpha	Internal Consistency
>0.90	Very High Reliable
0.80-0.90	High Reliable
0.70-0.79	Reliable
0.60-0.69	Minimally Reliable
<0.60	Unaccepted Low Reliable

The researcher used the Alpha Cronbach reliability test method to measure the internal consistency of the instrument. The following are the reliability results from the try out that has been carried out:

Table III. 9
Questionnaire Reliability Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0,768	21

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The results of the reliability test showed a Cronbach's Alpha value of 0.768, which indicates that the questionnaire as a whole is reliable (high/quite reliable).

G. The Technique of Data Analysis

For the technique of data analysis, the researcher apply a quantitative analysis. According to David Nunan (2008), quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

The purpose of this research was to measure the correlation between students' scanning technique and their reading comprehension on exposition text at Himmatal Ummah Islamic Senior High School Kampar. Therefore, the data was analyzed by using Pearson Product Moment. Ary (2002) stated that "statistical techniques for determining relationships between pairs of scores were as correlational procedures". In this research, the researcher used SPSS 25.0 to calculate and analyze the data. Statistically, the hypotheses are:

$$H_a : Sig, < \alpha 0,05$$

$$H_o : Sig, > \alpha 0,05$$

H_a is accepted if $ro < rtable$ or there is a significant the correlation between students' scanning technique and their reading comprehension on exposition text.

H_o is accepted if $ro > rtable$ or there is no significant correlation between students' scanning technique and their reading comprehension on exposition text



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CHAPTER V

CONCLUSION

A. Conclusion

Referring to the research results that the researcher discussed regarding **“The Relationship between Students’ Scanning Technique and Their Reading Comprehension on Exposition Text at Himmatal Ummah Islamic Senior High School Kampar”**, the researcher make the conclusion of this research.

1. Regarding **Scanning Technique**, the researcher distributed a questionnaire, and the result indicate that the majority of students achieved scores categorized as “Very High” and “High”. This suggest that, overall, students demonstrated a strong ability in applying scanning strategies when reading texts, with only minimal variation among individual performance.
2. Regarding **Reading Comprehension**, the researcher distributed a test, and the results indicate that almost all students reached a “Very High” category, with only two students falling into the “High” category. These findings suggest that students generally possess strong comprehension skills when engaging with exposition texts, demonstrating an overall high level of reading proficiency.
3. Regarding **Correlation between Scanning Technique and Reading Comprehension**, the study found a significant correlation between students’ scanning technique and their reading comprehension on exposition texts. This means that students who have better scanning skills tend to

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achieve higher reading comprehension. Therefore, it can be concluded that mastering the scanning technique contributes positively to improving students' reading comprehension, especially when dealing with exposition texts.

B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For the teacher, the reserachers hope that the findings of this reserach can be helpfull in designing lesson plan in reading class on senior high school students.
2. For the students, the reseracher hopes that the students recognise the important of reading and do more exercise to improve it.
3. For the other reseracher who wants to study about self-concept and reading, the reseracher hopes that this research can be refference to help the other reserachers. The researcher also suggest to more focus on the other psychological factors of speaking ability.

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APPENDICES



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APPENDIX I

Research Instrument

RESEARCH QUESTIONNAIRE

RESPONDENT IDENTITY

Name : ..
Class : ..

INTRODUCTION

This questionnaire is prepared for a research study aimed at understanding students' ability to use scanning strategies in reading. Your participation in completing this questionnaire is highly appreciated. The answers you provide will be kept confidential and used solely for research purposes.

Thank you for your attention and cooperation.

INSTRUCTIONS

Please read each statement carefully, then check (✓) the column that best represents your opinion. The scale used is as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statements	Answer				
		SD	D	N	A	SA
1	I always know what information I am looking for when reading. (Saya selalu tahu informasi apa yang sedang saya cari saat membaca).					
2	I am not easily distracted by other information while searching. (Saya tidak mudah terganggu oleh informasi lain saat mencari informasi tertentu).					

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No	Statements	Answer				
		SD	D	N	A	SA
3	I have a clear goal before I start reading a text. (Saya memiliki tujuan yang jelas sebelum mulai membaca teks).					
4	I focus only on parts of the text relevant to the information I need. (Saya fokus hanya pada bagian teks yang relevan dengan informasi yang saya butuhkan).					
5	I can anticipate the form of the information I am searching for, such as numbers or names. (Saya dapat memperkirakan bentuk informasi yang saya cari, seperti angka atau nama).					
6	I look for specific features of the information (e.g., capital letters, numbers, symbols). (Saya mencari ciri-ciri khusus dari informasi (misalnya huruf kapital, angka, simbol)).					
7	I recognize typical patterns of information in certain texts. (Saya mengenali pola-pola informasi yang biasa muncul dalam teks tertentu).					
8	I adjust my reading strategy according to the form of the information I seek. (Saya menyesuaikan strategi membaca saya dengan bentuk informasi yang saya cari).					
9	I pay attention to the structure of the text before looking for information. (Saya memperhatikan struktur teks sebelum mulai mencari informasi).					

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© Hak Cipta milik UIN Suska Riau		Statements	Answer				
No	SD		D	N	A	SA	
10		I understand how information is usually organized in texts. (Saya memahami bagaimana informasi biasanya diatur dalam teks).					
11		I use titles, subtitles, and paragraphs as clues to locate information. (Saya melihat judul, subjudul, dan paragraf sebagai petunjuk posisi informasi).					
12		I can estimate where the information might appear based on the structure. (Saya dapat memperkirakan di mana informasi mungkin muncul berdasarkan susunan isi).					
13		I can move my eyes quickly across several lines when searching for information. (Saya dapat menggerakkan mata saya cepat ke beberapa baris sekaligus saat mencari informasi).					
14		I do not read word by word but go directly to the information I am seeking. (Saya tidak membaca kata demi kata, tetapi langsung menuju informasi yang saya cari).					
15		I feel comfortable moving my eyes rapidly when scanning a text. (Saya merasa nyaman menggerakkan mata saya cepat ketika memindai teks).					
16		I can scan the text quickly without losing focus. (Saya mampu memindai teks dengan cepat tanpa kehilangan focus).					
17		I read the entire sentence when I think it contains the information I need. (Saya membaca seluruh					

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No	Statements	Answer				
		SD	D	N	A	SA
18	kalimat jika saya pikir informasi yang saya cari ada di dalamnya).					
19	I do not stop reading until I am sure the sentence contains the needed information. (Saya tidak langsung berhenti membaca sebelum memastikan kalimat itu mengandung informasi yang saya butuhkan).					
20	I comprehend the whole sentence to ensure the accuracy of the information found. (Saya memahami keseluruhan kalimat untuk memastikan informasi yang saya temukan benar).					
	I adjust my reading speed when encountering important sentences. (Saya menyesuaikan kecepatan membaca saya jika menemukan kalimat penting).					

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Reading Comprehension Test: Exposition Text

Name : _____

Class : _____

Date : _____

Read the following exposition text carefully and answer questions 1-5.

Digital literacy has become an essential skill in the 21st century, fundamentally changing how students learn and interact with information. In today's interconnected world, the ability to navigate digital platforms, evaluate online sources, and communicate effectively through technology is no longer optional—it is a necessity. Educational institutions worldwide are recognizing this shift and integrating digital literacy into their curricula to prepare students for future challenges.

The benefits of digital literacy extend far beyond basic computer skills. Students who develop strong digital literacy skills demonstrate improved critical thinking abilities, enhanced creativity, and better problem-solving skills. Research conducted by the International Society for Technology in Education shows that students with advanced digital literacy skills perform 23% better in standardized assessments compared to their peers with limited digital exposure. Furthermore, these students show greater engagement in collaborative learning activities and demonstrate superior information synthesis capabilities.



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However, the implementation of digital literacy programs faces significant challenges. Many schools lack adequate infrastructure, including reliable internet connections and up-to-date technology equipment. Teacher training presents another obstacle, as educators must continuously update their skills to keep pace with rapidly evolving technology. Additionally, the digital divide between urban and rural areas, as well as between different socioeconomic groups, creates inequality in access to digital learning opportunities.

Despite these challenges, successful digital literacy programs have emerged globally, offering valuable lessons for educational reform. Finland's comprehensive digital education initiative, launched in 2016, has resulted in a 40% improvement in students' digital competency scores. Similarly, Singapore's Smart Nation program has integrated artificial intelligence and coding into primary education, producing students who are well-prepared for the digital economy. These examples demonstrate that with proper planning, adequate resources, and committed leadership, digital literacy can be effectively integrated into educational systems.

Looking toward the future, digital literacy will only become more crucial as technology continues to evolve. Educational institutions must adapt their approaches to ensure students develop not just technical skills, but also ethical digital citizenship, cybersecurity awareness, and the ability to discern reliable information from misinformation. The investment in digital literacy today will determine whether students are prepared to thrive in an increasingly digital world or struggle to keep pace with technological advancement.

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1. What is the main idea of paragraph 1?
 - a) Digital literacy is an optional skill for modern students
 - b) Educational institutions are slow to adopt digital technology
 - c) Digital literacy has become essential in modern education
 - d) Students prefer traditional learning methods over digital ones
 - e) Technology is replacing teachers in educational settings
2. The main idea of paragraph 2 focuses on?
 - a) The limitations of digital literacy programs
 - b) The benefits and positive impacts of digital literacy
 - c) The cost of implementing digital technology in schools
 - d) The challenges teachers face with new technology
 - e) The comparison between digital and traditional learning methods
3. What is the central point of paragraph 3?
 - a) Digital literacy programs are easy to implement
 - b) All schools have adequate technology infrastructure
 - c) Teachers don't need training for digital literacy
 - d) Implementation of digital literacy faces significant challenges
 - e) The digital divide doesn't affect educational outcomes
4. The main idea of paragraph 4 is?
 - a) Digital literacy programs always fail
 - b) Only developed countries can implement digital literacy
 - c) Successful digital literacy programs provide valuable lessons
 - d) Finland and Singapore have poor education systems
 - e) Digital literacy is too expensive for most schools
5. What is the main focus of paragraph 5?
 - a) Digital literacy will become less important in the future
 - b) Students only need technical skills for digital literacy
 - c) The future importance of digital literacy and necessary adaptations
 - d) Technology evolution will stop in the near future

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6. According to the text, students with advanced digital literacy skills perform how much better in standardized assessments?

- 15% better
- 20% better
- 23% better
- 25% better
- 30% better

7. What organization conducted the research mentioned in paragraph 2?

- UNESCO
- International Society for Technology in Education
- World Bank
- OECD
- European Union

8. When was Finland's comprehensive digital education initiative launched?

- 2014
- 2015
- 2016
- 2017
- 2018

9. What improvement did Finland achieve in students' digital competency scores?

- 30%
- 35%
- 40%
- 45%
- 50%

10. Which program did Singapore implement for digital education?

- Digital Nation program



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11. Based on the text, what can be concluded about the relationship between digital literacy and academic performance?

- a) Digital literacy has no impact on academic performance
- b) Digital literacy negatively affects academic performance
- c) Digital literacy positively correlates with better academic performance
- d) Only certain subjects benefit from digital literacy
- e) Digital literacy is only useful for computer classes

12. What conclusion can be drawn about the global implementation of digital literacy programs?

- a) All countries have successfully implemented digital literacy programs
- b) Implementation is impossible due to various challenges
- c) Success is possible with proper planning and resources
- d) Only wealthy countries can afford digital literacy programs
- e) Digital literacy programs are not necessary for education

13. From the text, what can be concluded about the digital divide?

- a) The digital divide doesn't exist
- b) The digital divide only affects developing countries
- c) The digital divide creates educational inequality
- d) The digital divide is easy to solve
- e) The digital divide only affects rural areas

14. What conclusion can be made about future digital literacy requirements?

- a) Technical skills will be sufficient for future needs
- b) Digital literacy requirements will decrease over time
- c) Students will need broader digital literacy skills including ethics and cybersecurity

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- d) Future digital literacy will focus only on basic computer skills
- e) Digital literacy will become obsolete in the future
15. Based on the examples given, what can be concluded about successful digital literacy implementation?
 - a) Success requires only financial investment
 - b) Success depends solely on government support
 - c) Success requires comprehensive planning and committed leadership
 - d) Success is only possible in small countries
 - e) Success depends on eliminating all challenges first
16. According to the text, which of the following best describes the current status of digital literacy in education?
 - a) It is considered an optional skill that schools may choose to teach
 - b) It is being recognized as essential and integrated into curricula worldwide
 - c) It is only important for students pursuing technology careers
 - d) It is being phased out in favor of traditional teaching methods
 - e) It is only relevant for higher education institutions
17. The text mentions several benefits of digital literacy. Which combination is correctly stated?
 - a) Better handwriting, improved memory, faster reading
 - b) Lower costs, easier teaching, reduced homework
 - c) Improved critical thinking, enhanced creativity, better problem-solving
 - d) Increased social media usage, more screen time, digital entertainment
 - e) Better test scores, higher graduation rates, college acceptance
18. What infrastructure challenges are mentioned in the text regarding digital literacy implementation?
 - a) Too many computers and excessive internet speed
 - b) Lack of reliable internet connections and up-to-date technology equipment
 - c) Overly complicated software and hardware systems

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19. The text describes successful digital literacy programs in which countries?

- a) United States and Canada
- b) Japan and South Korea
- c) Finland and Singapore
- d) rmany and France
- e) stralia and New Zealand

20. According to the text, what elements should future digital literacy education include?

- a) Only advanced programming and software development
- b) Basic computer skills and internet browsing
- c) Technical skills, ethical digital citizenship, cybersecurity awareness, and information discernment
- d) Social media management and online gaming
- e) Hardware repair and network administration



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APPENDIX II

Instruments' Result

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No.	Students	X	Y
1	Student 1	90	95
2	Student 2	75	85
3	Student 3	75	80
4	Student 4	75	85
5	Student 5	98	100
6	Student 6	79	85
7	Student 7	86	90
8	Student 8	82	85
9	Student 9	86	90
10	Student 10	75	85
11	Student 11	84	90
12	Student 12	96	98
13	Student 13	77	72
14	Student 14	80	88
15	Student 15	84	90
16	Student 16	98	98
17	Student 17	86	90
18	Student 18	77	85
19	Student 19	86	90
20	Student 20	73	80
21	Student 21	96	100
22	Student 22	86	90
23	Student 23	98	100
24	Student 24	80	84
25	Student 25	86	86
26	Student 26	86	88
27	Student 27	96	95
28	Student 28	86	90
29	Student 29	98	95
30	Student 30	67	70



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APPENDIX III

Research Letters

UIN SUSKA RIAU



**KEMENTERIAN AGAMA KABUPATEN KAMPAR
MADRASAH ALIYAH HIMMATUL UMMAH**

AKREDITASI : A (Amat Baik)

JALAN LINTAS PETAPAHAN - KOTA GARO
DESA SUMBER MAKMUR KECAMATAN TAPUNG
KABUPATEN KAMPAR RIAU KODE POS 28454

Email : mashimmatalummah@yahoo.com HP. 085263625362

SURAT KETERANGAN

Nomor : 045/421.3/MA.HU/424/III-2025
Perihal : Balasan Permohonan Izin PraRiset

Kepada Yth.

Dekan Fakultas Tarbiyah dan Keguruan

UIN Sultan Syarif Kasim Riau

Di

Tempat

Dengan Hormat,

Sehubungan dengan surat saudara pada tanggal 10 Desember 2024 perihal perizinan tempat melakukan PraRiset dalam rangka mendapatkan data yang berhubungan dengan penelitiannya mahasiswa atas nama **RODIA PUTRI NITA, NIM : 12110421986** Di Madrasah Aliyah Himmatal Ummah Kecamatan Tapung.

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik
3. Waktu pengambilan data dilakukan selama 2 bulan setelah tanggal ditetapkan

Demikian surat balasan dari kami untuk dapat dipergunakan seperlunya.



- 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.



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

Nomor : B-14100/Un.04/F.II/PP.00.9/07/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Pekanbaru, 25 Juli 2025

Yth : Kepala
MA Himmatal Ummah Tapung
Di Kampar

Assalamu 'alaikum Warahmatullahi Wabarakatuh

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

Nama	: Rodia Putri Nita
NIM	: 12110421986
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE RELATIONSHIP BETWEEN STUDENTS' SCANNING TECHNIQUE AND THEIR READING COMPREHENSION ON EXPOSITION TEXT AT HIMMATUL UMMAH ISLAMIC SENIOR HIGH SCHOOL KAMPAR

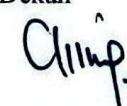
Lokasi Penelitian : MA Himmatal Ummah Tapung

Waktu Penelitian : 3 Bulan (25 Juli 2025 s.d 25 Oktober 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Rektor
Dekan



Prof. Dr. Amarah Diniaty, M.Pd. Kons. +
NIP 19751115 200312 2 001

Tembusan :

Rektor UIN Sultan Syarif Kasim Riau



UIN SUSKA RIAU



NSM : 131214010035
NPSN : 10498794

KEMENTERIAN AGAMA KABUPATEN KAMPAR MADRASAH ALIYAH HIMMATUL UMMAH

AKREDITASI : A (Amat Baik)
JALAN LINTAS PETAPAHAN - KOTA GARO
DESA SUMBER MAKMUR KECAMATAN TAPUNG
KABUPATEN KAMPAR RIAU KODE POS 28464

Email : mashimmamatulummah@yahoo.com

SURAT KETERANGAN

Nomor : 728 /421.3/MA.HU/424/XI-2025

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah Himmatul Ummah Tapung, dengan ini menerangkan :

Nama : **RODIA PUTRI NITA**
 NIM : **12110421986**
 Universitas : UIN Sultan Syarif Kasim Riau
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1
 Alamat : Pekanbaru

Benar telah melaksanakan Penelitian dengan judul: "**THE RELATIONSHIP BETWEEN STUDENTS' SCANNING TECHNIQUE AND THEIR READING COMPREHENSION ON EXPOSITION TEXT AT HIMMATUL UMMAH ISLAMIC SENIOR HIGH SCHOOL KAMPAR**". Pelaksanaan Kegiatan penelitian/ pengumpulan data ini berlangsung selama 6 (enam) bulan

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Sumber Makmur, 08 November 2025

Kepala MA. Himmatul Ummah



- a. Pengutipan nanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmian, penyusunan laporan, penulisan kritik atau tinjauan suatu masalan.
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APPENDIX IV

Thesis Guidance Activity

Pekanbaru, 7 Maret 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UTN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rodia Putri Nita

NIM / HP : 12110421986 / 085765212810

Tempat / tanggal lahir : Petapahan / 27 Agustus 2003

Semester / Tahun : VI / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul
“THE USE OF WEBTOON ON STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXTS AT HIMMATUL UMMAH ISLAMIC SENIOR HIGH SCHOOL KAMPAR” Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah M. Taufiq Ihsan, M. Pd

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 sinopsis

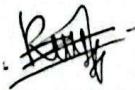
Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua 'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Favrina Anastasia, S.S., M.Hum.
NIP. 19810612008012017

Hormat Saya,


Rodia Putri Nita
NIM. 12110421986



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Nomor: Un.04/F.II.4/PP.00.9/6112/2024

Pekanbaru, 15 Maret 2024

Sifat : Biasa

Lamp. :

Hal : **Pembimbing Skripsi**

Kepada
Yth. M. Taufik Iksan, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

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

Nama : RODIA PUTRI NITA
NIM : 12110421986
Jurusan : Pendidikan Bahasa Inggris
Judul : The Use Of Webtoon On Students' Reading Comprehension Of Narrative
Texts At Himmatal Ummah Islamic Senior High School Kampar
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.

W a s s a l a m
an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017|199703 1 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Pekanbaru, 17 November 2025

Hal : Permohonan Perpanjangan 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 : Rodia Putri Nita

NIM / HP : 12110421986 / 085765212810

Tempat / tanggal lahir : Petapahan/ 27 Agustus 2003

Semester / Tahun : IX / 2025

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ibu permohonan perpanjangan SK pembimbing dengan judul **"THE RELATIONSHIP BETWEEN STUDENTS' SCANNING TECHNIQUE AND THEIR READING COMPREHENSION ON EXPOSITION TEXT AT HIMMATUL UMMAH ISLAMIC SENIOR HIGH SCHOOL KAMPAR"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah M. Taufik Ihsan M. Pd.
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. SK pembimbing sebelumnya
5. Sinopsis yang di ACC (cover)

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

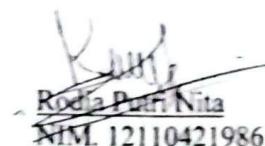
Wassalamu 'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan



Roswati, S.Pd.I., M.Pd.
NIP. 19760122200710 2001

Hormat Saya,



Rodia Putri Nita
NIM. 12110421986



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Nomor : B-25694/Un.04/F.II.1/PP.00.9/2025
Sifat : Biasa
Lampiran : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Pekanbaru, 21 November 2025

Kepada Yth. M. Taufik Ihsan, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RODIA PUTRI NITA
NIM : 12110421986
Jurusan : Pendidikan Bahasa Inggris
Judul : The Relationship Between Students' Scanning Technique and Their Reading Comprehension on Exposition Text at Himmatal Ummah Islamic Senior High School Kampar
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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

W a s s a l a m

a.n Dekan

Wakil Dekan I,



Dr. Sukma Erni, M.Pd.

NIP. 19680515 199403 2 004

- a. Renguupan nanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmian, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Alamat: Jl. H.R. Nurdin Km. 15 Tampan, Pekanbaru Riau 28293 PO. BOX 1004 Telp (0781) 7077307 Fax (0781) 21128

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

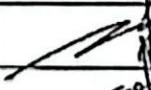
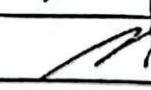
1. Jenis yang dibimbing : Proposal
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :

 2. Nama Pembimbing : Muhammad Taufik Ihsan, M.Pd
 a. Nomor Induk Pegawai (NIP) :

 3. Nama Mahasiswa : Rodia Putri Nita

 4. Nomor Induk Mahasiswa : 12110421986

 5. Kegiatan : Bimbingan proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	8 Mei 2024	Bab 1		
2.	10 Desember 2024	Bab 2		
3	13 Desember 2024	Bab 3		
4	16 Januari 2025	All chapter		Acc
5				

Pekanbaru, 17 Januari 2025
 Pembimbing,



Muhammad Taufik Ihsan, M.Pd
 NIP. 198801222025211005



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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

RODIA PUTRI NITA
12.11.04.21.982
JUMAT, 21 JANUARI 2025
THE RELATIONSHIP AMONG SCANNING
TECHNIQUE AND THE READING COMPREHENSION
ON HIGHLIGHTED TEXT AT HUMARZU UNIAR

NO	URAIAN PERBAIKAN
1.	REVISE YOUR TITLE, STATE THE ONE & PRACTICAL PROBLEM
2.	REVISE YOUR FORMULATION OF THE PROBLEM
3.	REVISE SIGNIFICANT OF THE RESEARCH
4.	REVISE AND YOUR THEORY AND READING COMPREHENSION
5.	REVISE AND YOUR THEORY AND READING COMPREHENSION (READING STRATEGIES)
6.	MAKE IT CLEAR AND SCANNING (READING STRATEGIES)
	IT SHOULD BE RELATED BETWEEN TEXT AND TECHNIQUE

Pekanbaru, 21 JANUARI 2025
Penguji II

Penguji I
Dr. BUKHORI, M.Pd


NURIA IBRAHIM, S.Pd.I, M.Pd.

Note:

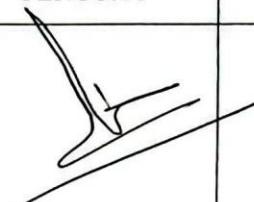
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki
proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Rodia Putri Nita
 Nomor Induk Mahasiswa : 12110421986
 Hari/Tanggal Ujian : Jum'at/24 Januari 2025
 Judul Proposal Ujian : The Relationship Among Students' Scanning Technique And
 Their Reading Comprehension On Procedure Text At
 Himmel Ummah Islamic Senior High School Kampar
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Bukhori, M.Pd	PENGUJI I		
2.	Nelvia Ibrahim, M.Pd	PENGUJI II		



Mengetahui
 a.n.
 Dekan
 Wakil Dekan I

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

Pekanbaru, 16 Juni 2025
 Peserta Ujian Proposal



RODIA PUTRI NITA
 NIM. 12110421986

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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INSTRUMENT APPROVAL

This is to certify that the interview instrument regarding challenges in implementing the merdeka curriculum used in the research entitled "*THE RELATIONSHIP BETWEEN STUDENTS' SCANNING TECHNIQUE AND THEIR READING COMPREHENSION ON EXPOSITION TEXT AT HIMMATUL UMMAH ISLAMIC SENIOR HIGH SCHOOL KAMPAR*" has been consulted and approved by the supervisor.

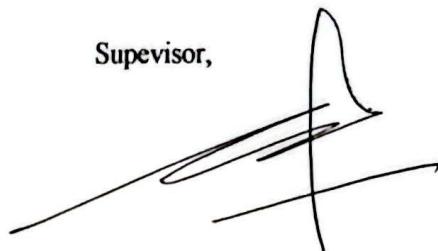
Pekanbaru, 23th Juli, 2025

Student,



Rodia Putri Nita
NIM. 12110421986

Supervisor,



Muhammad Taufik Ihsan, M.Pd
NIP. 198801222025211005



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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : Muhammad Taufik Ihsan, M.Pd
 a. Nomor Induk Pegawai (NIP) :
 3. Nama Mahasiswa : Rodia Putri Nita
 4. Nomor Induk Mahasiswa : 12110421986
 5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	12/Juli/2025	Bimbingan Instrument		
2.	19/Juli/2025	Bimbingan Bab 4 & 5		
3	16/Okttober/2025	Revisi Bab 4 & 5		
4	5/November/2025	Check all chapters		Acc
5				

Pekanbaru, 5/ November/ 2025
 Pembimbing,

Muhammad Taufik Ihsan, M.Pd
 NIP. 198801222025211005



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APPENDIX V

Documentation

UIN SUSKA RIAU

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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arif Kasim Riau

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 - 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.

CURRICULUM VITAE

Rodia Putri Nita, third child of Mr. Rajab Rangkuti and Mrs. Sahriani Lubis, born in Petapahan, 27 Agustus 2000. She graduated from SDN 004 Petapahan, Tapung. She also completed her education at At- Taufiq Islamic Boarding School Petapahan in 2017 and Himmatul Ummah Islamic Senior High

School in 2021. In 2021, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2024, she was doing KKN (Kuliah Kerja Nyata) program in Desa Koto Tuo, Batang Peranap, Indragiri Hulu. Then, on September 2024, she was doing Pre-Service Teacher Practice (PPL) program at MAN 3 Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research by the thesis entitled "**THE RELATIONSHIP BETWEEN STUDENTS' SCANNING TECHNIQUE AND THEIR READING COMPREHENSION ON EXPOSITION TEXT AT HIMMATUL UMMAH ISLAMIC SENIOR HIGH SCHOOL KAMPAR**".

UIN SUSKA RIAU