

THE EFFECT OF USING SKIMMING TECHNIQUE ON STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 1 RANGSANG BARAT KEPULAUAN MERANTI



UIN SUSKA RIAU

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1447 H/ 2026 M

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BARAT KEPULAUAN MERANTI**



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BY

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Thesis

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

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **“The Effect of Using Skimming Technique on Students’ Reading Comprehension at the Eleventh Grade of SMAN 1 Rangsang Barat Kepulauan Meranti”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this skripsi. Other opinion finding include in this skripsi are quoted in accordance with ethical standards.

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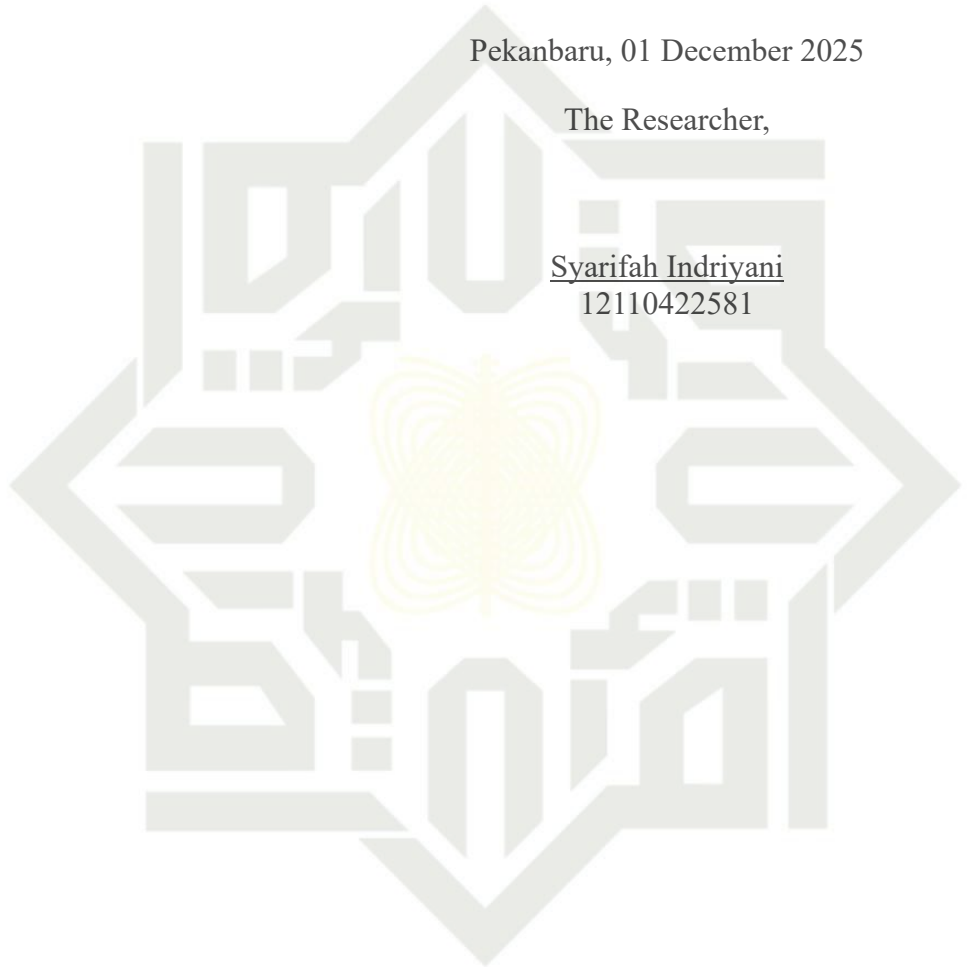
I've come, this achievement is a reminder that every small step of persistence finally leads to something meaningful.

Finally, the researcher realized that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much, the Ruler of the Universe, bless us. Aamiin.

Pekanbaru, 01 December 2025

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ABSTRACT

Syarifah Indriyani (2025): The Effect of Using Skimming Technique on Students' Reading Comprehension at the Eleventh Grade of State Senior High School 1 Rangsang Barat, Kepulauan Meranti

Reading comprehension plays a crucial role in English learning. However, the eleventh-grade students at State Senior High School 1 Rangsang Barat, Kepulauan Meranti, still struggled to identify main ideas and detailed information, and comprehensively understand the text. The skimming technique is considered as effective strategy because it allows students to quickly gain an overview of the text and find specific information. This research aimed at finding out the effect of skimming technique on students' reading comprehension. A quantitative approach was used in this research with pre-experimental one-group pre-test and post-test design. The sample consisted of 26 eleventh-grade students of class 1. Data were collected through multiple-choice test tested its validity and reliability. The results of analysis using descriptive statistics and paired sample t-test showed a significant increase in student reading comprehension. The pre-test mean score 49.54 increased to 72.62 in the post-test. The score of significance of t-test was 0.000 ($p < 0.05$), so H_0 was rejected, and H_1 was accepted. Thus, the use of skimming technique was proven to have a positive and significant effect on student reading comprehension ability, so it was recommended to be implemented in reading learning at Senior High School level.



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ABSTRAK

Syarifah Indriyani (2025): Pengaruh Penggunaan Teknik Skimming terhadap Pemahaman Membaca Siswa Kelas XI SMAN 1 Rangsang Barat Kepulauan Meranti

Kemampuan membaca pemahaman memiliki peran penting dalam pembelajaran Bahasa Inggris, namun siswa kelas XI SMAN 1 Rangsang Barat Kepulauan Meranti masih menunjukkan kesulitan dalam menemukan ide pokok, informasi rinci, serta memahami isi teks secara menyeluruh. Teknik skimming dianggap sebagai strategi yang efektif karena memungkinkan siswa memperoleh gambaran umum teks dan menemukan informasi spesifik dengan cepat. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan teknik skimming terhadap kemampuan membaca pemahaman siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain pre-experimental one-group pre-test dan post-test. Sampel penelitian terdiri dari 26 siswa kelas XI.1. Data dikumpulkan melalui tes pilihan ganda yang telah diuji validitas dan reliabilitasnya. Hasil analisis menggunakan statistik deskriptif dan uji paired sample t-test menunjukkan adanya peningkatan yang signifikan pada kemampuan membaca siswa. Rata-rata skor pre-test sebesar 49,54 meningkat menjadi 72,62 pada post-test. Nilai signifikansi uji t sebesar 0.000 ($p < 0.05$), sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, penggunaan teknik skimming terbukti memberikan pengaruh positif dan signifikan terhadap kemampuan membaca pemahaman siswa, sehingga direkomendasikan untuk diterapkan dalam pembelajaran membaca di tingkat SMA.

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ملخص

شريفة إندرياني، (٢٠٢٥): تأثير استخدام طريقي التصفح السريع على فهم القراءة لدى تلاميذ الصف الحادي عشر في المدرسة الثانوية الحكومية الأولى برنغسانغ بارات، بجزر مرانتي

تعد مهارة القراءة الفهمية ذات دور مهم في تعلم اللغة الإنجليزية، إلا أن تلاميذ الصف الحادي عشر في المدرسة الثانوية الحكومية الأولى برنغسانغ بارات بجزر مرانتي ما زالوا يواجهون صعوبات في العثور على الفكرة الرئيسة، والمعلومات التفصيلية، وفهم محتوى النص بشكل شامل. وتعد تقنيات التصفح السريع من الاستراتيجيات الفعالة، لأنها تمكن التلاميذ من الحصول على فكرة عامة عن النص والعثور على المعلومات المحددة بسرعة. يهدف هذا البحث إلى معرفة تأثير استخدام تقنيتي التصفح السريع على مهارة القراءة الفهمية لدى التلاميذ. استخدم البحث منهجاً كمياً بتصميم تجريبي قبلي وبعدي لمجموعة واحدة. تكونت عينة البحث من ٢٦ تلميذاً من الصف الحادي عشر الفرقة الأولى. وجمعت البيانات من خلال اختبار الاختيار من متعدد الذي تم التحقق من صدقه وثباته. أظهرت نتائج التحليل باستخدام الإحصاء الوصفي واختبارات للعينات المترابطة وجود تحسن معنوي في مهارة القراءة لدى التلاميذ، حيث ارتفع متوسط درجة الاختبار القبلي من ٤٩,٥٤ إلى ٧٢,٦٢ في الاختبار البعدي. كما بلغت قيمة الدلالة لاختبار ت-نحو ٠,٠٠٠ ($p < 0,000$)، مما يعني رفض الفرضية الصفرية وقبول الفرضية البديلة. وبذلك ثبت أن استخدام تقنيتي التصفح السريع له تأثير إيجابي ومعنوي على مهارة القراءة الفهمية لدى التلاميذ، وبوصفي بتطبيقهما في تعليم مهارة القراءة على مستوى المرحلة الثانوية.



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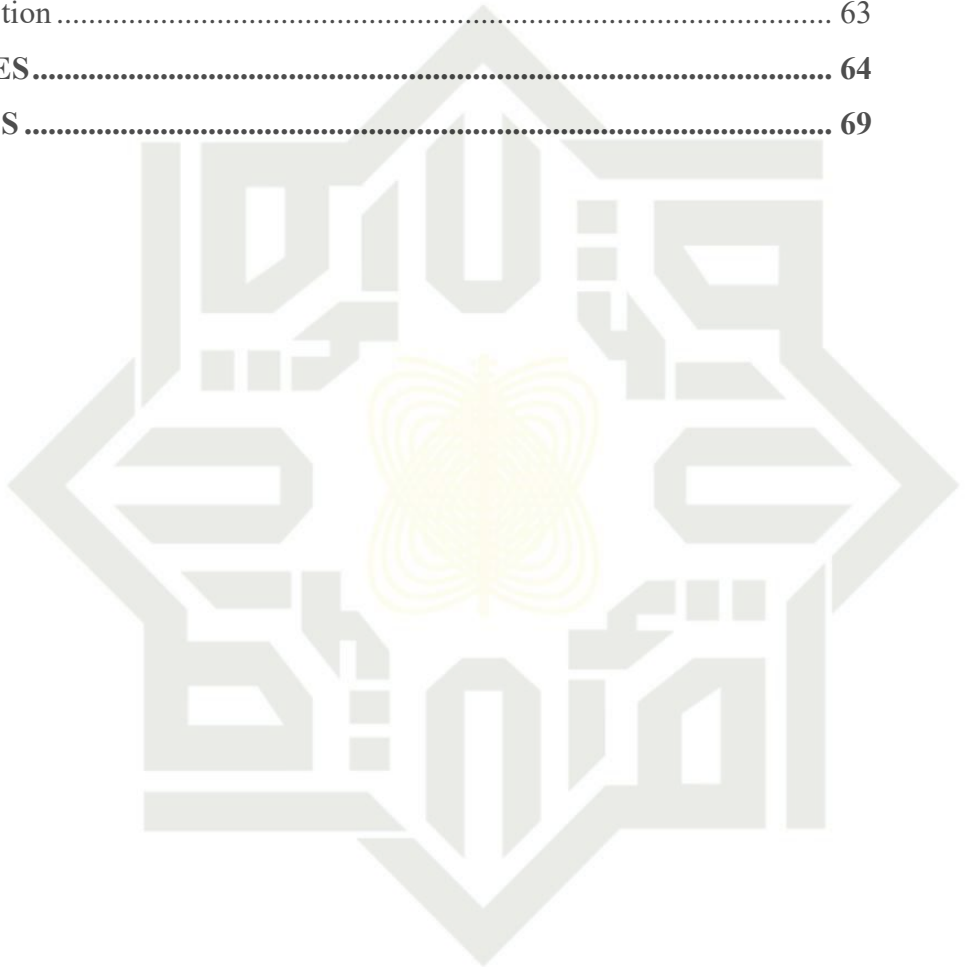
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the four essential language skills, along with listening, speaking, and writing. These four skills are interconnected with one another. Grellet (1992) defines reading as a continuous process of predicting, checking, interpreting, and questioning a text to find meaning. Zainil (2008) also states that reading is a form of written communication. When reading, the readers interact with the author through the written text.

According to Rizal (2018), reading comprehension in English refers to the ability to understand written texts as part of reading instruction. Reading comprehension is critical because it demonstrates that the reader understands the messages or the information the author intends to convey. Reading comprehension is a crucial skill, especially in the context of learning English as a foreign language (EFL). With the development of globalization and technological advancements, reading comprehension has become a key skill in accessing information from various sources, including English texts.

Reading comprehension involves several important aspects, such as word recognition, understanding meanings, integrating background knowledge, and making inferences based on the text (Grabe & Stoller, 2002). Additionally, internal control processes are essential to maintain comprehension fluency and coherence of the text being read (Nation *et al.*, 2006).

Many factors influence students' reading comprehension, such as prior knowledge, world knowledge, cultural knowledge, and language proficiency (Cromley & Azevedo, 2007). However, for students learning English as a foreign language, reading comprehension often becomes a challenge. They must master various linguistic elements, such as new vocabulary and sentence structures that differ from their native language. Many EFL students feel that English is a boring and difficult subject to understand, which in turn affects their attitude towards this lesson. This negative attitude can lead to low motivation and active participation in the learning process, which ultimately affects their ability to understand the texts they read.

To address this challenge, the role of the teacher in implementing effective strategies for teaching reading becomes essential. Teachers play a crucial part in guiding students to become active and strategic readers by selecting appropriate methods and techniques that suit the students' needs and reading levels. In the context of teaching English as a foreign language, reading should not only be about asking students to read texts but also about equipping them with the necessary skills and strategies to understand what they read. This includes helping students to recognize main ideas, infer meaning, and locate specific information efficiently. Therefore, teachers must be able to facilitate the reading process through interactive and strategy based instruction, such as the use of skimming technique. By doing so, students are not only engaged in the reading activity but also trained to comprehend texts more effectively. The teacher's role is central in modeling these strategies, providing guided practice,

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and gradually leading students toward independent reading comprehension. One effective reading technique to help students grasp the main idea efficiently is skimming.

Skimming is an effective technique to improve students' reading comprehension. According to Kustaryo (1988), skimming is a reading strategy used to grasp the main idea of a text without focusing on details and requires continuous practice to be applied effectively. By focusing on key words or important phrases, students can identify essential information more quickly. In addition, skimming aims to obtain a general overview of the text, while scanning is used to find specific information such as numbers, names, or facts. Both techniques can be applied by English teachers to enhance students' reading comprehension (Diaz & Laguado, 2013).

According to an interview with the English teacher at SMAN 1 Rangsang Barat, she said that the students at the school still face difficulties in reading comprehension. The teacher explained that the students' problems include limited vocabulary, low interest in reading, and a tendency to read passively without fully understanding the text. As a result, many students have difficulty identifying the main ideas and specific information in reading texts. This condition is reflected in the students' reading comprehension scores, in which the average score ranges from 60 to 65 out of 100, meaning that only about 60–65% of the expected reading comprehension indicators were achieved. These results indicate that the students' reading comprehension ability is still categorized as unsatisfactory and needs improvement.

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Based on the interview, the English teacher generally used a conventional reading technique in teaching reading comprehension. The teacher usually asked students to read the text individually and answer comprehension questions from the textbook. The teaching process focused mainly on translating difficult vocabulary and explaining sentence meanings, rather than guiding students to use specific reading strategies. Consequently, students tended to read word by word and became passive readers. The absence of explicit instruction in reading techniques, such as skimming, made students struggle to identify the main idea and important information efficiently, which contributed to their low reading comprehension scores.

Based on the conditions described above, teachers need to apply alternative reading techniques to support students in improving their reading comprehension. One technique that can be used is skimming. Therefore, this research applies the skimming technique as an effort to enhance students' reading comprehension ability. According to Mikulecky and Jeffries (2004), skimming is a speed reading strategy that enables readers to save time and grasp the meaning of large amounts of text efficiently. Through the use of skimming, students are trained to focus on important information while ignoring less relevant details in long reading passages.

The skimming technique is applied because it helps students understand the main idea of a text quickly without reading every word. Many students have difficulty reading long texts and often read word by word, which makes reading slow and confusing. By using skimming, students can focus on important parts

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of the text, such as the title, headings, and main sentences. This technique also saves time, improves reading speed, and helps students comprehend the text more easily. Therefore, skimming is useful to improve students' reading comprehension and make reading activities more effective.

Several previous studies have examined the use of the skimming technique in improving reading comprehension (Sasmita, 2013; Basuki, 2018; Fauzi, 2018). The findings of these studies indicated that skimming has a significant effect and is more effective in enhancing students' reading comprehension. In addition, the researchers reported improvements in students' reading comprehension after the implementation of the technique. However, most of these studies were conducted at the university level with students from different semesters. Therefore, the present study focuses on reading comprehension among eleventh-grade students at SMAN 1 Rangsang Barat Kepulauan Meranti, particularly in understanding narrative texts. This focus distinguishes the current research from previous studies.

Based on the background above, the researcher is interested in conducting a research entitled **"The Effect of Using Skimming Technique on Students' Reading Comprehension at the Eleventh Grade of SMAN 1 Rangsang Barat Kepulauan Meranti"**.

B. Problem

1. Identification of the Problem

Students at SMAN 1 Rangsang Barat Kepulauan Meranti, especially eleventh grade class often struggle with reading English texts. Based on

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teacher interviews, many students do not fully understand the content because of limited vocabulary and passive reading habits. This results in low motivation and poor reading comprehension scores. Because these issues are evident and impact learning outcomes, this school was chosen as the research site to test whether strategies like skimming can help improve students' reading comprehension.

2. Limitation of the Problem

The researcher limited the scope of the study to examine if there is a significant difference or not on students' reading comprehension between before and after using skimming technique.

3. Formulation of the Problem

Based on the problem that have been explained previously, the researcher will identify the following matters:

- a. How is the students' reading comprehension before being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti?
- b. How is the students' reading comprehension after being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti?
- c. Is there any significant difference on students' reading comprehension before and after being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti?

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Objective and Significant of the Research

1. Objective of the Research

- a. To describe the students' reading comprehension before being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti.
- b. To describe the students' reading comprehension after being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti.
- c. To examine whether there is any significant difference on students' reading comprehension before and after being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti.

2. Significance of the Research

This research is expected to contribute both theoretically and practically to the development of English language teaching, particularly in the area of reading comprehension.

Theoretically, the findings of this study are expected to enrich the body of knowledge in English language education, especially regarding the use of skimming technique to enhance students' reading comprehension. It may also strengthen existing theories that highlight the importance of using effective reading strategies to help learners process texts more efficiently. In addition, the study is expected to offer empirical support for the implementation of skimming as effective technique for EFL (English as a Foreign Language) learners.

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Practically, this study is expected to benefit various stakeholders in the field of education. For English teachers, the results may provide a practical alternative in teaching reading by incorporating skimming strategies to make lessons more effective and engaging. For students, this technique can help them become more active and strategic readers, enabling them to identify main ideas, which may improve their overall reading comprehension and motivation in learning English. Finally, for future researchers, this study can serve as a reference or foundation for further investigations on reading strategies. It may inspire additional research using different methods, student groups, or learning settings to explore the impact of skimming technique more deeply.

D. Definition of Terms

There are several terms related to the title of this research. To avoid misunderstandings and incorrect assumptions, each term is defined clearly as follows:

1. Skimming Technique

Skimming is an effective technique for improving reading comprehension. According to Brown (2003), skimming is the process of rapidly reviewing reading material to determine its main point or main idea. Similarly, Harmer (2007) suggests that skimming is one of the essential reading skills that English learners must master. This technique helps students quickly identify the general idea of a text without reading every word, which is especially useful in time-limited reading tasks or

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examinations. Skimming encourages readers to focus on key information, improving their overall understanding and efficiency in reading.

In this research, skimming refers to a technique taught to students to help them identify the main ideas in a reading text quickly and efficiently.

2. Reading Comprehension

Reading comprehension is a complex process involving multiple interacting factors. Duke & Pearson (2002) emphasize that comprehension results from the interaction between the reader, the text, and the purpose for reading. These factors include the reader's background knowledge, reading strategies, text characteristics, topic interest, and the ability to understand various text types. Many students, especially in EFL contexts, often struggle with fully understanding a text, particularly in identifying main ideas and supporting details.

In this research, reading comprehension refers to the students' ability to understand both the general and specific content of a reading text after being taught using skimming technique.

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Theoretical Framework

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the capacity to understand, interpret, and critically assess the meaning conveyed in written texts. According to Snow (2002), reading comprehension results from an interaction between the reader's cognitive abilities and the characteristics of the text, including vocabulary knowledge, syntactic structures, and relevant background information. It is not simply the act of decoding written symbols but a complex process that involves synthesizing new information with existing knowledge to create meaning.

Moreover, Afflerbach *et al.*, (2020) contend that reading comprehension is significantly shaped by the strategies employed by readers. These strategies include monitoring comprehension, making inferences, and utilizing contextual cues to derive meaning from the text. Such strategies enable readers to maintain focus, address comprehension challenges, and ensure that their understanding of the text remains coherent and accurate.

b. Purpose of Reading Comprehension

The primary purpose of reading comprehension is to understand and interpret written texts in order to extract meaning, acquire

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knowledge, and apply information across various contexts. It is not merely the ability to read words, but rather the process of constructing meaning through the interaction between the reader, the text, and the surrounding context.

According to Grabe & Stoller (2011), the ultimate goal of reading is comprehension, which enables readers to identify key ideas, draw inferences, and integrate new information with their prior knowledge. Similarly, Foorman *et al.*, (2020) emphasize that reading comprehension involves higher-order intellectual skills such as reasoning, making connections, and critical thinking, all of which contribute to the readers' ability to construct meaning from texts. The essential purposes of reading comprehension include:

- 1) Identifying the main idea and supporting details.

Recognizing the central message of a text, along with the supporting information that reinforces it.

- 2) Understanding the author's purpose and tone

Interpreting why the text was written and the attitude conveyed by the author.

- 3) Interpreting vocabulary in context

Determining the meaning of unfamiliar words based on the surrounding text.

- 4) Making inferences and drawing conclusions

Reading between the lines to understand implicit meanings.

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5) Evaluating and reflecting on the text's message

Critically analyzing the content and relating it to personal or academic contexts.

6) Connecting new information with prior knowledge

Integrating new concepts with existing understanding to enhance comprehension.

c. The Importance of Reading Comprehension in English Language Learning (EFL)

Reading comprehension is the ability to understand, interpret, and evaluate the meaning of written texts. In the context of learning English as a foreign language (EFL), this ability is essential as it forms the foundation for developing comprehensive and sustainable language competence. The importance of reading comprehension in EFL can be seen through several key aspects, including:

1. Foundation for Other Language Skills

Reading is not merely a passive activity. Rather, it serves as a fundamental component in the process of language learning. A solid understanding of texts significantly contributes to the development of other language skills such as writing, speaking, and listening. When learners comprehend both the structure and meaning of a reading passage, they simultaneously absorb language style, grammatical patterns, and logical ways of expressing ideas.

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Grabe (2009) emphasizes that reading is a complex activity that involves both linguistic and cognitive processes, which in turn play a crucial role in enhancing learners' overall language proficiency. Students with strong reading comprehension skills often demonstrate greater fluency in both spoken and written communication, as they acquire extensive language input through reading.

2. Vocabulary and Grammatical Knowledge Improvement

Engaging in regular reading activities has consistently proven effective in improving learners' vocabulary range and understanding of English grammar. When exposed to a variety of text types across different contexts, students learn to interpret word meanings contextually while also observing how sentences are constructed.

Zhang (2012) found that vocabulary and grammatical knowledge are two major predictors of reading comprehension success in second language learners. Text-based instruction can facilitate the acquisition of these elements more effectively than isolated grammar exercises alone.

3. Engagement and Motivation in Learning

Applying appropriate reading strategies, such as skimming and scanning, can boost students' confidence by enabling them to grasp the gist of a text without reading every word. This sense of

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capability encourages more active participation in the learning process and fosters intrinsic motivation to continue engaging with English reading materials.

According to Ibrahim (2017), training in relevant reading strategies not only enhances learners' comprehension but also increases their classroom engagement and interest in reading. As students experience improvement in their reading skills, they become more motivated to explore diverse texts, such as scientific articles, short stories, and informative passages.

4. Development of Cognitive and Social Skills

Reading contributes not only to linguistic development but also to cognitive growth, including critical thinking, inference-making, and the construction of logical arguments based on written information. Additionally, in a social context, reading introduces learners to the cultural values and perspectives of native English speakers.

Rahman & Jameel (2011) argues that reading comprehension in the EFL context goes beyond literal understanding; it involves evaluating messages, considering the author's viewpoint, and connecting textual information to one's own experiences. These abilities are essential in a globalized world where intercultural competence is increasingly important.

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d. Aspects of Reading Comprehension

Reading comprehension is a crucial skill that enables students to understand and interpret the meaning of texts. According to Stanley & King (1999), as cited in Ningsih (2015), there are five essential aspects that students need to master to achieve effective reading comprehension:

1) Identifying the Main Idea or Main Point of a Text

This refers to the reader's ability to determine the central message or the most important information conveyed in a paragraph or an entire passage. Recognizing the main idea is fundamental because it helps guide the reader's focus and facilitates a better understanding of the overall content.

2) Understanding Supporting Information that Clarifies the Main Idea

This involves identifying details, examples, or explanations that reinforce or elaborate on the main idea. Mastering this aspect allows students to see how different parts of the text work together to build a coherent meaning.

3) Mastering the Meaning of Words in Context

Vocabulary knowledge is not only about knowing word definitions but also about understanding how words function within specific contexts. Being able to interpret word meanings from the surrounding text is essential for grasping the full message of a reading passage.

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4) Inferring Information that is not Explicitly Stated in the Text

Inference refers to the reader's ability to "read between the lines" by using clues in the text and their prior knowledge to draw logical conclusions about unstated ideas. This higher-order skill is necessary for developing a deeper understanding of the text.

5) Recognizing Pronouns or References to Understand the Relationships Between Sentences

Cohesion in a text is often maintained through the use of pronouns and referential words. Students must be able to track these references to maintain a clear understanding of whom or what is being talked about throughout the passage.

e. Levels of Reading Comprehension

Reading comprehension is not a single skill but a layered process that involves various levels of understanding. According to Ludlow & Hillocks (1985), reading comprehension can be classified into five hierarchical levels, each requiring progressively more complex thinking skills. These levels include literal comprehension, reorganization, inferential comprehension, evaluative comprehension, and appreciative comprehension.

1) Literal Comprehension

This is the most basic level of comprehension, which involves understanding and recalling factual information directly stated in the text. At this stage, students are expected to answer

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questions such as “who,” “what,” “where,” and “when.” It forms the foundation of deeper levels of reading understanding.

2) Reorganization

At this level, the reader goes beyond simple recall by organizing and synthesizing information from different parts of the text. For example, students might compare and contrast ideas, summarize content, or group related information. This level requires the ability to recognize relationships among ideas within the text.

3) Inferential Comprehension

Inferential comprehension involves reading between the lines. Readers must make logical guesses and derive meanings that are implied but not explicitly stated in the text. This includes interpreting intentions, predicting outcomes, and identifying unstated assumptions or motives.

4) Evaluative Comprehension

At the evaluative level, students assess the quality or validity of information presented in a text. They may judge the truthfulness of statements, the logic of arguments, or the effectiveness of the author’s presentation. This level demands critical thinking and the ability to form opinions based on textual evidence.

5) Appreciative Comprehension

This highest level of comprehension refers to the reader’s emotional and aesthetic response to the text. It involves personal

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engagement, enjoyment, or an appreciation of the author's style, tone, or use of literary devices. This level is especially relevant when reading literature or narratives.

2. The Nature of Narrative Text

a. Definition of Narrative Text

According to Fludernik (2009), narrative can be defined as a type of discourse that presents a story, which is not limited to written texts but can also be delivered through various forms of media such as oral storytelling, films, or digital platforms.

Meanwhile, according to Pardiyono (2007), a narrative is a form of text that tells about events or experiences from the past, usually involving a conflict and ending with a resolution. The aim of this type of text is not only to entertain readers through a compelling story but also to convey moral values or important life lessons. In general, narrative texts follow a sequence of events that builds up to a problem and concludes with a solution. Therefore, narrative texts do more than just entertain, they also provide meaningful insights and help broaden the reader's understanding.

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b. Generic Structure of Narrative Text

Generic structure of narrative text is divided into five element, they are:

1) Orientation (Introduction)

In a narrative text, the orientation serves as the opening part of the story. This section introduces the characters, as well as the time and where the events happen. It also helps create the overall mood of the story to make readers interested and keep them engaged. Simply put, orientation gives readers a clear idea of who is involved in the story, when it happens, and where it takes place.

2) Sequence of Events (Complication)

This part describes the development of the storyline and the challenges encountered by the characters. The complication serves to make the narrative more engaging by presenting conflicts or obstacles that hinder the characters from reaching their goals. Typically, this stage appears in the middle of the story and plays a crucial role in building tension and keeping the reader interested.

3) Resolution

In a well-written narrative, the resolution of the conflict is usually clear and final. This part, often referred to as problem solving, helps readers especially students, understand how the conflict was resolved, making the story feel more meaningful and complete.

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4) Re-orientation

A narrative text usually ends with a summary that reinforces the storyline, restates the main characters, and conveys a moral message to the reader. These components are important to ensure the story is coherent and easy to follow. However, in some cases, students may come across more than one conflict and resolution within a single narrative.

5) Evaluation

This part can be integrated into the orientation section because it serves as the introduction to the story. The evaluation in the story helps explain the time and place of the events, which are essential elements for making the story easier to understand for the reader. However, it is not uncommon for students to encounter more than one complication and resolution in a single narrative, especially when the central conflict is still developing or remains unresolved throughout the plot.

c. Language Features of Narrative Text

According to Knapp & Watkins (2005), narrative texts possess specific language characteristics that distinguish them from other types of texts. These features help form a complete, cohesive, and understandable story structure. Below is an explanation of each language feature:

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1) Use of Past Tense

One of the most distinctive features of narrative text is the use of past tense. This is because most narratives tell events or experiences that have already occurred in the past. Using the past tense provides a clear time context for the reader, helping them understand that the events happened before the present moment. This verb form also maintains temporal consistency throughout the story, which is essential for clarity and coherence.

2) Action Verbs

Narrative texts often contain action verbs, such as *ran*, *jumped*, *fought*, *traveled*, and so on. These verbs describe actions or events experienced by the characters. Action verbs bring the story to life by depicting the movements and dynamics of the characters. They help readers visualize the scenes more vividly.

3) Time Conjunctions

Narrative texts also make use of various time conjunctions like *then*, *after that*, *before*, *when*, and *while*. These words indicate the sequence of events or temporal relationships between actions in the story. Time conjunctions are crucial for guiding the reader through the flow of the story. Without clear time signals, the storyline may become confusing.

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4) Descriptive Language

Narrative texts heavily rely on descriptive language to provide details about the characters, setting, atmosphere, and objects within the story. Rich descriptions help create vivid mental imagery for the reader. They make the story more engaging by allowing readers to “see” what’s happening as if they were part of the scene. Descriptive language also builds mood whether suspenseful, joyful, or sad which is essential for keeping readers emotionally connected to the narrative.

d. The Relevance of Narrative Text in EFL Learning

Narrative text plays an essential role in EFL learning because it engages students both emotionally and cognitively, enabling them to connect language with real-life experiences. According to Wajnryb (2003), stories are powerful pedagogical tools that stimulate learners’ interest, convey cultural values, and facilitate language acquisition through meaningful contexts. Some reasons why narrative text is relevant in EFL learning include:

1) Enhancing Interest and Motivation to Learn

Narrative texts are typically engaging stories, such as fairy tales, fables, legends, or personal stories. Stories like this are more likely to connect with students' emotions and imaginations, increasing their enthusiasm in reading. According to Harmer (2007),

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emotionally meaningful texts are simpler for second language learners to understand and can remember.

2) Introducing Culture and Social Values through Narrative Texts

Narrative texts often convey cultural elements, social norms, and moral values that originate from the story's setting and characters. This aspect is highly relevant in EFL (English as a Foreign Language) learning because students are not only acquiring linguistic competence but also developing cultural awareness. According to Yunita & Patriadi (2020), language learning is inseparable from cultural learning, as language itself is a medium through which culture is expressed and transmitted. She emphasizes that culture is not an optional component in language learning but is inherently present from the very beginning of the learning process.

3) Developing Integrated Language Skills

Narrative texts provide opportunities for students to develop all four language skills simultaneously: reading, writing, speaking, and listening. Through activities such as reading stories, retelling them in their own words, writing alternative endings, or listening to narrated audio, students actively engage multiple skills in an integrated manner. Richards and Rodgers (2014) argue that effective language learning utilizes narrative texts as meaningful contexts that naturally encourage the integration of language skills, helping students practice and improve their abilities in a cohesive way.

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4) Strengthening Grammar and Vocabulary through Narrative Texts

Narrative texts utilize distinctive language features such as the past tense, time conjunctions, and action verbs, all of which are essential components in mastering English grammar. Exposure to these structures within meaningful story contexts helps students to internalize grammar rules more naturally.

As Derewianka (1990) explains, narrative texts provide a purposeful context for learners to encounter and understand grammatical patterns. By observing how language functions within a story, students gain a deeper and more intuitive grasp of grammar and vocabulary. This contextualized learning not only enhances their grammatical competence but also supports the development of textual understanding and fluency.

The repetitive and structured nature of narrative texts reinforces key linguistic forms, making it easier for EFL students to recognize, recall, and use them in their own speaking and writing. Therefore, narrative texts serve as a powerful medium for strengthening both the grammatical and lexical aspects of language learning.

e. The Example of Narrative Text

The Legend of Temba, the Guardian of the Jungle

A long time ago, in the thick forests of Sumatra, there lived a small elephant named Temba. He was smaller than the other elephants

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in his herd. Because of his small body, Temba was often seen as weak and unimportant. But Temba always tried to keep up and wanted to prove that he could be useful too.

One day, a big storm hit the jungle. All the animals, including the elephant herd, ran to find shelter. While running, Temba heard a small cry. He looked for the sound and found a lion cub trapped under a fallen tree branch. Even though it was raining hard, Temba bravely moved closer and used all his strength to lift the branch so the cub could escape.

The lion cub didn't run away instead, it followed Temba to a safe place. When the storm ended, the herd returned and saw what Temba had done. They were amazed and began to respect Temba for his courage and kindness, even though he was small.

Since that day, the animals believe that Temba's spirit protects the jungle. They say that every time a storm comes, Temba will appear to help small animals in danger. That's why he is known as Temba, the Jungle Guardian.

3. Skimming Technique

a. Definition of Skimming

Skimming is reading a text rapidly to get the main points. When you read the newspaper, you most likely scan the material rather than reading it word for word. Three to four times faster than casual reading, skimming is done. When they have a lot of reading to do in a short amount of time, people frequently skim. When determining whether an

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article might be relevant to your research, use skimming. When skimming, a variety of tactics can be employed. (Marliasari, 2017)

This technique is especially useful when readers are faced with multiple texts and need to decide which ones are relevant to read more deeply. In academic contexts, for example, when searching for references for assignments or research, skimming allows students to evaluate the content of books or articles quickly before deciding to engage in thorough reading. In everyday life, skimming is also commonly used when reading news articles, brochures, or web pages where reading efficiency is required.

The main function of skimming is to speed up the reading process by less important information and focusing only on the essential points of the text. Nuttall (1996) explains that skimming helps readers identify the main message of a passage without needing to read the entire text. This technique allows readers to become more selective and efficient in capturing important information, especially when under time pressure or when dealing with lengthy reading materials.

In the context of English as Foreign Language (EFL) learning, skimming is particularly useful because it helps students quickly recognize the topic, text structure, and main ideas. This skill strongly supports general reading comprehension and encourages students to develop critical thinking abilities, as they are trained to capture the overall meaning of a passage rather than focus solely on minor details. Additionally, this skill

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trains students not to get stuck on unfamiliar vocabulary, but rather to concentrate on the context and overall message of the text.

By to gain a general understanding, students can absorb content more efficiently in a shorter amount of time. Through this technique, learners are trained to quickly spot key information, compare texts, and determine which sections deserve further, detailed reading. In the long term, this ability helps improve reading speed, comprehension, and students' confidence in dealing with English texts. Therefore, skimming is an essential reading skill to master in the context of foreign language learning.

b. Procedure of Using Skimming Technique

Skimming is a rapid reading technique that enables readers to quickly identify the main ideas of a text and obtain a general understanding of its content. Instead of reading every sentence in detail, readers focus on keywords and pay attention to important parts of the text, particularly nouns and verbs. Several experts have proposed specific steps or procedures for applying the skimming technique in teaching reading.

According to (Yusuf *et al.*, 2017) They also provided the procedure of the skimming method in the following three steps: 1) Read first sentence of paragraph. 2) Read last sentence of paragraph. 3) Read key words in between they further added two skimming patterns in the process. This step aims to give readers an initial picture

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of the content so they can decide whether the text is worth reading in more detail and at an appropriate pace. Preview skimming is essential to help students plan their reading strategies more effectively.

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

1) Read the title

Reading the title is the first step in skimming because it provides the shortest and most direct summary of the text. The title helps readers predict the topic, identify the main idea, and understand the general purpose of the reading. By reading the title, students can quickly decide whether the text is relevant to their learning objectives and prepare their background knowledge before reading the entire text.

2) Read the introduction of lead paragraph

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

3) Read the paragraph completely

When reading the first paragraph of a piece of writing, it's important to fully absorb and understand the information presented.

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The first paragraph typically provides important context and sets the tone for the rest of the writing.

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

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

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

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

- 6) Dip into the text to looking for: Clue words that answer who, what, when, why, how; Proper nouns; Unusual words, especially if

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capitalized; Enumeration; Qualifying adjectives (best, 22 worst, most, etc); Typographical cues, italics, boldface, underlining, asterisks, etc.

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

7) Read the final paragraph completely

In addition, the final paragraph may contain important information that is not explicitly stated in the previous section, such as a summary of important points or final recommendations. Passing the last paragraph can result in loss of important information that can affect the reader's interpretation of all parts.

c. Advantages of Skimming Technique in Improving Reading Comprehension

Skimming is a speed-reading technique that has its own advantages in supporting students' reading abilities. According to Grabe (2009), mastering this technique is essential for improving the efficiency and effectiveness of the reading process, especially for second-language

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learners. Skimming provides the ability to gain a global understanding of the text's content. By using this technique, students can better manage their reading time and achieve a thorough as well as detailed comprehension according to their needs.

Furthermore, Richards & Schmidt (2010) add that fast reading skills such as skimming not only accelerate the reading process but also develop cognitive skills like concentration and information filtering. This is particularly relevant in the context of learning English as a foreign language, where students often face a large volume of texts with various types that require appropriate reading strategies.

d. The Relationship between Skimming Technique and Students' Reading Comprehension in Narrative Texts

In reading narrative texts, skimming plays an important role in helping students understand the text more effectively. Skimming enables readers to obtain a general overview of the story, including the main theme, plot, and characters involved, without reading every detail. According to Alderson (2000), skimming allows readers to capture the general meaning of a text, which helps them understand the narrative as a whole. This technique is particularly useful for EFL students, as it helps them grasp the overall context of the story before focusing on specific details.

By applying skimming, students are trained to read selectively by focusing on key words, topic sentences, and important

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information in the text. This strategy helps students identify the main idea and predict the content of the narrative more quickly. As a result, students can comprehend long narrative texts more efficiently and avoid reading word by word, which often causes boredom and confusion. Therefore, the use of the skimming technique can significantly support students' reading comprehension by helping them understand narrative texts more effectively and efficiently.

B. Relevant Research

Several researchers have previously studied the use of skimming and scanning techniques in reading instruction. The findings of these studies serve as a relevant foundation for this research.

The first study was conducted by Dhillon *et al.*, (2020) entitled The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text. This research used a pre-test and post-test design, and the results showed that the skimming technique could enhance students' comprehension of narrative texts. This finding aligns with the current research, as it also uses narrative texts as the learning material and aims to examine the effect of the skimming technique on students' reading comprehension.

The second study conducted by Firmadini & Masrul (2023) investigated the effect of the skimming technique on students' reading comprehension. This experimental research involved second-semester students from the English study program. The purpose of the study was to examine how the application of the skimming technique influenced students' reading comprehension during the teaching and learning process. The results of the data analysis indicated that the

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use of the skimming technique had a significant effect on improving students' reading comprehension. These findings suggest that skimming can be an effective reading strategy in enhancing students' ability to understand reading texts.

The third study by Riadi & Prasetya (2023) examined the effect of the skimming technique on students' effective reading speed. This experimental research involved tenth-grade students and used both experimental and control classes. The findings showed that students who were taught using the skimming technique experienced better improvement in reading speed compared to those who were taught using conventional methods. The results indicate that the skimming technique is effective in enhancing students' reading speed in reading activities.

C. Operational Concept

The operational concept outlines the indicators of each variable to be measured in this study. These indicators will guide the implementation of the teaching technique (independent variable) and the assessment of students' reading comprehension (dependent variable).

1. Indicators of Variable X (Skimming Technique)

Skimming means reading quickly to get an overall sense of the subject. According to Langan (1992), there are 4 steps to follow in the skimming for the main ideas as followed:

- a. Find definition. They are often signaled by special type, especially italics.

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- b. Located enumerations. It does not help to locate a numbered series of items if you do not know what label the series fits under.
- c. Look for relationship between headings and subheadings. Such relationship is often the key paragraphs.
- d. Look for emphasis words and main ideas. Look for points marked by emphasis words and main ideas in what seem to be key paragraphs.

2. Indicators of Variable Y (Students' Reading Comprehension)

Reading comprehension is the students' ability to understand and interpret a text. The indicators are based on Stanley & King (1999, as cited in Ningsih, 2015:

- a. Identifying the main idea of the text
- b. Understanding supporting details
- c. Determining the meaning of words in context
- d. Making inferences from the text
- e. Recognizing references (such as pronouns and their antecedents)

D Assumption

In this research, the researcher assumes that after being taught by using skimming technique, students' reading comprehension will improve.

E Hypothesis

H^o: There is no significant difference on students' reading comprehension before and after being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti.

H^a: There is a significant difference on students' reading comprehension before and after being taught by using skimming technique at SMAN 1 Rangsang Barat Kepulauan Meranti.

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CHAPTER III

RESEARCH METHOD

Research Design

This research employed a quantitative approach because it focused on collecting and analyzing numerical data to objectively measure the effect of skimming technique on students' reading comprehension. The aim was to examine whether there was a statistically significant improvement in students' reading abilities after the application of these technique. As stated by Creswell (2003), quantitative research involved the systematic investigation of phenomena through the collection of quantifiable data and the application of statistical, mathematical, or computational techniques. It allowed researchers to test hypotheses, identify relationships among variables, and make generalizations based on empirical evidence.

The research used a pre-experimental design, specifically a one-group pre-test and post-test design, which was appropriate for exploratory studies in educational settings where randomization and control groups were difficult to implement. This design was chosen due to its practicality and suitability in real-world classroom contexts, especially when the researcher had access to only one intact group of participants. According to Ary *et al.*, (2010), this design involved measuring a single group both before and after a treatment was applied, and any observed changes were assumed to be associated with the intervention. However, they also noted that this design was susceptible to internal validity threats such as maturation, testing effects, and external events.

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Despite these limitations, it remained useful for evaluating the preliminary effects of instructional strategies.

In this research, the participants were given a pre-test to assess their baseline reading comprehension skills. Following this, they received instruction using skimming technique over a specified period. These techniques were integrated into reading lessons that involved narrative texts. After the instructional period, a post-test was administered to measure any improvement in the students' reading comprehension. The data obtained from the pre- and post-tests were then analyzed statistically to determine whether there was a significant difference in the students' performance. A significant improvement would suggest a positive effect of the skimming technique on students' reading comprehension.

This design supported the main objective of the study, which was to determine the effectiveness of the teaching technique (skimming) in enhancing students' understanding of texts. While it did not allow for strong causal conclusions due to the lack of a control group, it was considered sufficient for initial investigations and pilot studies in classroom-based educational research.

Furthermore, as highlighted by Wilson *et al.*, (1998), this design was vulnerable to threats to internal validity, such as history, maturation, and testing, which might have influenced the differences observed between the pre-test and post-test results. They explained that the one-group pre-test and post-test design consisted of three main stages, that were administering a pre-test to assess the initial condition, applying the experimental treatment, and conducting a post-

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test to measure the effects of the treatment. The schematic representation was as follows:

Table III. 1
Pre-Experimental Design

Pre-Test	Treatment	Post-Test
X	√	Y

B. Time and Location of the Research

This research was conducted from August to September 2025 at SMAN 1 Rangsang Barat, Kepulauan Meranti.

C. Subject and Object of the Research

The subject of the research is the eleventh grade students of SMAN 1 Rangsang Barat, Kepulauan Meranti. Meanwhile, the object of the research is the use of skimming technique on students' reading comprehension at SMAN 1 Rangsang Barat, Kepulauan Meranti.

D. Population and Sample of the Research

1. Population

According to Creswell (2012), the population is a group of individuals who share a common characteristic. There are 80 eleventh-grade students at SMAN 1 Rangsang Barat, consisting of both male and female students from three classes. The research population is as follows:

Table III.2
Population of the Research

No	Class	Total Students
1	XI.1	26
2	XI.2	27
3	XI.3	27
Total Population		80

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2. Sample

In this study, the researcher chose class XI.1 from the eleventh grade as the sample. This was selected through purposive sampling, a technique used to deliberately choose a group based on specific characteristics relevant to the research objectives. The selection was based on the class's availability during the research period and the English teacher's recommendation, as this class demonstrated higher English proficiency compared to the other classes and was categorized as an advanced English class, who considered the class appropriate for implementing skimming technique in reading comprehension. According to Fraenkel *et al.*, (2012), selecting an intact class that was accessible and fit the instructional context was acceptable in educational research, especially when random sampling was not possible due to logistical constraints. Purposive sampling was commonly used in classroom-based studies to ensure the chosen sample aligned with the goals and conditions of the research.

Table III. 3
Sample of the Research

No	Class	Total Students
1	XI.1	26
Total Sample		26

Technique of Collecting Data

In this , the data were collected through tests, which served as the primary instrument to measure students' reading comprehension. Two sets of data were gathered: one from the pre-test administered before the treatment, and another from the post-test conducted after the implementation of skimming technique.

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Both the pre-test and post-test consisted of reading comprehension questions based on narrative texts, presented in a paper-based format.

To ensure the quality of the instruments, the reading comprehension tests were first evaluated for validity and reliability before being used in the actual data collection. According to Creswell (2014), validity tests were conducted to determine whether the test items appropriately measured intended skills or constructs, while reliability tests assessed the consistency and dependability of the test results. These procedures were necessary to ensure that the instruments were both accurate and dependable in evaluating the effect of the teaching techniques on students' reading comprehension performance.

1. Test

In this research, the researcher used reading comprehension tests to collect data. The tests consisted of narrative texts accompanied by questions designed to measure students' achievement in reading comprehension after being taught by using the skimming technique. The tests were administered to the eleventh-grade students of SMAN 1 Rangsang Barat, Kepulauan Meranti. The tests were given in two stages, that were the pre-test and the post-test.

a. Pre-Test

The pre-test had been administered before the treatment to determine the students' initial reading comprehension ability. In the pre-test, students were given a printed narrative text accompanied by multiple-choice questions to assess their understanding.

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b. Treatment

Table III. 4
Table of Materials for Experimental Class

No	Meetings	Materials
1	I	Pre-Test
2	II	Treatment
3	III	Treatment
4	IV	Treatment
5	V	Treatment
6	VI	Treatment
7	VII	Treatment
8	VIII	Post-Test

The treatment was conducted during the teaching and learning process. The treatment was carried out in six meetings. The procedures of the treatment are explained as follows:

- 1) The First Meeting
 - a) The researcher introduces the topic of reading comprehension and explains the importance of understanding narrative texts.
 - b) The researcher gives a brief explanation about students' common difficulties in reading, especially in finding the main idea.
 - c) The researcher introduces the skimming technique as a reading strategy and explains its definition and function.
 - d) The researcher gives a simple example of skimming by showing a short narrative text and identifying the main idea together with the students.
 - e) The researcher asks students to do a short exercise to apply skimming technique individually.

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2) The Second Meeting

- a) The researcher explains the material about skimming technique in more detail.
- b) The researcher explains the purposes and benefits of skimming, particularly to help students find the main idea and general information quickly.
- c) The researcher explains the steps of using skimming technique, such as:
 - Reading the title and introductory paragraph,
 - Focusing on the first and last sentences of each paragraph, and
 - Identifying keywords related to the topic.
- d) The researcher provides a narrative text and demonstrates how to apply skimming technique.
- e) Students practice skimming the text to identify the main idea.

3) The Third Meeting

- a) The researcher reviews the previous material about skimming technique.
- b) The researcher gives a new narrative text and asks students to apply skimming technique independently.
- c) Students are instructed to identify the main idea of each paragraph using skimming technique.

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- d) The researcher discusses the answers together with the students and gives feedback.
 - e) The researcher emphasizes the importance of speed and accuracy in using skimming technique.
- 4) The Fourth Meeting
- a) The researcher provides a longer narrative text.
 - b) The researcher asks students to apply skimming technique in a limited time to train their reading speed.
 - c) Students work in pairs to identify the main idea and general meaning of the text.
 - d) The researcher monitors the students' activities and gives guidance when necessary.
 - e) The results of students' work are discussed together.
- 5) The Fifth Meeting
- a) The researcher reviews the steps of skimming technique briefly.
 - b) The researcher gives several narrative texts with different topics.
 - c) Students apply skimming technique to find the main idea and general information from each text.
 - d) The researcher asks students to answer comprehension questions related to the main idea.
 - e) The researcher gives feedback and clarifies students' misunderstandings.

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6) The Sixth Meeting

- a) The researcher reviews all materials related to skimming technique.
- b) The researcher gives practice exercises similar to the post-test to strengthen students' understanding.
- c) Students apply skimming technique individually to find the main idea of narrative texts.
- d) The researcher concludes the lesson and reinforces the use of skimming technique in reading comprehension.
- e) The researcher motivates students to continue using skimming technique in reading activities.

c. Post-Test

The post-test was administered after the treatment to evaluate the students' progress in reading comprehension. Like the pre-test, the post-test used printed narrative texts and multiple-choice questions, with items based on the materials taught during the treatment phase.

Table III. 5
Blue Print of Reading Comprehension Test

Variable	Indicators	Item Numbers
Reading comprehension	Identifying the main idea	1, 6, 11, 16, 21
	Identifying specific information	2, 7, 12, 17, 22
	Determining vocabulary meaning in context	3, 8, 13, 18, 23
	Identifying reference	4, 19
	Making inference and moral understanding	5, 9, 10, 14, 15, 20, 24, 25

After the students do the test, the score classified as follow:

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Table III. 6
Classification of Students' Score

No	The Level Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

(Arikunto, 2013)

2. Validity of Instrument

Before conducting the test, its validity needed to be determined. According to Hughes (2003), a test is valid if it accurately measures what it is intended to measure. In this study, essay questions were used to assess students' reading comprehension. The validity was tested by correlating each item score with the total score using SPSS to determine whether the items were valid.

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Table III. 7
Result of Validity Test

Item Number	R item	R table	Result
Item 1	0,383	0,349	Valid
Item 2	0,405	0,349	Valid
Item 3	0,373	0,349	Valid
Item 4	0,381	0,349	Valid
Item 5	0,426	0,349	Valid
Item 6	0,461	0,349	Valid
Item 7	0,376	0,349	Valid
Item 8	0,549	0,349	Valid
Item 9	0,441	0,349	Valid
Item 10	0,374	0,349	Valid
Item 11	0,499	0,349	Valid
Item 12	0,359	0,349	Valid
Item 13	0,403	0,349	Valid
Item 14	0,396	0,349	Valid
Item 15	0,605	0,349	Valid
Item 16	0,389	0,349	Valid
Item 17	0,389	0,349	Valid
Item 18	0,374	0,349	Valid
Item 19	0,381	0,349	Valid
Item 20	0,512	0,349	Valid
Item 21	0,476	0,349	Valid
Item 22	0,558	0,349	Valid
Item 23	0,528	0,349	Valid
Item 24	0,493	0,349	Valid
Item 25	0,455	0,349	Valid

Based on the results of the validity test of students' reading comprehension, it was found that 25 question items had a calculated r value $> r$ table, so the 25 items were declared valid.

3. Reliability of Instrument

Reliability refers to the consistency of a test, meaning it should produce stable and consistent results when administered under similar conditions (Creswell, 2012). In this study, internal consistency reliability

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will be evaluated, since the test consists of multiple-choice questions designed to measure the same construct, reading comprehension.

To measure reliability, the instrument was tried out on a small group of students who were not part of the actual sample but had similar characteristics. If the reliability coefficient was acceptable, the instrument was used in the main study. If not, the researcher revised or removed problematic items based on item analysis to improve the instrument before the main data collection.

Table III. 8
Reliability Statistic of the Test

Cronbach's Alpha	N of Items
,825	25

F. Technique of Data Analysis

Since this study employed a one-group pre-test post-test design, the data were analyzed by using the Repeated Measures or Related Samples methods. If the dependent variable was normally distributed or was scale data without significant violations of assumptions, a Paired Sample T-Test was conducted. However, if the dependent variable was ordinal or if there were clear violations of parametric assumptions, the Wilcoxon Signed-Rank Test was applied as a non-parametric alternative (Woolson, 2005). He explained that the Wilcoxon Signed-Rank Test is particularly suitable when the data do not meet the normality assumption required for the Paired Sample T-Test. To determine whether there was a significant difference in the use of skimming technique on

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reading comprehension at SMAN 1 Rangsang Barat Kepulauan Meranti, the data were analyzed using SPSS 20 version after data collection.

1. Normality of the Test

Before analyzing the data by using a paired sample test, the researcher found out the normality of the data. The normality test of the data was analyzed by using the Shapiro-Wilk technique with SPSS 20 version.

Analysis:

H^0 : Data is normally distributed

H^a : Data is abnormally distributed

If probability value (sig) > 0.05 , H^0 is accepted

If probability value (sig) < 0.05 , H^0 is rejected

2. Paired Sample T-Test

The data was analyzed by the researcher using the paired sample t-test. A paired t-test is used to determine whether the means of two related measurements, such as pre-test and post-test scores, differ significantly. Using SPSS 20, the researcher used the paired samples t-test in this investigation. To ascertain whether the difference between the pre-test and post-test mean scores was statistically significant, the significant value was examined. The statistical hypothesis is:

- a. H^0 : sig. (2 tailed) > 0.05 or t^0 (to obtain) $< t_{table}$: There is no significant difference of using skimming technique on students' reading comprehension at the eleventh grade of SMAN 1 Rangsang Barat Kepulauan Meranti.

- b. H^a : sig. (2 tailed) < 0.05 or t^o (tobtain) > t_{table} : There is a significant difference of using skimming technique on students' reading comprehension at the eleventh grade of SMAN 1 Rangsang Barat Kepulauan Meranti.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and findings presented in Chapter IV, the researcher draws the following conclusions in response to the research questions:

The results of this study indicate that the use of skimming technique significantly improves students' reading comprehension ability. The descriptive analysis showed that the students' post-test mean score ($M = 72.62$) was higher than their pre-test mean score ($M = 49.54$), indicating a considerable improvement after being taught using skimming technique.

Furthermore, the result of the paired sample t-test using SPSS revealed that there was a significant difference between students' pre-test and post-test scores. The Sig. (2-tailed) value was 0.000, which is lower than the significance level of 0.05. This means that the null hypothesis (H^0) was rejected and the alternative hypothesis (H^a) was accepted. Therefore, it can be concluded that teaching reading comprehension through skimming technique had a significant difference on students' reading comprehension ability.

In conclusion, the findings of this study demonstrate that the application of skimming technique had a positive and substantial impact on students' ability to comprehend reading texts. Students not only achieved higher comprehension scores but also showed more consistent improvement after the treatment. As therefore, it is recommended that English teachers, especially teachers who

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teach at the senior high school level, use skimming technique as useful technique to improve students' reading comprehension.

B. Suggestion

Based on the research results and conclusions obtained, the researcher would like to provide several suggestions as follows:

1. For English Teachers

It is suggested that teachers apply skimming technique as one of the strategies in teaching reading. This technique have been proven effective in improving students' reading comprehension and helping them understand English texts more efficiently.

2. For Students

Students are encouraged to practice skimming when reading English texts. By applying this technique, they can enhance their ability to identify main ideas and understanding of the text more effectively.

3. For Future Researchers

Future researchers are suggested to conduct similar studies with different research designs or at different levels of education to obtain more comprehensive results. They may also explore other types of reading text by skimming with other reading strategies to see broader effects on students' reading comprehension.

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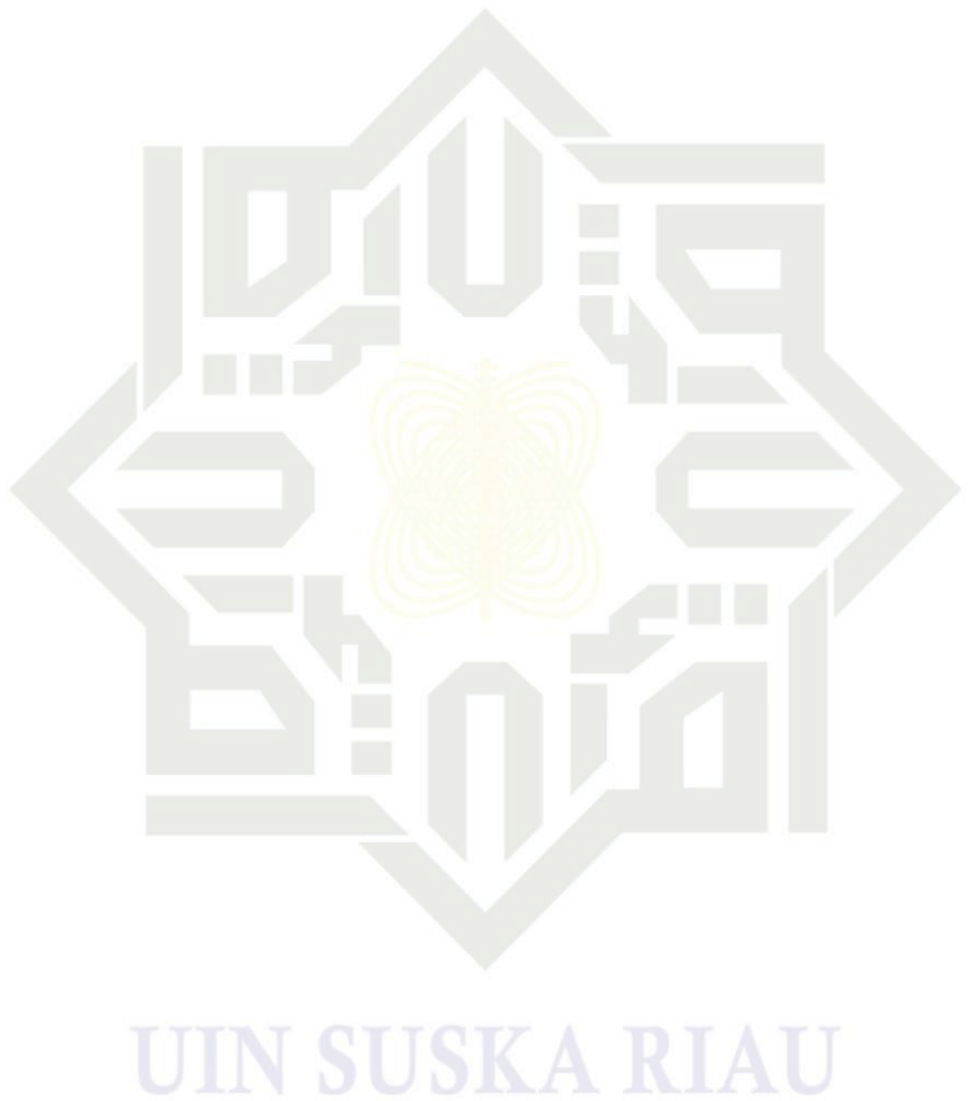
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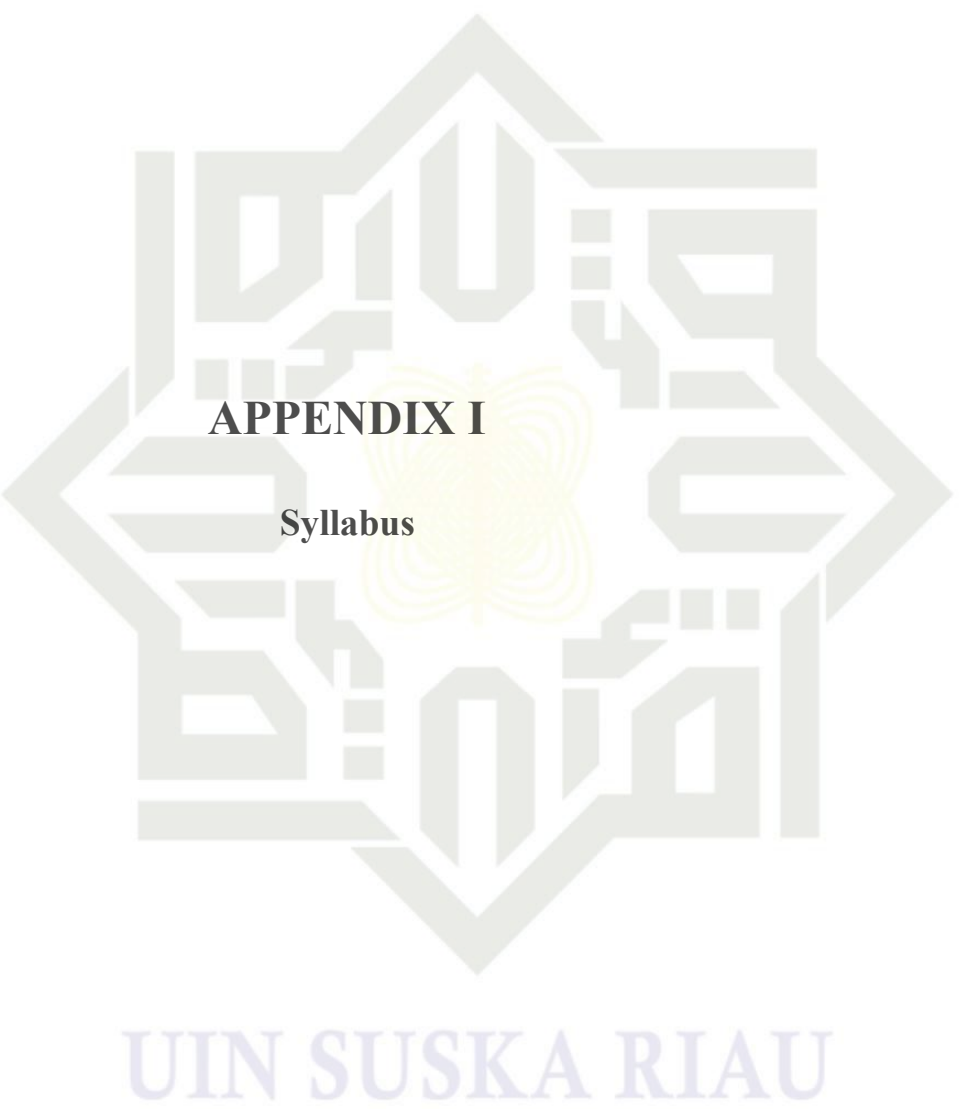
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APPENDICES

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APPENDIX I

Syllabus

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ALUR TUJUAN PEMBELAJARAN (ATP) BAHASA INGGRIS TYINGKAT LANJUT KELAS 11

Capaian Pembelajaran Bahasa Inggris (TL) Fase F (BSKAP Nomor : 32 Tahun 2024)

Pada akhir Fase F tingkat lanjut, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan target pemirsa/pembacanya dalam berbagai jenis teks narasi, eksposisi, diskusi, teks sastra, teks otentik, dan/atau multiteks dalam berbagai macam topik termasuk isu sosial dan konteks budaya. Capaian Pembelajaran setiap elemen mata pelajaran Bahasa Inggris tingkat lanjut adalah sebagai berikut.

Elemen	Deskripsi
Menyimak (<i>Listening</i>)	Peserta didik memahami gagasan utama dan informasi rinci dari teks lisan yang kompleks tentang topik konkrit dan abstrak terkait kejadian di lingkungan sekitar, isu mutakhir atau topik terkait mata pelajaran lain dalam teks narasi, eksposisi, dan diskusi. (<i>Students comprehend the main ideas and detailed information of complex listened texts, on both concrete and abstract topics on events in their surroundings, current issues, or topics relevant to other subjects in the curriculum in narrative, exposition, and discussion texts.</i>)
Membaca (<i>Reading</i>)	Peserta didik memahami gagasan utama dan informasi rinci dari teks tulis yang kompleks tentang topik konkrit dan abstrak dalam bentuk cetak, digital, teks tunggal maupun ganda, terkait kejadian di lingkungan sekitar, isu mutakhir atau topik terkait mata pelajaran lain dalam teks narasi, eksposisi, dan diskusi. (<i>Students comprehend the main ideas and detailed information of complex written texts, both on concrete and abstract topics, in print and on screen or digital, single or multiple, on events in their surrounding, current issues, or topic relevant to other subjects in the curriculum in narrative, exposition, and discussion texts.</i>)
Menulis (<i>Writing</i>)	Peserta didik memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks narasi, eksposisi, dan diskusi tentang berbagai topik. Teks yang ditulis menunjukkan pendapat atau pandangan dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat. (<i>Students produce texts with a clear and detailed structure of organization on different topics and express ideas or opinions on</i>

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	<i>certain issues or topics in narrative, exposition, and discussion texts. The text shows strengths and weaknesses or arguments for and against different choices or opinions.)</i>
Berbicara (Speaking)	Peserta didik berinteraksi dengan lancar, spontan, teratur dan tanpa ada hambatan berarti untuk berkomunikasi secara lisan dalam teks narasi, eksposisi, dan diskusi. <i>(Students interact fluently, spontaneously, and in a structured manner without hindrances to communicate orally in narrative, exposition, and discussion texts.)</i>

Elemen	UNIT 1 : LEGEND
Capaian Pembelajaran Tahun	Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.
Fase / Alur Tujuan Pembelajaran	<p>Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks;</p> <p>Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan <i>noun phrase, past tense, past tense, action verbs, and sequence words</i>;</p> <p>Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</p> <p>Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan</p>



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	Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
Jumlah Jam	3x45 Menit JP/Minggu
Topik	Mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: kesadaran lingkungan, pengorbanan, dan kejujuran serta kepercayaan.
Glosarium	<p>Chanted = said or shouted repeatedly in a singsong tone.</p> <p>Holy = sacred or dedicated to God or a religious purpose.</p> <p>Sago = edible starch obtained from a particular tree growing in freshwater swamps in Southeast Asia.</p> <p>Tifa = a traditional wooden tubular-shaped musical instrument that is originated from Maluku and Papua.</p> <p>Worship = show a strong feeling and adoration for God</p>
Profil Pelajar Pancasila	<p>(Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;</p> <p>Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);</p> <p>Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;</p> <p>Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).</p>

Elemen	UNIT 2 : FAIRY TALE
Capaian Pembelajaran	Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan.



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	Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.
Fase / Alur Tujuan Pembelajaran	<p>Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks;</p> <p>Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, diantaranya <i>noun phrases and adverbs of time, place and manner</i>;</p> <p>Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</p> <p>Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan</p> <p>Menceritakan kembali teks naratif yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
Jumlah Jam	3x45 Menit JP/Minggu
Topik	Peserta didik mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik sesuai dengan konteks peserta didik dan isu-isu penting lainnya, seperti: konsep diri, kesehatan mental, kecerdikan dan tindakan benar-salah.
Glosarium	<p><i>Alienate</i> = to be withdrawn or detached from one's society</p> <p><i>Confronted</i> = faced up to and dealt with</p> <p><i>Convinced</i> = caused someone to believe firmly or persuade someone to do something</p> <p><i>Gift</i> = a natural ability or talent</p> <p><i>Identity</i> = the fact of being who or what a person or thing is</p>
Profil Pelajar Pancasila	(Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;



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	<p>Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);</p> <p>Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;</p> <p>Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).</p>
Elemen	UNIT 3 : FANTASY
Capaian Pembelajaran Tahun	<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.</p>
Fase / Alur Tujuan Pembelajaran	<p>Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi sosial dan struktur teks;</p> <p>Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan <i>adjective clauses and reported speech</i>.</p> <p>Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</p> <p>Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan</p> <p>Mempresentasikan teks naratif secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>



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Jumlah Jam	3x45 Menit JP/Minggu
Topik	Mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: kepercayaan dan kejujuran serta keberanian.
Glosarium	<p><i>Bewitched</i>, Broke suddenly into very small pieces.</p> <p><i>Faun</i>, Put a magic spell on someone or something in order to control him/her/it.</p> <p><i>Shattered</i>, A soft sweet that is usually cut into squares and dusted with powdered sugar.</p> <p><i>Treason</i>, A fictional creature that looks like a small man with a goat's back legs, a tail, ears, and horns.</p> <p><i>Turkish Delight</i>, The crime of assisting your country's enemies or seeking to overthrow the government illegally.</p>
Profil Pelajar Pancasila	<p>(Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;</p> <p>Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);</p> <p>Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;</p> <p>Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).</p>
Elemen	UNIT 4 : ANALYTICAL EXPOSITION TEXT
Capaian Pembelajaran Pertahun	<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan</p>



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	kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.
Fase / Alur Tujuan Pembelajaran	<p>Mengidentifikasi karakteristik dari teks eksposisi analitis, yaitu: tesis, argumen, dan reiterasi;</p> <p>Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi analitis, pada bab ini difokuskan pada pembahasan <i>fact and opinion</i>, <i>internal conjunction</i>, <i>frase nominal</i>, dan <i>simple present tense</i>;</p> <p>Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</p> <p>Menulis teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks secara lisan; dan</p> <p>Mempresentasikan teks eksposisi analitis yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
Jumlah Jam	3x45 Menit JP/Minggu
Topik	Mempelajari teks eksposisi analitis melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: masalah sosial yakni penutupan perpustakaan umum, masalah terkait kesehatan yakni vaksin untuk mencegah penularan virus Covid-19, dan masalah lingkungan.
Glosarium	<p><i>Believe</i>, to accept the word or evidence of</p> <p><i>Issue</i>, something that people are talking about, thinking about, etc. : an important subject or topic</p> <p><i>Mistake</i>, a wrong action or statement proceeding from faulty judgment, inadequate knowledge, or inattention</p> <p><i>Suggest</i>, to offer something for consideration or as a hypothesis state, to express in words</p>
Profil Pelajar Pancasila	<p>(Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;</p> <p>Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);</p>



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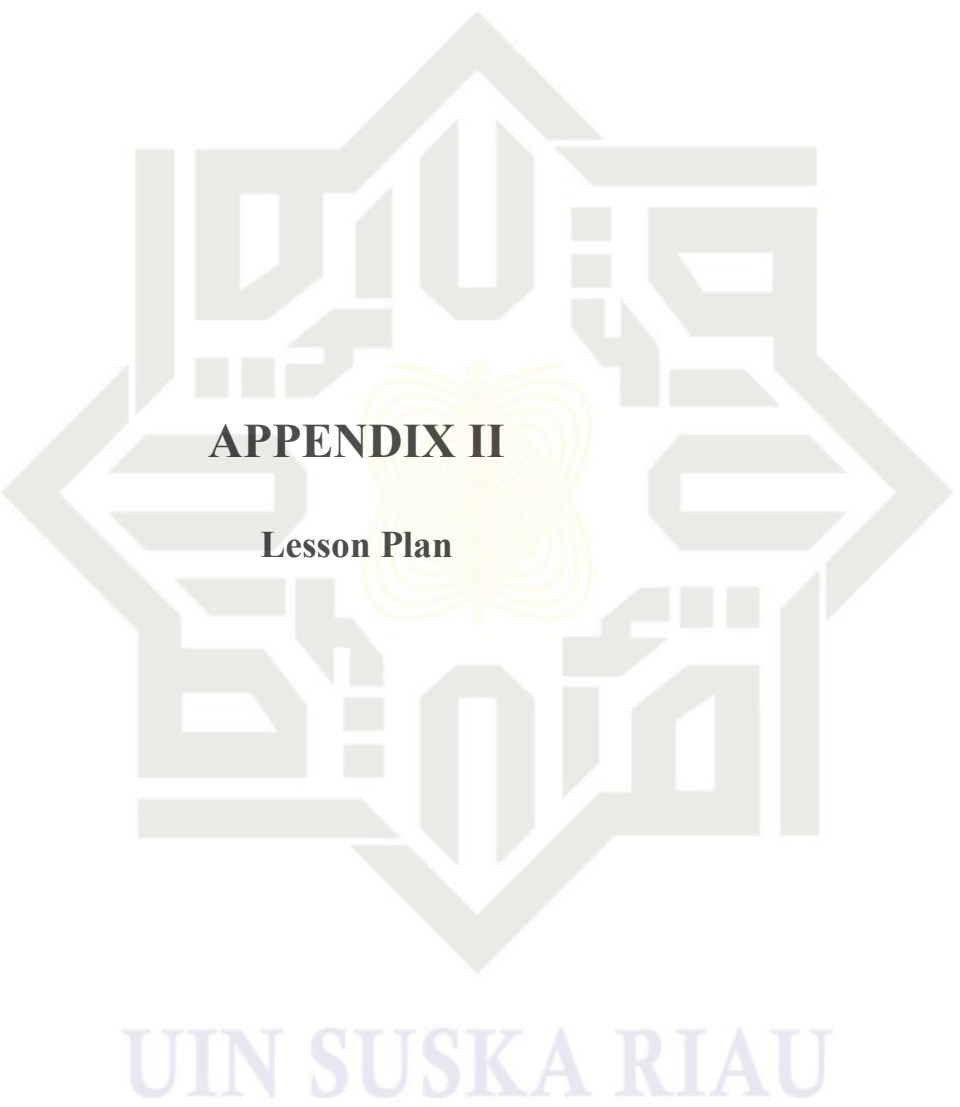
	<p>Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;</p> <p>Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).</p>
Elemen	UNIT 5 : HORTATORY EXPOSITION TEXT
Capaian Pembelajaran Bertahun	<p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.</p>
Fase / Alur Tujuan Pembelajaran	<p>Mengidentifikasi karakteristik dari teks eksposisi hortatorik, yaitu adanya: tesis, argumen, dan rekomendasi;</p> <p>Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi hortatorik. Bab ini difokuskan pada pembahasan abstract noun, modal adverb, dan temporal connective;</p> <p>Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</p> <p>Menulis teks eksposisi hortatorik dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks; dan</p> <p>Mempresentasikan teks eksposisi hortatorik yang telah ditulis dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks.</p>
Jumlah Jam	3x45 Menit JP/Minggu
Topik	Membelajarkan teks eksposisi hortatorik melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik



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	terkait konteks peserta didik dan isu-isu penting lainnya, seperti: masalah sosial yakni penggunaan laptop untuk anak sekolah di kelas, masalah terkait kesehatan yakni nutrisi yang bagus untuk kesehatan, dan masalah keamanan digital yakni keamanan internet.
Glosarium	<p>Agree, To concur in (something, such as an opinion)</p> <p>Booster, An auxiliary device for increasing force, power, pressure, or effectiveness</p> <p>Energy, The physical or mental strength that allows you to do things</p> <p>Reason, A statement or fact that explains why something is the way it is, why someone does, thinks, or says something, or why someone behaves a certain way</p> <p>Significant, Important enough to be noticed or have an effect</p>
Profil Pelajar Pancasila	<p>(Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;</p> <p>Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);</p> <p>Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;</p> <p>Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).</p>



APPENDIX II

Lesson Plan

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MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Syarifah Indriyani
Satuan Pendidikan	: SMA Negeri 1 Rangsang Barat
Kelas / Fase	: XI (Sebelas) - F
Mata Pelajaran	: Bahasa Inggris Tingkat Lanjut
Alokasi Waktu	: 2 x 45 Menit JP
Tahun Penyusunan	: 2025 / 2026

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

C. KOMPETENSI AWAL

Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai teks legenda yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi dan cinta tanah air dengan mengenali legenda-legenda di Indonesia.

D. PROFIL PELAJAR PANCASILA

1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;
2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;
4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

E. SARANA DAN PRASARANA

1. Papan Tulis (Whiteboard)
2. Laptop/Komputer PC
3. Infokus/Proyektor/Pointer
4. Akses Internet
5. Buku Teks
6. Lembar kerja
7. Referensi lain yang mendukung

F. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

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KOMPONEN INTI

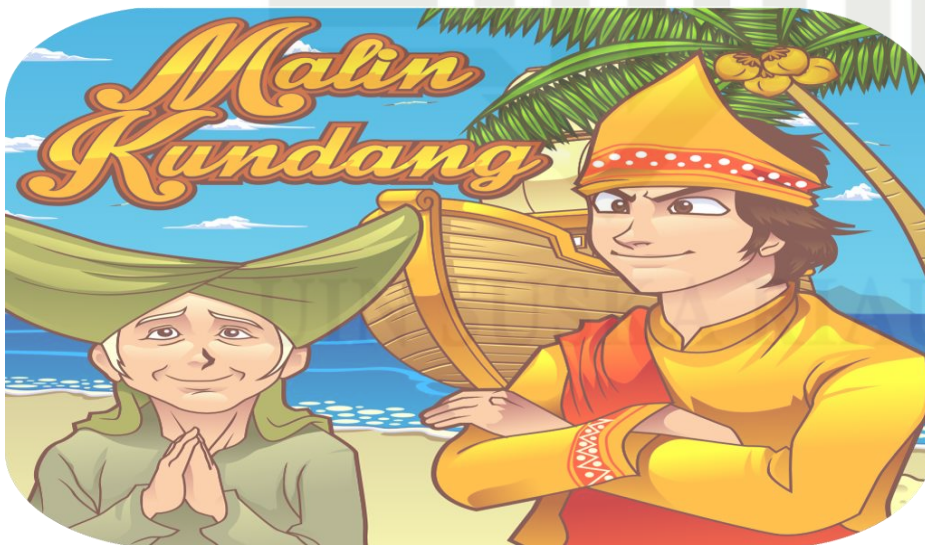
A. TUJUAN PEMBELAJARAN

- Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks;
- Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan *noun phrase*, *past tense*, *past tense*, *action verbs*, and *sequence words*;
- Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;
- Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan
- Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. PEMAHAMAN BERMAKNA

Mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: kesadaran lingkungan, pengorbanan, dan kejujuran serta kepercayaan.

C. PERTANYAAN PEMANTIK



Picture 1.1



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Look at the picture and discuss the following questions with your partner.

- Have you ever read or heard this story?
- What is the name of this story?

PERTEMUAN KE-1: My Initial Understanding

1. Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan doa dan melakukan absensi.
- Guru menyampaikan tujuan pembelajaran serta penilaian hasil belajar.
- Guru memotivasi siswa untuk semangat belajar dan menumbuhkan karakter sesuai Profil Pelajar Pancasila (beriman, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global).

2. Kegiatan Inti (90 Menit)

- Guru menampilkan gambar Sumatera Barat dan menanyakan apakah siswa mengetahui legenda yang berasal dari daerah tersebut.
- Siswa berdiskusi secara berpasangan mengenai legenda yang mereka ketahui, khususnya legenda Malin Kundang.
- Guru mengajukan pertanyaan pemantik:
 - What do you know about Malin Kundang?
 - What is a legend?
 - Why do people tell legends?
- Guru menjelaskan pengertian narrative text serta tujuan pembelajaran teks naratif.
- Guru memperkenalkan teknik skimming sebagai strategi membaca cepat untuk memperoleh gambaran umum dan ide pokok teks.
- Siswa menuliskan pemahaman awal atau ringkasan singkat tentang cerita Malin Kundang berdasarkan pengetahuan mereka.

3. Kegiatan Penutup (10 Menit)

- Guru dan siswa menyimpulkan pembelajaran.
- Guru mengajak siswa melakukan refleksi singkat.
- Guru menutup pembelajaran dengan doa dan motivasi.



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B. PERTEMUAN KE-2: Reading Narrative Text Using Skimming Technique

1. Kegiatan Pendahuluan (10 Menit)

- Doa, absensi, dan penyampaian tujuan pembelajaran.
- Guru memotivasi siswa untuk aktif dalam kegiatan membaca.

2. Kegiatan Inti (90 Menit)

Activity 1 – Vocabulary Preparation

- Guru memberikan daftar kosakata penting dari teks *The Legend of Malin Kundang*.
- Siswa menebak makna kosakata berdasarkan konteks kalimat.
- Guru mengonfirmasi arti kata dan menjelaskan penggunaannya dalam kalimat sederhana.

Activity 2 – Skimming Practice

- Guru menjelaskan langkah-langkah teknik skimming, seperti:
 - Membaca judul dan kalimat awal paragraf.
 - Memperhatikan kata kunci dan ide yang sering muncul.
 - Tidak membaca setiap kata secara detail.
- Siswa membaca teks *The Legend of Malin Kundang* menggunakan teknik skimming.
- Siswa diminta menemukan main idea dari setiap paragraf.
- Guru dan siswa mendiskusikan hasil skimming secara bersama-sama.

3. Kegiatan Penutup (10 Menit)

- Guru dan siswa menyimpulkan manfaat skimming dalam memahami teks naratif.
- Guru memberikan motivasi untuk terus melatih teknik skimming.

C. PERTEMUAN KE-3: Identifying Main Idea through Skimming

1. Kegiatan Pendahuluan (10 Menit)

- Doa, absensi, dan penyampaian tujuan pembelajaran.



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2. Kegiatan Inti (90 Menit)

Activity 1 – Reviewing Skimming

- Guru mengulas kembali pengertian dan langkah-langkah teknik skimming.
- Siswa menjelaskan kembali fungsi skimming dalam membaca teks panjang.

Activity 2 – Skimming for Main Idea

- Siswa membaca kembali teks *Malin Kundang* menggunakan teknik skimming.
- Guru memberikan pertanyaan umum, seperti:
 - What is the story mainly about?
 - What is the main idea of each paragraph?
- Siswa menjawab pertanyaan berdasarkan hasil skimming.
- Guru membahas jawaban siswa dan memberikan penguatan.

3. Kegiatan Penutup (10 Menit)

- Guru dan siswa menyimpulkan bahwa skimming membantu menemukan ide pokok secara cepat.
- Guru memberikan apresiasi kepada siswa yang aktif.

D. PERTEMUAN KE-4: Skimming in Group Reading Activity

1. Kegiatan Pendahuluan (10 Menit)

- Doa, absensi, dan penyampaian tujuan pembelajaran.

2. Kegiatan Inti (90 Menit)

Activity 1 – Group Reading

- Guru membagi siswa ke dalam beberapa kelompok kecil.
- Setiap kelompok membaca teks naratif menggunakan teknik skimming.
- Siswa mendiskusikan ide pokok cerita dan bagian penting dari teks secara umum.

Activity 2 – Group Discussion

- Setiap kelompok mempresentasikan hasil skimming mereka.



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- Guru memberikan koreksi dan penguatan mengenai penggunaan skimming secara tepat.

3. Kegiatan Penutup (10 Menit)

- Guru dan siswa menyimpulkan pentingnya teknik skimming dalam membaca teks naratif.
- Guru memberikan tugas ringan untuk pertemuan berikutnya.

E. PERTEMUAN KE-5: Identifying Text Structure and Moral Value Using Skimming

1. Kegiatan Pendahuluan (10 Menit)

- Doa, absensi, dan penyampaian tujuan pembelajaran.

2. Kegiatan Inti (90 Menit)

Activity 1 – Identifying Narrative Structure

- Guru menjelaskan struktur teks naratif (Orientation, Complication, Resolution).
- Siswa membaca teks dengan teknik skimming untuk mengidentifikasi bagian-bagian struktur cerita.
- Siswa mengisi tabel struktur teks berdasarkan hasil skimming.

Activity 2 – Identifying Moral Value

- Guru mengarahkan siswa menemukan pesan moral cerita.
- Guru mengajukan pertanyaan:
 - What lesson can we learn from the story?
 - What moral value is conveyed in the story?
- Diskusi kelas dilakukan secara bersama-sama.

3. Kegiatan Penutup (10 Menit)

- Siswa menuliskan satu paragraf singkat tentang pesan moral cerita.
- Guru memberikan umpan balik dan menyimpulkan pembelajaran.



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PERTEMUAN KE-6: Reading Comprehension Practice and Reflection

Using Skimming

4. 1. Kegiatan Pendahuluan (10 Menit)

- Doa, absensi, dan penjelasan tujuan pembelajaran.

5. 2. Kegiatan Inti (90 Menit)

Activity 1 – Reading Comprehension Practice

- Siswa membaca teks naratif menggunakan teknik skimming secara mandiri.
- Guru memberikan pertanyaan pemahaman umum, seperti:
 - What is the story about?
 - Who are the main characters?
 - What is the ending of the story?
 - What is the moral value?
- Siswa menjawab pertanyaan secara individu lalu berdiskusi berpasangan.

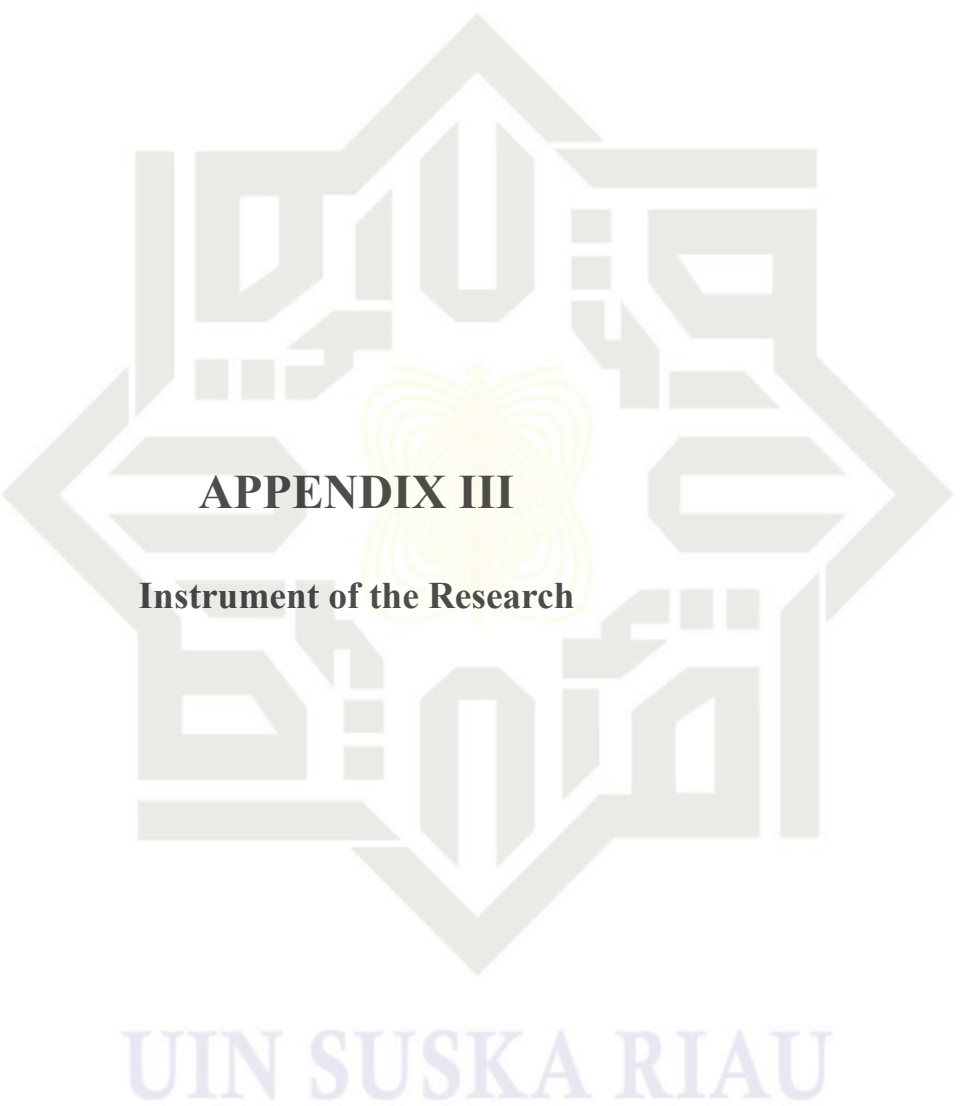
Activity 2 – Reflection

- Guru mengajak siswa merefleksikan penggunaan teknik skimming.
- Diskusi dilakukan mengenai manfaat dan kesulitan selama pembelajaran.

3. Kegiatan Penutup (10 Menit)

- Guru dan siswa menyimpulkan seluruh rangkaian pembelajaran.
- Guru memberikan apresiasi dan menutup pembelajaran dengan doa.

UIN SUSKA RIAU



APPENDIX III

Instrument of the Research

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State Islamic University of Sultan Syarif Kasim Riau

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SOAL PRE-TEST

Name:

Class:

Instructions:

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

Read the text below and answer questions 1–5

THE LEGEND OF SENDANG SANI

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. Then, they began walking to Sunan Muria's house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired, while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer, but there was no water around to clean up or perform *wudu*. Ki Rangga was confused and told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray to Allah SWT for water. Now, you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill."

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So, Sunan Kalijaga went behind the hill. Ki Rangga, along with his servants, sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants became wet. They woke up and were very happy to see the water. They drank and played in it. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

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

1. What is the main idea of the text?
 - A. Sunan Kalijaga and Ki Rangga built a pond in Central Java
 - B. Sunan Kalijaga turned Ki Rangga into a tree
 - C. Ki Rangga and his servants broke a promise and turned into turtles
 - D. Sunan Kalijaga was tired during his trip
 - E. Ki Rangga created water from a tree
2. Why did Ki Rangga feel embarrassed during the journey?
 - A. Because he forgot his luggage
 - B. Because he fell asleep under the tree
 - C. Because he looked tired while Sunan Kalijaga did not

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- Because he couldn't find the way to Sunan Muria's house
 - Because he drank too much water
- What does the word **"they"** in the sentence "They quickly fell asleep" refer to?
 - Ki Rangga and Sunan Kalijaga
 - The people of Pati
 - Ki Rangga and his servants
 - The trees and the hill
 - The visitors of Sendang Sani
- What can we infer about Ki Rangga from the story?
 - He was very responsible and careful
 - He always obeyed Sunan Kalijaga's advice
 - He was loyal and strong during the journey
 - He was careless and forgot to keep his promise
 - He helped Sunan Kalijaga build Sendang Sani
- What is the meaning of the word **"miracle"** in the sentence "Then, a miracle happened"?
 - A normal event that always happens
 - A sad ending of the journey
 - A surprising and extraordinary event
 - A punishment from the king
 - A secret from the past

Read the text below and answer questions 6–10

THE LEGEND OF PRINCESS TEJA NIRMALA

Long ago, on the slope of Mount Wayang in West Java, there lived a wise king named Sang Prabu. He had a beautiful daughter named Princess Teja Nirmala. Many princes came to propose to her, but none won her heart. To solve this, Sang Prabu held a competition of strength and wisdom to find the best man for his daughter.

The competition was won by Raden Begawan, the prince of Blambangan. Princess Teja Nirmala and Raden Begawan fell in love, and the kingdom prepared for their wedding. But a wicked fairy named Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess.

When Sang Prabu found Raden Begawan in the forest, the prince's memory returned. But before they could return, Princess Segara attacked them. She killed Raden Begawan with her dark magic. Princess Teja Nirmala was heartbroken when she heard the news.

Because of her pure love and deep sadness, a kind fairy took Princess Teja Nirmala to Kayangan, the heavenly realm. People say her light still shines from the top of Mount Wayang to this day.

- What is the main idea of the second paragraph?
 - Sang Prabu punished Princess Segara for her crimes
 - Raden Begawan was killed by Princess Segara after he regained his memory
 - The king and his daughter left the kingdom after the tragedy
 - Raden Begawan used his magic to defeat the wicked fairy
 - Princess Teja Nirmala married another prince in the end
- "Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess".
What does the underlined word refer to?
 - Princess Teja Nirmala
 - The kind fairy



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- C. Princess Segara
- D. Teja Nirmala's maid
- E. A goddess from the sky
8. What made Princess Segara angry with Raden Begawan?
 - A. He insulted her magical powers
 - B. He refused to marry her and chose another princess
 - C. He wanted to become a king instead
 - D. He forgot the fairy's name
 - E. He took the crown of Blambangan
9. What can we infer about the character of Princess Teja Nirmala?
 - A. She truly loved Raden Begawan
 - B. She wanted to go to Khayangan from the start
 - C. She was secretly jealous of the fairy
 - D. She planned revenge for the prince's death
 - E. She hid her sadness and became queen
10. What does the word **"heartbroken"** in the sentence "Princess Teja Nirmala was heartbroken when she heard the news" most likely mean?
 - A. Full of energy
 - B. Very happy
 - C. Strong and brave
 - D. Deeply sad
 - E. Ready to move on

Read the text below and answer questions 11–15

THE HERMIT AND THE MAGIC PADDY FIELD

Many years ago, there lived a hermit deep in a forest in Sumatra. He lived a simple life and survived by eating fruits from the jungle. Unfortunately, a terrible drought struck the area. The trees stopped bearing fruit, and the plants all withered and died. With no food left, the hermit became very hungry and desperate.

In his hunger, the old man went to a nearby village to beg for food. At first, the villagers gave him what they could, feeling pity for him. But as days passed and he kept coming back, the villagers grew tired of helping. They told the hermit to start growing his own food instead of relying on others. Feeling sad and rejected, he returned to his small hut and thought deeply about what the villagers said.

One day, as the hermit sat weak and hungry, a kind boatman passed by and saw him. The boatman felt sorry and handed him some paddy seeds. "These are not ordinary seeds," the boatman said. "They will grow fast and give you endless rice if you work hard. But remember, once you stop working and get tired of it, they will turn into weeds." Encouraged by this hope, the hermit cleared a small piece of land and planted the seeds. As the rains came, the plants grew quickly. Soon, the paddy was ready to be harvested, and to his surprise, after each harvest, the plants regrew by themselves.

The hermit was happy and no longer hungry. But soon, villagers came and took advantage of his miracle crop. They took as much rice as they could carry. The hermit grew tired of working alone and having to harvest endlessly. One day, out of frustration, he shouted at the field, "Stop growing, you wretched thing!" At that very moment, just as the boatman had warned, the magical paddy plants turned into weeds. His miraculous harvest was gone forever, and the hermit was left with nothing but regret.

11. What did the boatman give to the hermit?
 - A. Some paddy seeds
 - B. A bag of rice



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- C. A magic book
- D. Farming tools
- E. A pot of gold
12. The word “**him**” in the sentence “The boatman felt sorry and handed him some paddy seeds” refers to...
 - A. The villager
 - B. The forest
 - C. The boatman
 - D. The paddy
 - E. The hermit
13. What can be inferred from the hermit’s decision to work hard on the paddy field?
 - A. He wanted to become a rich man
 - B. He respected the villagers’ advice
 - C. He hoped to give rice to the villagers
 - D. He was determined to survive
 - E. He planned to leave the forest
14. What is the main idea of the last paragraph?
 - A. The paddy stopped growing because the hermit was angry
 - B. The villagers destroyed the magical rice
 - C. The boatman returned to the forest
 - D. The hermit gave away the seeds
 - E. The paddy field was protected by magic
15. What is the meaning of the word “**weeds**” in the last paragraph?
 - A. Useful crops
 - B. Jungle trees
 - C. Rice plants
 - D. Flower seeds
 - E. Unwanted wild plants

Read the text below and answer questions 16–20

THE LEGEND OF PARI TEMPLES

Long ago, there was a powerful man named Kiai Gede Penanggungan who lived on Penanggungan Mountain. He had a beautiful daughter named Dewi Walangangin, but she had not yet married. Kiai Gede often prayed so that his daughter would find a good husband. One day, a young man named Jaka Pandelengan came to him, asking to be his student. Kiai Gede agreed, but only if Jaka would marry his daughter. Jaka accepted, and they soon got married.

After years of learning from Kiai Gede, the couple decided to live on their own in another village. Before they left, Kiai Gede gave them paddy seeds and reminded them not to become arrogant when they became rich. He also told them to help the poor. The couple planted the seeds, and they soon became very rich from the harvest.

Unfortunately, their success made them selfish. When poor neighbors came asking for paddy seeds, they refused to help. Kiai Gede heard about this and visited them. He reminded them of his advice, but they ignored him and said nothing.

Kiai Gede became angry and said, "You are like temples; you don't listen." Right after that, Jaka and Dewi turned into stone temples. Because they stood among the rice fields, people began calling them Pari Temples, as a warning to others not to be arrogant and to always help those in need.

16. What is the main idea of the story?
 - A. Jaka and Dewi turned into animals



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- The couple planted paddy and became kind
 - A couple became rich but forgot to help others
 - Kiai Gede asked his daughter to go away
 - The villagers helped the couple to plant paddy
- In paragraph 2, what does the word **“them”** in the sentence “Kiai Gede gave them paddy seeds” refer to?
 - The villagers
 - Kiai Gede and the villagers
 - The poor people
 - Jaka and Dewi
 - The rice farmers
 - From the text, we can conclude that Kiai Gede was...
 - Careless and proud of his power
 - Wise and wanted to teach the couple a lesson
 - Jealous of the couple's wealth
 - very poor and helpless
 - willing to forgive the couple's behavior
 - What does the word **“arrogant”** most likely mean based on the story?
 - Generous and wise
 - Honest and careful
 - Humble and kind
 - Proud and disrespectful
 - Hardworking and brave
 - According to the story, why did the couple turn into temples?
 - Because they refused to get married
 - Because they helped too many villagers
 - Because they listened to Kiai Gede's advice
 - Because they planted paddy in a forbidden area
 - Because they became arrogant and ignored Kiai Gede

Read the text below and answer questions 21–25

SANGKURIANG

Once upon a time in West Java, there lived a wise king who had a beautiful daughter named Dayang Sumbi. She liked weaving very much. One day, while she was weaving cloth, one of her tools fell to the ground. She was very tired and too lazy to pick it up. So, she shouted loudly, “Anybody there? Bring me my tool! I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you!” Suddenly, a male dog named Tumang came and brought her the fallen tool. Dayang Sumbi was very surprised. She regretted her words, but she could not take them back. So, she had to marry Tumang and leave her father. They lived in a small village.

Several months later, they had a son named Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially hunting deer. He often went to the forest with his bow and arrow. Tumang, his faithful dog, always accompanied him.

One day, Dayang Sumbi wanted to eat a deer's heart. She asked Sangkuriang to hunt a deer for her. Sangkuriang went to the forest with his arrow and Tumang. However, after several days in the forest, he could not find any deer. They had all disappeared. Sangkuriang became tired and desperate. He did not want to disappoint his mother, so he killed Tumang and took the dog's heart to her. Dayang Sumbi knew that it was Tumang's heart. She was very angry and could not control her emotions. She hit Sangkuriang on the



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had. He was wounded, and a scar appeared on his forehead. Dayang Sumbi then expelled her son from the house. Sangkuriang left in sadness.

Many years passed, and Sangkuriang became a strong young man. He wandered everywhere. One day, he arrived in his own village, though he didn't realize it. There, he met Dayang Sumbi. At that time, Dayang Sumbi had been granted eternal youth by God, so she still looked young. Neither of them recognized each other. They fell in love and decided to get married. However, Dayang Sumbi eventually recognized the scar on Sangkuriang's forehead. She realized that he was her son. It was impossible for them to marry. She told him the truth, but he didn't believe her. He still wanted to marry her soon. To delay the wedding, Dayang Sumbi gave him a very difficult task. She asked Sangkuriang to build a lake and a boat in just one night, saying that she needed them for the honeymoon. Sangkuriang agreed.

With the help of genies and spirits, Sangkuriang tried to complete the task. By midnight, he had completed the lake by building a dam in the Citarum River. Then he started making the boat. Just before dawn, the boat was almost finished. Meanwhile, Dayang Sumbi watched him in fear. She was worried that he might succeed. So, she made a fire in the east to make it look like morning. The spirits thought it was dawn, and they left Sangkuriang alone. Without their help, he could not finish the boat. Sangkuriang was very angry. He kicked the boat. The boat turned upside down and later became Mount Tangkuban Perahu, which means "upside-down boat." From a distance, the mountain really looks like an upside-down boat.

- What made Dayang Sumbi so angry that she hit Sangkuriang's head?
 - Sangkuriang went to the forest for too long
 - Sangkuriang lied to her about Tumang
 - Sangkuriang failed to get a deer's heart
 - She found out Sangkuriang killed Tumang
 - Tumang attacked Dayang Sumbi
- What does the word "**granted**" in the sentence "Dayang Sumbi had been granted eternal youth by God" most nearly mean?
 - Rejected
 - Given
 - Wasted
 - Removed
 - Exchanged
- "With the help of genie and spirits, Sangkuriang tried to build them." The underlined words refer to...
 - The mountain and the dam
 - The river and the dam
 - The lake and the boat
 - The wood and the arrow
 - The house and the village
- From the story, we can infer that Sangkuriang failed to marry Dayang Sumbi because...
 - He couldn't finish the boat
 - He left the village
 - He married another girl
 - Dayang Sumbi was too old
 - His identity was discovered too late
- What is the main idea of the story?
 - A boy and a girl fell in love and got married

- B. A young man tried to build a boat to sail away
- C. A prince was looking for his mother in the jungle
- D. A cursed love story between a mother and her son that ends with a tragedy
- E. A woman cursed her son and he turned into a mountain

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SOAL POST-TEST

Name:

Class:

Instructions:

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2. Give the errors sign (X) for the answer that you choose
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4. These questions are multiple-choice
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Read the text below and answer questions 1–5

THE HERMIT AND THE MAGIC PADDY FIELD

Many years ago, there lived a hermit deep in a forest in Sumatra. He lived a simple life and survived by eating fruits from the jungle. Unfortunately, a terrible drought struck the area. The trees stopped bearing fruit, and the plants all withered and died. With no food left, the hermit became very hungry and desperate.

In his hunger, the old man went to a nearby village to beg for food. At first, the villagers gave him what they could, feeling pity for him. But as days passed and he kept coming back, the villagers grew tired of helping. They told the hermit to start growing his own food instead of relying on others. Feeling sad and rejected, he returned to his small hut and thought deeply about what the villagers said.

One day, as the hermit sat weak and hungry, a kind boatman passed by and saw him. The boatman felt sorry and handed him some paddy seeds. "These are not ordinary seeds," the boatman said. "They will grow fast and give you endless rice if you work hard. But remember, once you stop working and get tired of it, they will turn into weeds." Encouraged by this hope, the hermit cleared a small piece of land and planted the seeds. As the rains came, the plants grew quickly. Soon, the paddy was ready to be harvested, and to his surprise, after each harvest, the plants regrew by themselves.

The hermit was happy and no longer hungry. But soon, villagers came and took advantage of his miracle crop. They took as much rice as they could carry. The hermit grew tired of working alone and having to harvest endlessly. One day, out of frustration, he shouted at the field, "Stop growing, you wretched thing!" At that very moment, just as the boatman had warned, the magical paddy plants turned into weeds. His miraculous harvest was gone forever, and the hermit was left with nothing but regret.

1. What is the main idea of the last paragraph?
 - A. The villagers destroyed the magical rice
 - B. The paddy stopped growing because the hermit was angry
 - C. The boatman returned to the forest
 - D. The hermit gave away the seeds
 - E. The paddy field was protected by magic
2. What is the meaning of the word "**weeds**" in the last paragraph?
 - A. Useful crops
 - B. Unwanted wild plants
 - C. Jungle trees
 - D. Rice plants
 - E. Flower seeds

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3. The word **“him”** in the sentence “The boatman felt sorry and handed him some paddy seeds” refers to...
 - A. The hermit
 - B. The boatman
 - C. The paddy
 - D. The villager
 - E. The forest
4. What did the boatman give to the hermit?
 - A. A bag of rice
 - B. A pot of gold
 - C. A magic book
 - D. Some paddy seeds
 - E. Farming tools
5. What can be inferred from the hermit’s decision to work hard on the paddy field?
 - A. He was determined to survive
 - B. He planned to leave the forest
 - C. He hoped to give rice to the villagers
 - D. He respected the villagers’ advice
 - E. He wanted to become a rich man

Read the text below and answer questions 6–10

THE LEGEND OF SENDANG SANI

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. Then, they began walking to Sunan Muria's house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired, while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer, but there was no water around to clean up or perform *wudu*. Ki Rangga was confused and told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, “We should pray to Allah SWT for water. Now, you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don’t act alone. You must inform me when water comes out. I will be behind that hill.”

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So, Sunan Kalijaga went behind the hill. Ki Rangga, along with his servants, sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants became wet. They woke up and were very happy to see the water. They drank and played in it. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

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

6. What is the main idea of the text?
 - A. Sunan Kalijaga and Ki Rangga built a pond in Central Java
 - B. Sunan Kalijaga turned Ki Rangga into a tree



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- Ki Rangga and his servants broke a promise and turned into turtles
 - Sunan Kalijaga was tired during his trip
 - Ki Rangga created water from a tree
- What is the meaning of the word **“miracle”** in the sentence “Then, a miracle happened”?
- A normal event that always happens
 - A sad ending of the journey
 - A surprising and extraordinary event
 - A punishment from the king
 - A secret from the past
- What does the word **“they”** in the sentence “They quickly fell asleep” refer to?
- Ki Rangga and Sunan Kalijaga
 - The people of Pati
 - The visitors of Sendang Sani
 - The trees and the hill
 - Ki Rangga and his servants
- Why did Ki Rangga feel embarrassed during the journey?
- Because he looked tired while Sunan Kalijaga did not
 - Because he forgot his luggage
 - Because he fell asleep under the tree
 - Because he couldn’t find the way to Sunan Muria’s house
 - Because he drank too much water.
- What can we infer about Ki Rangga from the story?
- He was very responsible and careful
 - He always obeyed Sunan Kalijaga’s advice
 - He was loyal and strong during the journey
 - He helped Sunan Kalijaga build Sendang Sani
 - He was careless and forgot to keep his promise

Read the text below and answer questions 11-15

THE LEGEND OF PARI TEMPLES

Long ago, there was a powerful man named Kiai Gede Penanggungan who lived on Penanggungan Mountain. He had a beautiful daughter named Dewi Walangangin, but she had not yet married. Kiai Gede often prayed so that his daughter would find a good husband. One day, a young man named Jaka Pandelengan came to him, asking to be his student. Kiai Gede agreed, but only if Jaka would marry his daughter. Jaka accepted, and they soon got married.

After years of learning from Kiai Gede, the couple decided to live on their own in another village. Before they left, Kiai Gede gave them paddy seeds and reminded them not to become arrogant when they became rich. He also told them to help the poor. The couple planted the seeds, and they soon became very rich from the harvest.

Unfortunately, their success made them selfish. When poor neighbors came asking for paddy seeds, they refused to help. Kiai Gede heard about this and visited them. He reminded them of his advice, but they ignored him and said nothing.

Kiai Gede became angry and said, "You are like temples; you don't listen." Right after that, Jaka and Dewi turned into stone temples. Because they stood among the rice fields, people began calling them Pari Temples, as a warning to others not to be arrogant and to always help those in need.

- According to the story, why did the couple turn into temples?
- Because they refused to get married



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- Because they helped too many villagers
 - Because they listened to Kiai Gede's advice
 - Because they became arrogant and ignored Kiai Gede
 - Because they planted paddy in a forbidden area
- From the text, we can conclude that Kiai Gede was...
 - Careless and proud of his power
 - Jealous of the couple's wealth
 - Very poor and helpless
 - Wise and wanted to teach the couple a lesson
 - Willing to forgive the couple's behavior
 - In paragraph 2, what does the word **"them"** in the sentence "Kiai Gede gave them paddy seeds" refer to?
 - The villagers
 - Kiai Gede and the villagers
 - Jaka and Dewi
 - The poor people
 - The rice farmers
 - What is the main idea of the story?
 - A couple became rich but forgot to help others
 - Jaka and Dewi turned into animals
 - Kiai Gede asked his daughter to go away
 - The couple planted paddy and became kind
 - The villagers helped the couple to plant paddy
 - What does the word **"arrogant"** most likely mean based on the story?
 - Generous and wise
 - Honest and careful
 - Proud and disrespectful
 - Humble and kind
 - Hardworking and brave

Read the text below and answer questions 16-20

SANGKURIANG

Once upon a time in West Java, there lived a wise king who had a beautiful daughter named Dayang Sumbi. She liked weaving very much. One day, while she was weaving cloth, one of her tools fell to the ground. She was very tired and too lazy to pick it up. So, she shouted loudly, "Anybody there? Bring me my tool! I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you!" Suddenly, a male dog named Tumang came and brought her the fallen tool. Dayang Sumbi was very surprised. She regretted her words, but she could not take them back. So, she had to marry Tumang and leave her father. They lived in a small village.

Several months later, they had a son named Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially hunting deer. He often went to the forest with his bow and arrow. Tumang, his faithful dog, always accompanied him.

One day, Dayang Sumbi wanted to eat a deer's heart. She asked Sangkuriang to hunt a deer for her. Sangkuriang went to the forest with his arrow and Tumang. However, after several days in the forest, he could not find any deer. They had all disappeared. Sangkuriang became tired and desperate. He did not want to disappoint his mother, so he killed Tumang and took the dog's heart to her. Dayang Sumbi knew that it was Tumang's heart. She was very angry and could not control her emotions. She hit Sangkuriang on the



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head. He was wounded, and a scar appeared on his forehead. Dayang Sumbi then expelled her son from the house. Sangkuriang left in sadness.

Many years passed, and Sangkuriang became a strong young man. He wandered everywhere. One day, he arrived in his own village, though he didn't realize it. There, he met Dayang Sumbi. At that time, Dayang Sumbi had been granted eternal youth by God, so she still looked young. Neither of them recognized each other. They fell in love and decided to get married. However, Dayang Sumbi eventually recognized the scar on Sangkuriang's forehead. She realized that he was her son. It was impossible for them to marry. She told him the truth, but he didn't believe her. He still wanted to marry her soon. To delay the wedding, Dayang Sumbi gave him a very difficult task. She asked Sangkuriang to build a lake and a boat in just one night, saying that she needed them for the honeymoon. Sangkuriang agreed.

With the help of genies and spirits, Sangkuriang tried to complete the task. By midnight, he had completed the lake by building a dam in the Citarum River. Then he started making the boat. Just before dawn, the boat was almost finished. Meanwhile, Dayang Sumbi watched him in fear. She was worried that he might succeed. So, she made a fire in the east to make it look like morning. The spirits thought it was dawn, and they left Sangkuriang alone. Without their help, he could not finish the boat. Sangkuriang was very angry. He kicked the boat. The boat turned upside down and later became Mount Tangkuban Perahu, which means "upside-down boat." From a distance, the mountain really looks like an upside-down boat.

- What is the main idea of the story?
 - A cursed love story between a mother and her son that ends with a tragedy
 - A woman cursed her son and he turned into a mountain
 - A prince was looking for his mother in the jungle
 - A young man tried to build a boat to sail away
 - A boy and a girl fell in love and got married
- What made Dayang Sumbi so angry that she hit Sangkuriang's head?
 - Tumang attacked Dayang Sumbi
 - She found out Sangkuriang killed Tumang
 - Sangkuriang failed to get a deer's heart
 - Sangkuriang lied to her about Tumang
 - Sangkuriang went to the forest for too long
- "With the help of genie and spirits, Sangkuriang tried to build them." The underlined words refer to...
 - The mountain and the dam
 - The lake and the boat
 - The river and the dam
 - The wood and the arrow
 - The house and the village
- What does the word "**granted**" in the sentence "Dayang Sumbi had been granted eternal youth by God" most nearly mean?
 - Rejected
 - Wasted
 - Removed
 - Exchanged
 - Given
- From the story, we can infer that Sangkuriang failed to marry Dayang Sumbi because...
 - He left the village



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- B. He married another girl
- C. His identity was discovered too late
- D. He couldn't finish the boat
- E. Dayang Sumbi was too old

Read the text below and answer questions 21-25

THE LEGEND OF PRINCESS TEJA NIRMALA

Long ago, on the slope of Mount Wayang in West Java, there lived a wise king named Sang Prabu. He had a beautiful daughter named Princess Teja Nirmala. Many princes came to propose to her, but none won her heart. To solve this, Sang Prabu held a competition of strength and wisdom to find the best man for his daughter.

The competition was won by Raden Begawan, the prince of Blambangan. Princess Teja Nirmala and Raden Begawan fell in love, and the kingdom prepared for their wedding. But a wicked fairy named Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess.

When Sang Prabu found Raden Begawan in the forest, the prince's memory returned. But before they could return, Princess Segara attacked them. She killed Raden Begawan with her dark magic. Princess Teja Nirmala was heartbroken when she heard the news.

Because of her pure love and deep sadness, a kind fairy took Princess Teja Nirmala to Khayangan, the heavenly realm. People say her light still shines from the top of Mount Wayang to this day.

21. What made Princess Segara angry with Raden Begawan?
 - A. He insulted her magical powers
 - B. He wanted to become a king instead
 - C. He forgot the fairy's name
 - D. He took the crown of Blambangan
 - E. He refused to marry her and chose another princess
22. What is the main idea of the second paragraph?
 - A. Sang Prabu punished Princess Segara for her crimes
 - B. The king and his daughter left the kingdom after the tragedy
 - C. Raden Begawan used his magic to defeat the wicked fairy
 - D. Raden Begawan was killed by Princess Segara after he regained his memory
 - E. Princess Teja Nirmala married another prince in the end
23. What does the word "**heartbroken**" in the sentence "Princess Teja Nirmala was heartbroken when she heard the news" most likely mean?
 - A. Very happy
 - B. Strong and brave
 - C. Deeply sad
 - D. Full of energy
 - E. Ready to move on
24. "Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess."

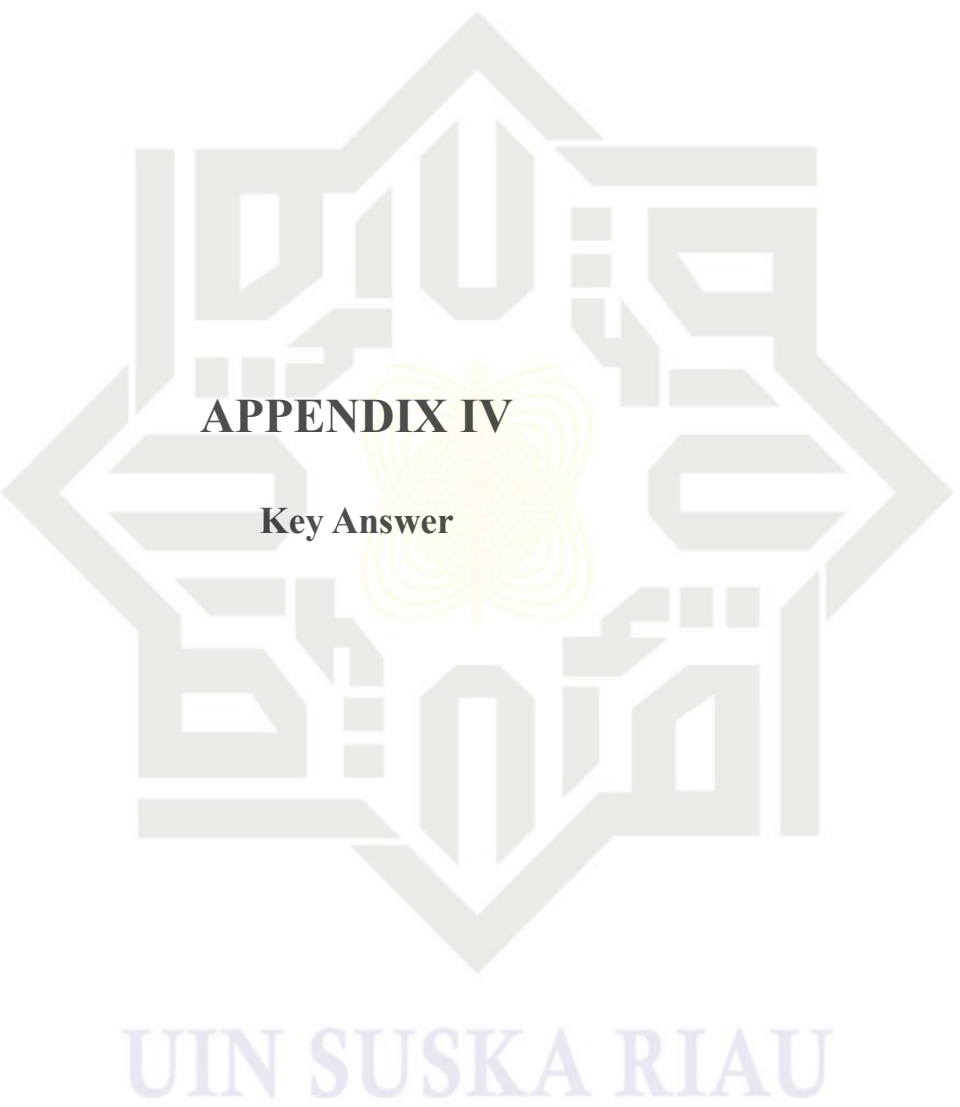
What does the underlined word refer to?

 - A. Princess Teja Nirmala
 - B. Princess Segara
 - C. Teja Nirmala's maid
 - D. The kind fairy
 - E. A goddess from the sky
25. What can we infer about the character of Princess Teja Nirmala?

- A. She truly loved Raden Begawan
- B. She wanted to go to Khayangan from the start
- C. She was secretly jealous of the fairy
- D. She planned revenge for the prince's death
- E. She hid her sadness and became queen

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APPENDIX IV

Key Answer

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PRE-TEST QUESTION

1. C
2. C
3. C
4. D
5. C
6. B
7. C
8. B
9. A
10. D
11. A
12. E
13. D
14. A
15. E
16. C
17. C
18. B
19. D
20. E
21. D
22. B
23. C
24. A
25. D

Hak Cipta Dilindungi Undang-Undang

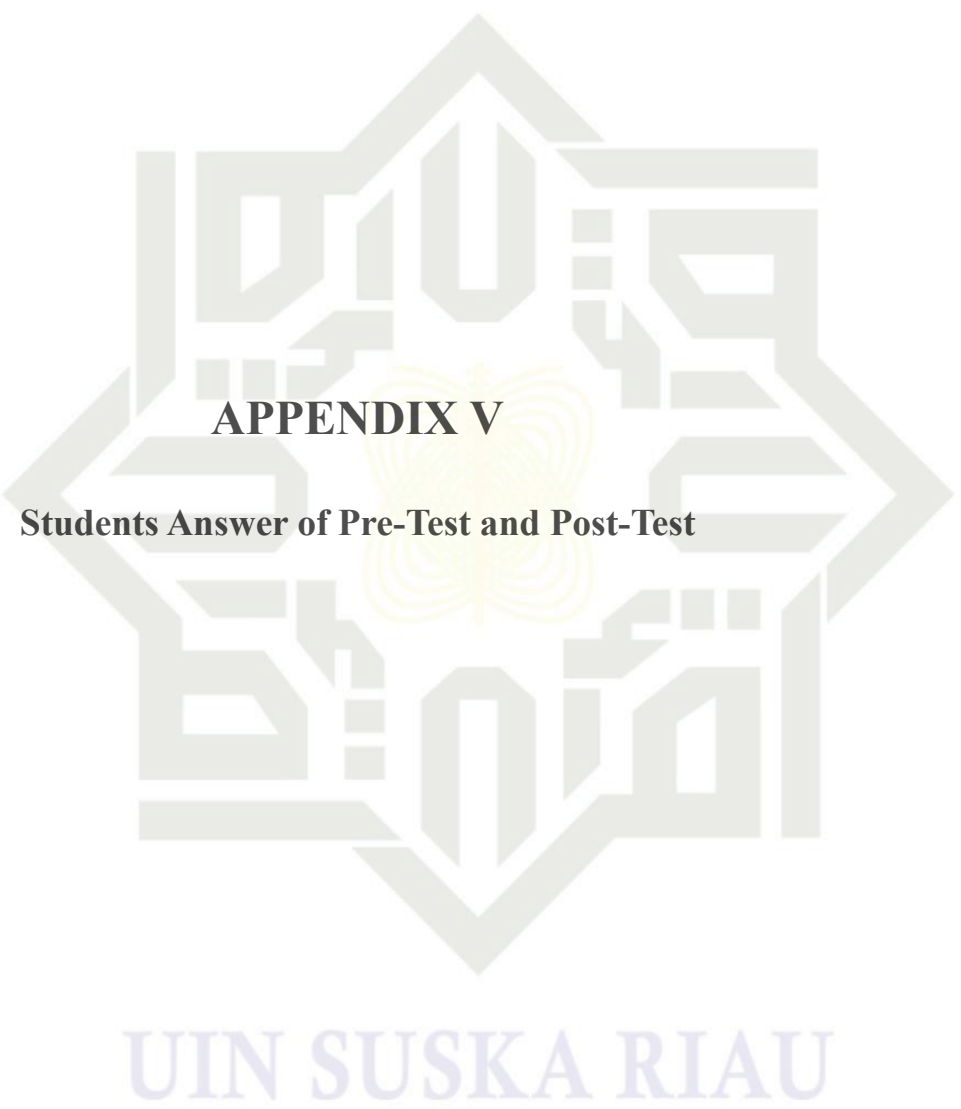
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POST-TEST QUESTION

1. B
2. B
3. A
4. D
5. A
6. C
7. C
8. E
9. A
10. E
11. D
12. D
13. D
14. A
15. C
16. A
17. B
18. B
19. E
20. D
21. E
22. D
23. C
24. B
25. A

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APPENDIX V

Students Answer of Pre-Test and Post-Test

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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STUDENTS ANSWER OF PRE-TEST

Name: *Pratiwi Nurul*

Class: *XJ 2 Subtama*

Instructions:

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

Read the text below and answer questions 1-5

THE LEGEND OF SENDANG SANI

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. Then, they began walking to Sunan Muria's house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired, while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer, but there was no water around to clean up or perform *wudu*. Ki Rangga was confused and told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray to Allah SWT for water. Now, you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill."

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So, Sunan Kalijaga went behind the hill. Ki Rangga, along with his servants, sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants became wet. They woke up and were very happy to see the water. They drank and played in it. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

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

1. What is the main idea of the text?
 - A. Sunan Kalijaga and Ki Rangga built a pond in Central Java
 - B. Sunan Kalijaga turned Ki Rangga into a tree
 - ☒ C. Ki Rangga and his servants broke a promise and turned into turtles
 - D. Sunan Kalijaga was tired during his trip
 - E. Ki Rangga created water from a tree
2. Why did Ki Rangga feel embarrassed during the journey?
 - ☒ A. Because he forgot his luggage
 - B. Because he fell asleep under the tree
 - C. Because he looked tired while Sunan Kalijaga did not
 - D. Because he couldn't find the way to Sunan Muria's house
 - E. Because he drank too much water
3. What does the word "they" in the sentence "They quickly fell asleep" refer to?
 - A. Ki Rangga and Sunan Kalijaga
 - B. The people of Pati
 - ☒ C. Ki Rangga and his servants
 - D. The trees and the hill
 - E. The visitors of Sendang Sani
4. What can we infer about Ki Rangga from the story?
 - A. He was very responsible and careful
 - ☒ B. He always obeyed Sunan Kalijaga's advice
 - C. He was loyal and strong during the journey
 - D. He was careless and forgot to keep his promise
 - E. He helped Sunan Kalijaga build Sendang Sani

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5. What is the meaning of the word “**miracle**” in the sentence “Then, a miracle happened”?
- A normal event that always happens
 - A sad ending of the journey
 - ☒ A surprising and extraordinary event
 - A punishment from the king
 - A secret from the past

Read the text below and answer questions 6–10

THE LEGEND OF PRINCESS TEJA NIRMALA

Long ago, on the slope of Mount Wayang in West Java, there lived a wise king named Sang Prabu. He had a beautiful daughter named Princess Teja Nirmala. Many princes came to propose to her, but none won her heart. To solve this, Sang Prabu held a competition of strength and wisdom to find the best man for his daughter.

The competition was won by Raden Begawan, the prince of Blambangan. Princess Teja Nirmala and Raden Begawan fell in love, and the kingdom prepared for their wedding. But a wicked fairy named Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess.

When Sang Prabu found Raden Begawan in the forest, the prince’s memory returned. But before they could return, Princess Segara attacked them. She killed Raden Begawan with her dark magic. Princess Teja Nirmala was heartbroken when she heard the news.

Because of her pure love and deep sadness, a kind fairy took Princess Teja Nirmala to Khayangan, the heavenly realm. People say her light still shines from the top of Mount Wayang to this day.

6. What is the main idea of the second paragraph?
- Sang Prabu punished Princess Segara for her crimes
 - ☒ Raden Begawan was killed by Princess Segara after he regained his memory
 - The king and his daughter left the kingdom after the tragedy
 - Raden Begawan used his magic to defeat the wicked fairy
 - Princess Teja Nirmala married another prince in the end
7. “Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess”.
What does the underlined word refer to?
- ☒ Princess Teja Nirmala
 - The kind fairy
 - Princess Segara
 - Teja Nirmala’s maid
 - A goddess from the sky
8. What made Princess Segara angry with Raden Begawan?
- He insulted her magical powers
 - He refused to marry her and chose another princess
 - ☒ He wanted to become a king instead
 - He forgot the fairy’s name
 - He took the crown of Blambangan
9. What can we infer about the character of Princess Teja Nirmala?
- She truly loved Raden Begawan
 - She wanted to go to Khayangan from the start
 - ☒ She was secretly jealous of the fairy
 - She planned revenge for the prince’s death
 - She hid her sadness and became queen
10. What does the word “**heartbroken**” in the sentence “Princess Teja Nirmala was heartbroken when she heard the news” most likely mean?
- Full of energy
 - Very happy
 - Strong and brave
 - ☒ Deeply sad
 - Ready to move on

Read the text below and answer questions 11–15

THE HERMIT AND THE MAGIC PADDY FIELD

Many years ago, there lived a hermit deep in a forest in Sumatra. He lived a simple life and survived by eating fruits from the jungle. Unfortunately, a terrible drought struck the area. The trees



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stopped bearing fruit, and the plants all withered and died. With no food left, the hermit became very hungry and desperate.

In his hunger, the old man went to a nearby village to beg for food. At first, the villagers gave him what they could, feeling pity for him. But as days passed and he kept coming back, the villagers grew tired of helping. They told the hermit to start growing his own food instead of relying on others. Feeling sad and rejected, he returned to his small hut and thought deeply about what the villagers said.

One day, as the hermit sat weak and hungry, a kind boatman passed by and saw him. The boatman felt sorry and handed him some paddy seeds. "These are not ordinary seeds," the boatman said. "They will grow fast and give you endless rice if you work hard. But remember, once you stop working and get tired of it, they will turn into weeds." Encouraged by this hope, the hermit cleared a small piece of land and planted the seeds. As the rains came, the plants grew quickly. Soon, the paddy was ready to be harvested, and to his surprise, after each harvest, the plants regrew by themselves.

The hermit was happy and no longer hungry. But soon, villagers came and took advantage of his miracle crop. They took as much rice as they could carry. The hermit grew tired of working alone and having to harvest endlessly. One day, out of frustration, he shouted at the field, "Stop growing, you wretched thing!" At that very moment, just as the boatman had warned, the magical paddy plants turned into weeds. His miraculous harvest was gone forever, and the hermit was left with nothing but regret.

- What did the boatman give to the hermit?
☒ A. Some paddy seeds
☐ B. A bag of rice
☐ C. A magic book
☐ D. Farming tools
☐ E. A pot of gold
- The word "**him**" in the sentence "The boatman felt sorry and handed him some paddy seeds" refers to...
☐ A. The villager
☐ B. The forest
☐ C. The boatman
☒ D. The paddy
☐ E. The hermit
- What can be inferred from the hermit's decision to work hard on the paddy field?
☒ A. He wanted to become a rich man
☐ B. He respected the villagers' advice
☐ C. He hoped to give rice to the villagers
☐ D. He was determined to survive
☒ E. He planned to leave the forest
- What is the main idea of the last paragraph?
☐ A. The paddy stopped growing because the hermit was angry
☐ B. The villagers destroyed the magical rice
☐ C. The boatman returned to the forest
☐ D. The hermit gave away the seeds
☒ E. The paddy field was protected by magic
- What is the meaning of the word "**weeds**" in the last paragraph?
☐ A. Useful crops
☐ B. Jungle trees
☒ C. Rice plants
☐ D. Flower seeds
☐ E. Unwanted wild plants

Read the text below and answer questions 16–20

THE LEGEND OF PARI TEMPLES

Long ago, there was a powerful man named Kiai Gede Penanggungan who lived on Penanggungan Mountain. He had a beautiful daughter named Dewi Walangangin, but she had not yet married. Kiai Gede often prayed so that his daughter would find a good husband. One day, a young man named Jaka Pandelengan came to him, asking to be his student. Kiai Gede agreed, but only if Jaka would marry his daughter. Jaka accepted, and they soon got married.

After years of learning from Kiai Gede, the couple decided to live on their own in another village. Before they left, Kiai Gede gave them paddy seeds and reminded them not to become arrogant when they became rich. He also told them to help the poor. The couple planted the seeds, and they soon became very rich from the harvest.



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Unfortunately, their success made them selfish. When poor neighbors came asking for paddy seeds, they refused to help. Kiai Gede heard about this and visited them. He reminded them of his advice, but they ignored him and said nothing.

Kiai Gede became angry and said, "You are like temples; you don't listen." Right after that, Jaka and Dewi turned into stone temples. Because they stood among the rice fields, people began calling them Pari Temples, as a warning to others not to be arrogant and to always help those in need.

16. What is the main idea of the story?

- Jaka and Dewi turned into animals
- ☒ The couple planted paddy and became kind
- A couple became rich but forgot to help others
- Kiai Gede asked his daughter to go away
- The villagers helped the couple to plant paddy

17. In paragraph 2, what does the word "them" in the sentence "Kiai Gede gave them paddy seeds" refer to?

- The villagers
- Kiai Gede and the villagers
- The poor people
- ☒ Jaka and Dewi
- The rice farmers

18. From the text, we can conclude that Kiai Gede was...

- ☒ Careless and proud of his power
- Wise and wanted to teach the couple a lesson
- Jealous of the couple's wealth
- very poor and helpless
- willing to forgive the couple's behavior

19. What does the word "arrogant" most likely mean based on the story?

- ☒ Generous and wise
- Honest and careful
- Humble and kind
- Proud and disrespectful
- Hardworking and brave

20. According to the story, why did the couple turn into temples?

- Because they refused to get married
- Because they helped too many villagers
- Because they listened to Kiai Gede's advice
- Because they planted paddy in a forbidden area
- ☒ Because they became arrogant and ignored Kiai Gede

Read the text below and answer questions 21–25

SANGKURIANG

Once upon a time in West Java, there lived a wise king who had a beautiful daughter named Dayang Sumbi. She liked weaving very much. One day, while she was weaving cloth, one of her tools fell to the ground. She was very tired and too lazy to pick it up. So, she shouted loudly, "Anybody there? Bring me my tool! I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you!" Suddenly, a male dog named Tumang came and brought her the fallen tool. Dayang Sumbi was very surprised. She regretted her words, but she could not take them back. So, she had to marry Tumang and leave her father. They lived in a small village.

Several months later, they had a son named Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially hunting deer. He often went to the forest with his bow and arrow. Tumang, his faithful dog, always accompanied him.

One day, Dayang Sumbi wanted to eat a deer's heart. She asked Sangkuriang to hunt a deer for her. Sangkuriang went to the forest with his arrow and Tumang. However, after several days in the forest, he could not find any deer. They had all disappeared. Sangkuriang became tired and desperate. He did not want to disappoint his mother, so he killed Tumang and took the dog's heart to her. Dayang Sumbi knew that it was Tumang's heart. She was very angry and could not control her emotions. She hit Sangkuriang on the head. He was wounded, and a scar appeared on his forehead. Dayang Sumbi then expelled her son from the house. Sangkuriang left in sadness.

Many years passed, and Sangkuriang became a strong young man. He wandered everywhere. One day, he arrived in his own village, though he didn't realize it. There, he met Dayang Sumbi. At that time, Dayang Sumbi had been granted eternal youth by God, so she still looked young. Neither of them recognized each other. They fell in love and decided to get married. However, Dayang Sumbi eventually recognized the scar on Sangkuriang's forehead. She realized that he was her son. It was



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impossible for them to marry. She told him the truth, but he didn't believe her. He still wanted to marry her soon. To delay the wedding, Dayang Sumbi gave him a very difficult task. She asked Sangkuriang to build a lake and a boat in just one night, saying that she needed them for the honeymoon. Sangkuriang agreed.

With the help of genies and spirits, Sangkuriang tried to complete the task. By midnight, he had completed the lake by building a dam in the Citarum River. Then he started making the boat. Just before dawn, the boat was almost finished. Meanwhile, Dayang Sumbi watched him in fear. She was worried that he might succeed. So, she made a fire in the east to make it look like morning. The spirits thought it was dawn, and they left Sangkuriang alone. Without their help, he could not finish the boat. Sangkuriang was very angry. He kicked the boat. The boat turned upside down and later became Mount Tangkuban Perahu, which means "upside-down boat." From a distance, the mountain really looks like an upside-down boat.

21. What made Dayang Sumbi so angry that she hit Sangkuriang's head?

- A. Sangkuriang went to the forest for too long
- B. Sangkuriang lied to her about Tumang
- C. Sangkuriang failed to get a deer's heart
- ☒ D. She found out Sangkuriang killed Tumang
- E. Tumang attacked Dayang Sumbi

22. What does the word "**granted**" in the sentence "Dayang Sumbi had been granted eternal youth by God" most nearly mean?

- ☒ A. Rejected
- B. Given
- C. Wasted
- D. Removed
- E. Exchanged

23. "With the help of genie and spirits, Sangkuriang tried to build them."

- The underlined words refer to...
- A. The mountain and the dam
 - B. The river and the dam
 - C. The lake and the boat
 - ☒ D. The wood and the arrow
 - E. The house and the village

24. From the story, we can infer that Sangkuriang failed to marry Dayang Sumbi because...

- ☒ A. He couldn't finish the boat
- B. He left the village
- C. He married another girl
- D. Dayang Sumbi was too old
- E. His identity was discovered too late

25. What is the main idea of the story?

- A. A boy and a girl fell in love and got married
- B. A young man tried to build a boat to sail away
- C. A prince was looking for his mother in the jungle
- D. A cursed love story between a mother and her son that ends with a tragedy
- ☒ E. A woman cursed her son and he turned into a mountain



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Name: *MMD. SYAFI*
Class: *X.1 solumo*

Instructions:

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

36

Read the text below and answer questions 1-5

THE LEGEND OF SENDANG SANI

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. Then, they began walking to Sunan Muria's house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired, while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer, but there was no water around to clean up or perform *wudu*. Ki Rangga was confused and told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray to Allah SWT for water. Now, you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill."

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So, Sunan Kalijaga went behind the hill. Ki Rangga, along with his servants, sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants became wet. They woke up and were very happy to see the water. They drank and played in it. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

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

1. What is the main idea of the text?
 - A. Sunan Kalijaga and Ki Rangga built a pond in Central Java
 - B. Sunan Kalijaga turned Ki Rangga into a tree
 - ☒ C. Ki Rangga and his servants broke a promise and turned into turtles
 - D. Sunan Kalijaga was tired during his trip
 - E. Ki Rangga created water from a tree
2. Why did Ki Rangga feel embarrassed during the journey?
 - A. Because he forgot his luggage
 - B. Because he fell asleep under the tree
 - ☒ C. Because he looked tired while Sunan Kalijaga did not
 - D. Because he couldn't find the way to Sunan Muria's house
 - E. Because he drank too much water
3. What does the word "they" in the sentence "They quickly fell asleep" refer to?
 - A. Ki Rangga and Sunan Kalijaga
 - B. The people of Pati
 - C. Ki Rangga and his servants
 - ☒ D. The trees and the hill
 - E. The visitors of Sendang Sani
4. What can we infer about Ki Rangga from the story?
 - ☒ A. He was very responsible and careful
 - B. He always obeyed Sunan Kalijaga's advice
 - C. He was loyal and strong during the journey
 - D. He was careless and forgot to keep his promise
 - E. He helped Sunan Kalijaga build Sendang Sani



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5. What is the meaning of the word "**miracle**" in the sentence "Then, a miracle happened"?
 - A. A normal event that always happens
 - B. A sad ending of the journey
 - ☒ C. A surprising and extraordinary event
 - D. A punishment from the king
 - E. A secret from the past

Read the text below and answer questions 6-10

THE LEGEND OF PRINCESS TEJA NIRMALA

Long ago, on the slope of Mount Wayang in West Java, there lived a wise king named Sang Prabu. He had a beautiful daughter named Princess Teja Nirmala. Many princes came to propose to her, but none won her heart. To solve this, Sang Prabu held a competition of strength and wisdom to find the best man for his daughter.

The competition was won by Raden Begawan, the prince of Blambangan. Princess Teja Nirmala and Raden Begawan fell in love, and the kingdom prepared for their wedding. But a wicked fairy named Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess.

When Sang Prabu found Raden Begawan in the forest, the prince's memory returned. But before they could return, Princess Segara attacked them. She killed Raden Begawan with her dark magic. Princess Teja Nirmala was heartbroken when she heard the news.

Because of her pure love and deep sadness, a kind fairy took Princess Teja Nirmala to Khayangan, the heavenly realm. People say her light still shines from the top of Mount Wayang to this day.

6. What is the main idea of the second paragraph?
 - A. Sang Prabu punished Princess Segara for her crimes
 - B. Raden Begawan was killed by Princess Segara after he regained his memory
 - C. The king and his daughter left the kingdom after the tragedy
 - ☒ D. Raden Begawan used his magic to defeat the wicked fairy
 - E. Princess Teja Nirmala married another prince in the end
7. "Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess".
What does the underlined word refer to?
 - A. Princess Teja Nirmala
 - ☒ B. The kind fairy
 - C. Princess Segara
 - D. Teja Nirmala's maid
 - E. A goddess from the sky
8. What made Princess Segara angry with Raden Begawan?
 - A. He insulted her magical powers
 - B. He refused to marry her and chose another princess
 - ☒ C. He wanted to become a king instead
 - D. He forgot the fairy's name
 - E. He took the crown of Blambangan
9. What can we infer about the character of Princess Teja Nirmala?
 - A. She truly loved Raden Begawan
 - B. She wanted to go to Khayangan from the start
 - ☒ C. She was secretly jealous of the fairy
 - D. She planned revenge for the prince's death
 - E. She hid her sadness and became queen
10. What does the word "**heartbroken**" in the sentence "Princess Teja Nirmala was heartbroken when she heard the news" most likely mean?
 - A. Full of energy
 - B. Very happy
 - C. Strong and brave
 - ☒ D. Deeply sad
 - E. Ready to move on

Read the text below and answer questions 11-15

THE HERMIT AND THE MAGIC PADDY FIELD

Many years ago, there lived a hermit deep in a forest in Sumatra. He lived a simple life and survived by eating fruits from the jungle. Unfortunately, a terrible drought struck the area. The trees



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stopped bearing fruit, and the plants all withered and died. With no food left, the hermit became very hungry and desperate.

In his hunger, the old man went to a nearby village to beg for food. At first, the villagers gave him what they could, feeling pity for him. But as days passed and he kept coming back, the villagers grew tired of helping. They told the hermit to start growing his own food instead of relying on others. Feeling sad and rejected, he returned to his small hut and thought deeply about what the villagers said.

One day, as the hermit sat weak and hungry, a kind boatman passed by and saw him. The boatman felt sorry and handed him some paddy seeds. "These are not ordinary seeds," the boatman said. "They will grow fast and give you endless rice if you work hard. But remember, once you stop working and get tired of it, they will turn into weeds." Encouraged by this hope, the hermit cleared a small piece of land and planted the seeds. As the rains came, the plants grew quickly. Soon, the paddy was ready to be harvested, and to his surprise, after each harvest, the plants regrew by themselves.

The hermit was happy and no longer hungry. But soon, villagers came and took advantage of his miracle crop. They took as much rice as they could carry. The hermit grew tired of working alone and having to harvest endlessly. One day, out of frustration, he shouted at the field, "Stop growing, you wretched thing!" At that very moment, just as the boatman had warned, the magical paddy plants turned into weeds. His miraculous harvest was gone forever, and the hermit was left with nothing but regret.

- What did the boatman give to the hermit?
 - Some paddy seeds
 - A bag of rice
 - A magic book
 - Farming tools
 - A pot of gold
- The word "him" in the sentence "The boatman felt sorry and handed him some paddy seeds" refers to...
 - The villager
 - The forest
 - The boatman
 - The paddy
 - The hermit
- What can be inferred from the hermit's decision to work hard on the paddy field?
 - He wanted to become a rich man
 - He respected the villagers' advice
 - He hoped to give rice to the villagers
 - He was determined to survive
 - He planned to leave the forest
- What is the main idea of the last paragraph?
 - The paddy stopped growing because the hermit was angry
 - The villagers destroyed the magical rice
 - The boatman returned to the forest
 - The hermit gave away the seeds
 - The paddy field was protected by magic
- What is the meaning of the word "weeds" in the last paragraph?
 - Useful crops
 - Jungle trees
 - Rice plants
 - Flower seeds
 - Unwanted wild plants

Read the text below and answer questions 16–20

THE LEGEND OF PARI TEMPLES

Long ago, there was a powerful man named Kiai Gede Penanggungan who lived on Penanggungan Mountain. He had a beautiful daughter named Dewi Walangin, but she had not yet married. Kiai Gede often prayed so that his daughter would find a good husband. One day, a young man named Jaka Pandelengan came to him, asking to be his student. Kiai Gede agreed, but only if Jaka would marry his daughter. Jaka accepted, and they soon got married.

After years of learning from Kiai Gede, the couple decided to live on their own in another village. Before they left, Kiai Gede gave them paddy seeds and reminded them not to become arrogant when they became rich. He also told them to help the poor. The couple planted the seeds, and they soon became very rich from the harvest.



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Unfortunately, their success made them selfish. When poor neighbors came asking for paddy seeds, they refused to help. Kiai Gede heard about this and visited them. He reminded them of his advice, but they ignored him and said nothing.

Kiai Gede became angry and said, "You are like temples; you don't listen." Right after that, Jaka and Dewi turned into stone temples. Because they stood among the rice fields, people began calling them Pari Temples, as a warning to others not to be arrogant and to always help those in need.

- What is the main idea of the story?
 - Jaka and Dewi turned into animals
 - The couple planted paddy and became kind
 - A couple became rich but forgot to help others
 - Kiai Gede asked his daughter to go away
 - The villagers helped the couple to plant paddy
- In paragraph 2, what does the word "them" in the sentence "Kiai Gede gave them paddy seeds" refer to?
 - The villagers
 - Kiai Gede and the villagers
 - The poor people
 - Jaka and Dewi
 - The rice farmers
- From the text, we can conclude that Kiai Gede was...
 - Careless and proud of his power
 - Wise and wanted to teach the couple a lesson
 - Jealous of the couple's wealth
 - very poor and helpless
 - willing to forgive the couple's behavior
- What does the word "arrogant" most likely mean based on the story?
 - Generous and wise
 - Honest and careful
 - Humble and kind
 - Proud and disrespectful
 - Hardworking and brave
- According to the story, why did the couple turn into temples?
 - Because they refused to get married
 - Because they helped too many villagers
 - Because they listened to Kiai Gede's advice
 - Because they planted paddy in a forbidden area
 - Because they became arrogant and ignored Kiai Gede

Read the text below and answer questions 21–25

SANGKURIANG

Once upon a time in West Java, there lived a wise king who had a beautiful daughter named Dayang Sumbi. She liked weaving very much. One day, while she was weaving cloth, one of her tools fell to the ground. She was very tired and too lazy to pick it up. So, she shouted loudly, "Anybody there? Bring me my tool! I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you!" Suddenly, a male dog named Tumang came and brought her the fallen tool. Dayang Sumbi was very surprised. She regretted her words, but she could not take them back. So, she had to marry Tumang and leave her father. They lived in a small village.

Several months later, they had a son named Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially hunting deer. He often went to the forest with his bow and arrow. Tumang, his faithful dog, always accompanied him.

One day, Dayang Sumbi wanted to eat a deer's heart. She asked Sangkuriang to hunt a deer for her. Sangkuriang went to the forest with his arrow and Tumang. However, after several days in the forest, he could not find any deer. They had all disappeared. Sangkuriang became tired and desperate. He did not want to disappoint his mother, so he killed Tumang and took the dog's heart to her. Dayang Sumbi knew that it was Tumang's heart. She was very angry and could not control her emotions. She hit Sangkuriang on the head. He was wounded, and a scar appeared on his forehead. Dayang Sumbi then expelled her son from the house. Sangkuriang left in sadness.

Many years passed, and Sangkuriang became a strong young man. He wandered everywhere. One day, he arrived in his own village, though he didn't realize it. There, he met Dayang Sumbi. At that time, Dayang Sumbi had been granted eternal youth by God, so she still looked young. Neither of them recognized each other. They fell in love and decided to get married. However, Dayang Sumbi eventually recognized the scar on Sangkuriang's forehead. She realized that he was her son. It was



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impossible for them to marry. She told him the truth, but he didn't believe her. He still wanted to marry her soon. To delay the wedding, Dayang Sumbi gave him a very difficult task. She asked Sangkuriang to build a lake and a boat in just one night, saying that she needed them for the honeymoon. Sangkuriang agreed.

With the help of genies and spirits, Sangkuriang tried to complete the task. By midnight, he had completed the lake by building a dam in the Citarum River. Then he started making the boat. Just before dawn, the boat was almost finished. Meanwhile, Dayang Sumbi watched him in fear. She was worried that he might succeed. So, she made a fire in the east to make it look like morning. The spirits thought it was dawn, and they left Sangkuriang alone. Without their help, he could not finish the boat. Sangkuriang was very angry. He kicked the boat. The boat turned upside down and later became Mount Langkuban Perahu, which means "upside-down boat." From a distance, the mountain really looks like an upside-down boat.

- What made Dayang Sumbi so angry that she hit Sangkuriang's head?
 - Sangkuriang went to the forest for too long
 - Sangkuriang lied to her about Tumang
 - Sangkuriang failed to get a deer's heart
 - She found out Sangkuriang killed Tumang ✓
 - Tumang attacked Dayang Sumbi
- What does the word "granted" in the sentence "Dayang Sumbi had been granted eternal youth by God" most nearly mean?
 - Rejected
 - Given
 - Wasted
 - Removed ✗
 - Exchanged
- "With the help of genie and spirits, Sangkuriang tried to build them." The underlined words refer to...
 - The mountain and the dam
 - The river and the dam
 - The lake and the boat ✗
 - The wood and the arrow
 - The house and the village
- From the story, we can infer that Sangkuriang failed to marry Dayang Sumbi because...
 - He couldn't finish the boat
 - He left the village
 - He married another girl
 - Dayang Sumbi was too old ✗
 - His identity was discovered too late
- What is the main idea of the story?
 - A boy and a girl fell in love and got married
 - A young man tried to build a boat to sail away
 - A prince was looking for his mother in the jungle ✗
 - A cursed love story between a mother and her son that ends with a tragedy
 - A woman cursed her son and he turned into a mountain

UIN SUSKA RIAU



STUDENTS ANSWER OF POST-TEST

Name: *Kusiah Mujiyati*

Class: *X1-1 Suteo*

Instructions:

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

Read the text below and answer questions 1-5

THE HERMIT AND THE MAGIC PADDY FIELD

Many years ago, there lived a hermit deep in a forest in Sumatra. He lived a simple life and survived by eating fruits from the jungle. Unfortunately, a terrible drought struck the area. The trees stopped bearing fruit, and the plants all withered and died. With no food left, the hermit became very hungry and desperate.

In his hunger, the old man went to a nearby village to beg for food. At first, the villagers gave him what they could, feeling pity for him. But as days passed and he kept coming back, the villagers grew tired of helping. They told the hermit to start growing his own food instead of relying on others. Feeling sad and rejected, he returned to his small hut and thought deeply about what the villagers said.

One day, as the hermit sat weak and hungry, a kind boatman passed by and saw him. The boatman felt sorry and handed him some paddy seeds. "These are not ordinary seeds," the boatman said. "They will grow fast and give you endless rice if you work hard. But remember, once you stop working and get tired of it, they will turn into weeds." Encouraged by this hope, the hermit cleared a small piece of land and planted the seeds. As the rains came, the plants grew quickly. Soon, the paddy was ready to be harvested, and to his surprise, after each harvest, the plants regrew by themselves.

The hermit was happy and no longer hungry. But soon, villagers came and took advantage of his miracle crop. They took as much rice as they could carry. The hermit grew tired of working alone and having to harvest endlessly. One day, out of frustration, he shouted at the field, "Stop growing, you wretched thing!" At that very moment, just as the boatman had warned, the magical paddy plants turned into weeds. His miraculous harvest was gone forever, and the hermit was left with nothing but regret.

1. What is the main idea of the last paragraph?
 - A. The villagers destroyed the magical rice
 - ☒ B. The paddy stopped growing because the hermit was angry
 - C. The boatman returned to the forest
 - D. The hermit gave away the seeds
 - E. The paddy field was protected by magic
2. What is the meaning of the word "weeds" in the last paragraph?
 - A. Useful crops
 - ☒ B. Unwanted wild plants
 - C. Jungle trees
 - D. Rice plants
 - E. Flower seeds
3. The word "him" in the sentence "The boatman felt sorry and handed him some paddy seeds" refers to...
 - ☒ A. The hermit
 - B. The boatman
 - C. The paddy
 - D. The villager
 - E. The forest
4. What did the boatman give to the hermit?
 - A. A bag of rice
 - B. A pot of gold
 - C. A magic book
 - ☒ D. Some paddy seeds
 - E. Farming tools

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5. What can be inferred from the hermit's decision to work hard on the paddy field?

- ☒ A. He was determined to survive
- B. He planned to leave the forest
- C. He hoped to give rice to the villagers
- D. He respected the villagers' advice
- E. He wanted to become a rich man

Read the text below and answer questions 6-10

THE LEGEND OF SENDANG SANI

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. Then, they began walking to Sunan Muria's house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired, while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer, but there was no water around to clean up or perform *wudu*. Ki Rangga was confused and told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray to Allah SWT for water. Now, you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill."

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So, Sunan Kalijaga went behind the hill. Ki Rangga, along with his servants, sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants became wet. They woke up and were very happy to see the water. They drank and played in it. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

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

6. What is the main idea of the text?

- A. Sunan Kalijaga and Ki Rangga built a pond in Central Java
- B. Sunan Kalijaga turned Ki Rangga into a tree
- ☒ C. Ki Rangga and his servants broke a promise and turned into turtles
- D. Sunan Kalijaga was tired during his trip
- E. Ki Rangga created water from a tree

7. What is the meaning of the word "miracle" in the sentence "Then, a miracle happened"?

- A. A normal event that always happens
- B. A sad ending of the journey
- ☒ C. A surprising and extraordinary event
- D. A punishment from the king
- E. A secret from the past

8. What does the word "they" in the sentence "They quickly fell asleep" refer to?

- A. Ki Rangga and Sunan Kalijaga
- B. The people of Pati
- C. The visitors of Sendang Sani
- D. The trees and the hill
- ☒ E. Ki Rangga and his servants

9. Why did Ki Rangga feel embarrassed during the journey?

- ☒ A. Because he looked tired while Sunan Kalijaga did not
- B. Because he forgot his luggage
- C. Because he fell asleep under the tree
- D. Because he couldn't find the way to Sunan Muria's house
- E. Because he drank too much water.

10. What can we infer about Ki Rangga from the story?

- A. He was very responsible and careful
- B. He always obeyed Sunan Kalijaga's advice
- C. He was loyal and strong during the journey
- D. He helped Sunan Kalijaga build Sendang Sani
- ☒ E. He was careless and forgot to keep his promise

Read the text below and answer questions 11-15



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THE LEGEND OF PARI TEMPLES

Long ago, there was a powerful man named Kiai Gede Penanggungan who lived on Penanggungan Mountain. He had a beautiful daughter named Dewi Walangin, but she had not yet married. Kiai Gede often prayed so that his daughter would find a good husband. One day, a young man named Jaka Pandelengan came to him, asking to be his student. Kiai Gede agreed, but only if Jaka would marry his daughter. Jaka accepted, and they soon got married.

After years of learning from Kiai Gede, the couple decided to live on their own in another village. Before they left, Kiai Gede gave them paddy seeds and reminded them not to become arrogant when they became rich. He also told them to help the poor. The couple planted the seeds, and they soon became very rich from the harvest.

Unfortunately, their success made them selfish. When poor neighbors came asking for paddy seeds, they refused to help. Kiai Gede heard about this and visited them. He reminded them of his advice, but they ignored him and said nothing.

Kiai Gede became angry and said, "You are like temples; you don't listen." Right after that, Jaka and Dewi turned into stone temples. Because they stood among the rice fields, people began calling them Pari Temples, as a warning to others not to be arrogant and to always help those in need.

11. According to the story, why did the couple turn into temples?

- A. Because they refused to get married
- B. Because they helped too many villagers
- C. Because they listened to Kiai Gede's advice
- ☒ D. Because they became arrogant and ignored Kiai Gede
- E. Because they planted paddy in a forbidden area

12. From the text, we can conclude that Kiai Gede was...

- A. Careless and proud of his power
- B. Jealous of the couple's wealth
- C. Very poor and helpless
- ☒ D. Wise and wanted to teach the couple a lesson
- E. Willing to forgive the couple's behavior

13. In paragraph 2, what does the word "them" in the sentence "Kiai Gede gave them paddy seeds" refer to?

- A. The villagers
- B. Kiai Gede and the villagers
- ☒ C. Jaka and Dewi
- D. The poor people
- E. The rice farmers

14. What is the main idea of the story?

- ☒ A. A couple became rich but forgot to help others
- B. Jaka and Dewi turned into animals
- C. Kiai Gede asked his daughter to go away
- D. The couple planted paddy and became kind
- E. The villagers helped the couple to plant paddy

15. What does the word "arrogant" most likely mean based on the story?

- A. Generous and wise
- B. Honest and careful
- ☒ C. Proud and disrespectful
- D. Humble and kind
- E. Hardworking and brave

Read the text below and answer questions 16-20

SANGKURIANG

Once upon a time in West Java, there lived a wise king who had a beautiful daughter named Dayang Sumbi. She liked weaving very much. One day, while she was weaving cloth, one of her tools fell to the ground. She was very tired and too lazy to pick it up. So, she shouted loudly, "Anybody there? Bring me my tool! I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you!" Suddenly, a male dog named Tumang came and brought her the fallen tool. Dayang Sumbi was very surprised. She regretted her words, but she could not take them back. So, she had to marry Tumang and leave her father. They lived in a small village.

Several months later, they had a son named Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially hunting deer. He often went to the forest with his bow and arrow. Tumang, his faithful dog, always accompanied him.

One day, Dayang Sumbi wanted to eat a deer's heart. She asked Sangkuriang to hunt a deer for her. Sangkuriang went to the forest with his arrow and Tumang. However, after several days in the



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forest, he could not find any deer. They had all disappeared. Sangkuriang became tired and desperate. He did not want to disappoint his mother, so he killed Tumang and took the dog's heart to her. Dayang Sumbi knew that it was Tumang's heart. She was very angry and could not control her emotions. She hit Sangkuriang on the head. He was wounded, and a scar appeared on his forehead. Dayang Sumbi then expelled her son from the house. Sangkuriang left in sadness.

Many years passed, and Sangkuriang became a strong young man. He wandered everywhere. One day, he arrived in his own village, though he didn't realize it. There, he met Dayang Sumbi. At that time, Dayang Sumbi had been granted eternal youth by God, so she still looked young. Neither of them recognized each other. They fell in love and decided to get married. However, Dayang Sumbi eventually recognized the scar on Sangkuriang's forehead. She realized that he was her son. It was impossible for them to marry. She told him the truth, but he didn't believe her. He still wanted to marry her soon. To delay the wedding, Dayang Sumbi gave him a very difficult task. She asked Sangkuriang to build a lake and a boat in just one night, saying that she needed them for the honeymoon. Sangkuriang agreed.

With the help of genies and spirits, Sangkuriang tried to complete the task. By midnight, he had completed the lake by building a dam in the Citarum River. Then he started making the boat. Just before dawn, the boat was almost finished. Meanwhile, Dayang Sumbi watched him in fear. She was worried that he might succeed. So, she made a fire in the east to make it look like morning. The spirits thought it was dawn, and they left Sangkuriang alone. Without their help, he could not finish the boat. Sangkuriang was very angry. He kicked the boat. The boat turned upside down and later became Mount Tangkuban Perahu, which means "upside-down boat." From a distance, the mountain really looks like an upside-down boat.

16. What is the main idea of the story?

- ☒ A. A cursed love story between a mother and her son that ends with a tragedy
- ☐ B. A woman cursed her son and he turned into a mountain
- ☐ C. A prince was looking for his mother in the jungle
- ☐ D. A young man tried to build a boat to sail away
- ☐ E. A boy and a girl fell in love and got married

17. What made Dayang Sumbi so angry that she hit Sangkuriang's head?

- ☐ A. Tumang attacked Dayang Sumbi
- ☒ B. She found out Sangkuriang killed Tumang
- ☐ C. Sangkuriang failed to get a deer's heart
- ☐ D. Sangkuriang lied to her about Tumang
- ☐ E. Sangkuriang went to the forest for too long

18. "With the help of genie and spirits, Sangkuriang tried to build them."

The underlined words refer to...

- ☐ A. The mountain and the dam
- ☒ B. The lake and the boat
- ☐ C. The river and the dam
- ☐ D. The wood and the arrow
- ☐ E. The house and the village

19. What does the word "**granted**" in the sentence "Dayang Sumbi had been granted eternal youth by God" most nearly mean?

- ☐ A. Rejected
- ☐ B. Wasted
- ☐ C. Removed
- ☐ D. Exchanged
- ☒ E. Given

20. From the story, we can infer that Sangkuriang failed to marry Dayang Sumbi because...

- ☐ A. He left the village
- ☐ B. He married another girl
- ☐ C. His identity was discovered too late
- ☒ D. He couldn't finish the boat
- ☐ E. Dayang Sumbi was too old

Read the text below and answer questions 21-25

THE LEGEND OF PRINCESS TEJA NIRMALA

Long ago, on the slope of Mount Wayang in West Java, there lived a wise king named Sang Prabu. He had a beautiful daughter named Princess Teja Nirmala. Many princes came to propose to her, but none won her heart. To solve this, Sang Prabu held a competition of strength and wisdom to find the best man for his daughter.

The competition was won by Raden Begawan, the prince of Blambangan. Princess Teja Nirmala and Raden Begawan fell in love, and the kingdom prepared for their wedding. But a wicked



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fairy named Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess.

When Sang Prabu found Raden Begawan in the forest, the prince's memory returned. But before they could return, Princess Segara attacked them. She killed Raden Begawan with her dark magic. Princess Teja Nirmala was heartbroken when she heard the news.

Because of her pure love and deep sadness, a kind fairy took Princess Teja Nirmala to Khayangan, the heavenly realm. People say her light still shines from the top of Mount Wayang to this day.

- What made Princess Segara angry with Raden Begawan?
 - He insulted her magical powers
 - He wanted to become a king instead
 - He forgot the fairy's name
 - He took the crown of Blambangan
 - ☒ He refused to marry her and chose another princess
- What is the main idea of the second paragraph?
 - Sang Prabu punished Princess Segara for her crimes
 - The king and his daughter left the kingdom after the tragedy
 - Raden Begawan used his magic to defeat the wicked fairy
 - ☒ Raden Begawan was killed by Princess Segara after he regained his memory
 - Princess Teja Nirmala married another prince in the end
- What does the word "**heartbroken**" in the sentence "Princess Teja Nirmala was heartbroken when she heard the news" most likely mean?
 - Very happy
 - Strong and brave
 - ☒ Deeply sad
 - Full of energy
 - Ready to move on
- "Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess."

What does the underlined word refer to?

 - Princess Teja Nirmala
 - ☒ Princess Segara
 - Teja Nirmala's maid
 - The kind fairy
 - A goddess from the sky
- What can we infer about the character of Princess Teja Nirmala?
 - ☒ She truly loved Raden Begawan
 - She wanted to go to Khayangan from the start
 - She was secretly jealous of the fairy
 - She planned revenge for the prince's death
 - She hid her sadness and became queen

UIN SUSKA RIAU



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Name: MHO. SYAFI'U
Class: X.1. Setono

Instructions:

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Read the text below and answer questions 1-5

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In his hunger, the old man went to a nearby village to beg for food. At first, the villagers gave him what they could, feeling pity for him. But as days passed and he kept coming back, the villagers grew tired of helping. They told the hermit to start growing his own food instead of relying on others. Feeling sad and rejected, he returned to his small hut and thought deeply about what the villagers said.

One day, as the hermit sat weak and hungry, a kind boatman passed by and saw him. The boatman felt sorry and handed him some paddy seeds. "These are not ordinary seeds," the boatman said. "They will grow fast and give you endless rice if you work hard. But remember, once you stop working and get tired of it, they will turn into weeds." Encouraged by this hope, the hermit cleared a small piece of land and planted the seeds. As the rains came, the plants grew quickly. Soon, the paddy was ready to be harvested, and to his surprise, after each harvest, the plants regrew by themselves.

The hermit was happy and no longer hungry. But soon, villagers came and took advantage of his miracle crop. They took as much rice as they could carry. The hermit grew tired of working alone and having to harvest endlessly. One day, out of frustration, he shouted at the field, "Stop growing, you wretched thing!" At that very moment, just as the boatman had warned, the magical paddy plants turned into weeds. His miraculous harvest was gone forever, and the hermit was left with nothing but regret.

1. What is the main idea of the last paragraph?
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 - ☒ B. The paddy stopped growing because the hermit was angry
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 - D. The villager
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4. What did the boatman give to the hermit?
 - A. A bag of rice
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- What can be inferred from the hermit's decision to work hard on the paddy field?
 - He was determined to survive
 - He planned to leave the forest
 - He hoped to give rice to the villagers ✓
 - He respected the villagers' advice
 - He wanted to become a rich man

Read the text below and answer questions 6–10

THE LEGEND OF SENDANG SANI

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggage. Then, they began walking to Sunan Muria's house.

Several hours later, Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not look tired, while Ki Rangga was very tired and thirsty. Finally, Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer, but there was no water around to clean up or perform *wudu*. Ki Rangga was confused and told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "We should pray to Allah SWT for water. Now, you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill."

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So, Sunan Kalijaga went behind the hill. Ki Rangga, along with his servants, sat under the big tree. They quickly fell asleep. Suddenly, water came out of the big tree. Ki Rangga and his servants became wet. They woke up and were very happy to see the water. They drank and played in it. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

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

- What is the main idea of the text?
 - Sunan Kalijaga and Ki Rangga built a pond in Central Java
 - Sunan Kalijaga turned Ki Rangga into a tree
 - Ki Rangga and his servants broke a promise and turned into turtles
 - Sunan Kalijaga was tired during his trip
 - Ki Rangga created water from a tree X
- What is the meaning of the word "**miracle**" in the sentence "Then, a miracle happened"?
 - A normal event that always happens
 - A sad ending of the journey
 - A surprising and extraordinary event ✓
 - A punishment from the king
 - A secret from the past
- What does the word "**they**" in the sentence "They quickly fell asleep" refer to?
 - Ki Rangga and Sunan Kalijaga
 - The people of Pati
 - The visitors of Sendang Sani
 - The trees and the hill ✓
 - Ki Rangga and his servants
- Why did Ki Rangga feel embarrassed during the journey?
 - Because he looked tired while Sunan Kalijaga did not ✓
 - Because he forgot his luggage
 - Because he fell asleep under the tree
 - Because he couldn't find the way to Sunan Muria's house
 - Because he drank too much water.
- What can we infer about Ki Rangga from the story?
 - He was very responsible and careful
 - He always obeyed Sunan Kalijaga's advice
 - He was loyal and strong during the journey
 - He helped Sunan Kalijaga build Sendang Sani ✓
 - He was careless and forgot to keep his promise

Read the text below and answer questions 11–15



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THE LEGEND OF PARI TEMPLES

Long ago, there was a powerful man named Kiai Gede Penanggungan who lived on Penanggungan Mountain. He had a beautiful daughter named Dewi Walangin, but she had not yet married. Kiai Gede often prayed so that his daughter would find a good husband. One day, a young man named Jaka Pandelengan came to him, asking to be his student. Kiai Gede agreed, but only if Jaka would marry his daughter. Jaka accepted, and they soon got married.

After years of learning from Kiai Gede, the couple decided to live on their own in another village. Before they left, Kiai Gede gave them paddy seeds and reminded them not to become arrogant when they became rich. He also told them to help the poor. The couple planted the seeds, and they soon became very rich from the harvest.

Unfortunately, their success made them selfish. When poor neighbors came asking for paddy seeds, they refused to help. Kiai Gede heard about this and visited them. He reminded them of his advice, but they ignored him and said nothing.

Kiai Gede became angry and said, "You are like temples; you don't listen." Right after that, Jaka and Dewi turned into stone temples. Because they stood among the rice fields, people began calling them Pari Temples, as a warning to others not to be arrogant and to always help those in need.

11. According to the story, why did the couple turn into temples?
 - ☒ A. Because they refused to get married
 - ☐ B. Because they helped too many villagers
 - ☐ C. Because they listened to Kiai Gede's advice
 - ☐ D. Because they became arrogant and ignored Kiai Gede
 - ☐ E. Because they planted paddy in a forbidden area
12. From the text, we can conclude that Kiai Gede was...
 - ☐ A. Careless and proud of his power
 - ☐ B. Jealous of the couple's wealth
 - ☐ C. Very poor and helpless
 - ☒ D. Wise and wanted to teach the couple a lesson
 - ☐ E. Willing to forgive the couple's behavior
13. In paragraph 2, what does the word "them" in the sentence "Kiai Gede gave them paddy seeds" refer to?
 - ☐ A. The villagers
 - ☐ B. Kiai Gede and the villagers
 - ☒ C. Jaka and Dewi
 - ☐ D. The poor people
 - ☐ E. The rice farmers
14. What is the main idea of the story?
 - ☒ A. A couple became rich but forgot to help others
 - ☐ B. Jaka and Dewi turned into animals
 - ☐ C. Kiai Gede asked his daughter to go away
 - ☐ D. The couple planted paddy and became kind
 - ☐ E. The villagers helped the couple to plant paddy
15. What does the word "arrogant" most likely mean based on the story?
 - ☐ A. Generous and wise
 - ☐ B. Honest and careful
 - ☒ C. Proud and disrespectful
 - ☐ D. Humble and kind
 - ☐ E. Hardworking and brave

Read the text below and answer questions 16-20

SANGKURIANG

Once upon a time in West Java, there lived a wise king who had a beautiful daughter named Dayang Sumbi. She liked weaving very much. One day, while she was weaving cloth, one of her tools fell to the ground. She was very tired and too lazy to pick it up. So, she shouted loudly, "Anybody there? Bring me my tool! I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you!" Suddenly, a male dog named Tumang came and brought her the fallen tool. Dayang Sumbi was very surprised. She regretted her words, but she could not take them back. So, she had to marry Tumang and leave her father. They lived in a small village.

Several months later, they had a son named Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially hunting deer. He often went to the forest with his bow and arrow. Tumang, his faithful dog, always accompanied him.

One day, Dayang Sumbi wanted to eat a deer's heart. She asked Sangkuriang to hunt a deer for her. Sangkuriang went to the forest with his arrow and Tumang. However, after several days in the



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forest, he could not find any deer. They had all disappeared. Sangkuriang became tired and desperate. He did not want to disappoint his mother, so he killed Tumang and took the dog's heart to her. Dayang Sumbi knew that it was Tumang's heart. She was very angry and could not control her emotions. She hit Sangkuriang on the head. He was wounded, and a scar appeared on his forehead. Dayang Sumbi then expelled her son from the house. Sangkuriang left in sadness.

Many years passed, and Sangkuriang became a strong young man. He wandered everywhere. One day, he arrived in his own village, though he didn't realize it. There, he met Dayang Sumbi. At that time, Dayang Sumbi had been granted eternal youth by God, so she still looked young. Neither of them recognized each other. They fell in love and decided to get married. However, Dayang Sumbi eventually recognized the scar on Sangkuriang's forehead. She realized that he was her son. It was impossible for them to marry. She told him the truth, but he didn't believe her. He still wanted to marry her soon. To delay the wedding, Dayang Sumbi gave him a very difficult task. She asked Sangkuriang to build a lake and a boat in just one night, saying that she needed them for the honeymoon. Sangkuriang agreed.

With the help of genies and spirits, Sangkuriang tried to complete the task. By midnight, he had completed the lake by building a dam in the Citarum River. Then he started making the boat. Just before dawn, the boat was almost finished. Meanwhile, Dayang Sumbi watched him in fear. She was worried that he might succeed. So, she made a fire in the east to make it look like morning. The spirits thought it was dawn, and they left Sangkuriang alone. Without their help, he could not finish the boat. Sangkuriang was very angry. He kicked the boat. The boat turned upside down and later became Mount Tangkuban Perahu, which means "upside-down boat." From a distance, the mountain really looks like an upside-down boat.

16. What is the main idea of the story?

- ☒ A. A cursed love story between a mother and her son that ends with a tragedy
- ☐ B. A woman cursed her son and he turned into a mountain
- ☐ C. A prince was looking for his mother in the jungle
- ☐ D. A young man tried to build a boat to sail away
- ☐ E. A boy and a girl fell in love and got married

17. What made Dayang Sumbi so angry that she hit Sangkuriang's head?

- ☐ A. Tumang attacked Dayang Sumbi
- ☒ B. She found out Sangkuriang killed Tumang
- ☐ C. Sangkuriang failed to get a deer's heart
- ☐ D. Sangkuriang lied to her about Tumang
- ☐ E. Sangkuriang went to the forest for too long

18. "With the help of genie and spirits, Sangkuriang tried to build them."

The underlined words refer to...

- ☐ A. The mountain and the dam
- ☒ B. The lake and the boat
- ☐ C. The river and the dam
- ☐ D. The wood and the arrow
- ☐ E. The house and the village

19. What does the word "**granted**" in the sentence "Dayang Sumbi had been granted eternal youth by God" most nearly mean?

- ☐ A. Rejected
- ☐ B. Wasted
- ☐ C. Removed
- ☐ D. Exchanged
- ☒ E. Given

20. From the story, we can infer that Sangkuriang failed to marry Dayang Sumbi because...

- ☐ A. He left the village
- ☐ B. He married another girl
- ☐ C. His identity was discovered too late
- ☒ D. He couldn't finish the boat
- ☐ E. Dayang Sumbi was too old

Read the text below and answer questions 21-25

THE LEGEND OF PRINCESS TEJA NIRMALA

Long ago, on the slope of Mount Wayang in West Java, there lived a wise king named Sang Prabu. He had a beautiful daughter named Princess Teja Nirmala. Many princes came to propose to her, but none won her heart. To solve this, Sang Prabu held a competition of strength and wisdom to find the best man for his daughter.

The competition was won by Raden Begawan, the prince of Blambangan. Princess Teja Nirmala and Raden Begawan fell in love, and the kingdom prepared for their wedding. But a wicked



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fairy named Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess.

When Sang Prabu found Raden Begawan in the forest, the prince's memory returned. But before they could return, Princess Segara attacked them. She killed Raden Begawan with her dark magic. Princess Teja Nirmala was heartbroken when she heard the news.

Because of her pure love and deep sadness, a kind fairy took Princess Teja Nirmala to Khayangan, the heavenly realm. People say her light still shines from the top of Mount Wayang to this day.

- What made Princess Segara angry with Raden Begawan?
 - He insulted her magical powers
 - He wanted to become a king instead
 - He forgot the fairy's name
 - He took the crown of Blambangan
 - He refused to marry her and chose another princess
- What is the main idea of the second paragraph?
 - Sang Prabu punished Princess Segara for her crimes
 - The king and his daughter left the kingdom after the tragedy
 - Raden Begawan used his magic to defeat the wicked fairy
 - Raden Begawan was killed by Princess Segara after he regained his memory
 - Princess Teja Nirmala married another prince in the end
- What does the word "**heartbroken**" in the sentence "Princess Teja Nirmala was heartbroken when she heard the news" most likely mean?
 - Very happy
 - Strong and brave
 - Deeply sad
 - Full of energy
 - Ready to move on
- "Princess Segara was jealous. She used her magic to make Raden Begawan forget about the wedding and the princess."

What does the underlined word refer to?

 - Princess Teja Nirmala
 - Princess Segara
 - Teja Nirmala's maid
 - The kind fairy
 - A goddess from the sky
- What can we infer about the character of Princess Teja Nirmala?
 - She truly loved Raden Begawan
 - She wanted to go to Khayangan from the start
 - She was secretly jealous of the fairy
 - She planned revenge for the prince's death
 - She hid her sadness and became queen

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APPENDIX VI

Students Result of Pre-Test and Post-Test

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NO	NAME	PRE-TEST																									TOTAL	SCORE
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25		
1.	AA	4	0	4	0	4	4	0	0	0	4	4	4	4	0	0	0	4	4	4	0	0	4	4	0	4	14	56
	AM	0	0	0	4	4	0	0	0	0	0	4	4	0	4	4	4	0	0	4	0	4	0	0	4	0	10	40
	AP	4	4	0	0	4	4	0	0	0	4	0	0	4	4	4	0	0	0	0	0	4	0	0	0	0	9	36
	DZ	4	4	4	0	4	4	4	0	4	0	0	0	0	4	0	0	0	0	4	4	0	0	0	4	4	12	48
	FF	4	0	4	4	4	0	0	4	4	4	0	0	4	4	0	0	0	0	4	4	0	0	4	4	0	13	52
	IM	0	4	4	0	0	4	0	0	0	0	4	4	0	0	0	4	4	0	0	0	4	0	0	0	0	8	32
	JA	4	4	4	4	4	0	0	4	0	4	4	0	0	0	4	4	4	4	4	0	4	4	0	4	4	17	68
	J	4	4	0	0	0	0	4	4	4	4	0	4	0	0	0	4	4	0	0	4	4	0	0	4	4	13	52
	KM	4	0	4	0	4	4	0	0	0	4	4	0	0	0	0	0	0	0	0	4	4	0	0	4	0	9	36
	K	0	4	4	0	4	0	0	0	0	4	4	0	4	4	0	0	0	4	4	0	4	0	0	0	0	10	40
	MA	4	4	4	4	4	0	4	4	0	0	0	4	4	4	4	0	4	4	0	4	4	4	4	4	4	19	76
	MA	4	4	0	4	4	0	0	0	4	4	0	4	0	4	4	4	0	0	0	4	4	0	0	0	0	12	48
	MS	4	4	0	0	4	4	0	0	0	4	0	4	0	0	0	4	4	0	0	0	4	0	0	0	0	9	36
	MW	4	0	0	4	4	4	0	4	4	0	0	4	4	0	0	0	4	4	0	4	0	0	0	0	0	11	44
	MF	0	4	4	4	4	0	0	4	4	4	0	0	0	0	0	4	0	4	4	4	0	0	0	0	4	12	48
	NA	4	4	4	4	4	0	0	0	0	4	0	4	4	0	0	0	0	0	4	0	0	0	4	0	4	11	44
17	NA	0	4	4	4	0	4	0	0	0	4	0	4	4	4	4	4	0	0	4	0	0	4	4	4	0	14	56
18	N	4	4	4	4	0	0	4	4	4	0	4	0	0	0	0	4	0	4	4	4	0	0	4	0	0	13	52
19	RHP	4	0	0	0	4	4	0	0	0	4	0	0	0	0	4	4	4	0	0	0	4	4	0	0	4	10	40
20	RR	4	0	4	0	4	4	0	0	4	0	4	4	4	0	4	4	0	4	4	4	4	0	4	4	4	17	68
21	RS	4	4	0	0	4	0	0	0	4	4	0	0	4	4	0	4	0	0	4	0	0	0	0	0	0	9	36
22	RR	0	4	4	0	4	4	0	0	4	4	4	0	0	4	4	0	0	0	4	4	0	4	4	4	4	15	60
23	SA	4	4	0	4	4	0	4	4	4	0	0	4	4	0	0	0	4	0	0	0	4	4	0	0	4	13	52
24	SSI	4	4	0	0	0	0	4	0	0	0	4	0	0	0	0	4	4	0	4	0	0	0	4	4	0	9	36
25	SE	4	0	4	0	4	0	0	4	4	4	4	0	0	0	4	0	4	4	0	4	4	4	4	4	4	16	64
26	SR	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	0	4	4	4	0	0	0	0	0	17	68

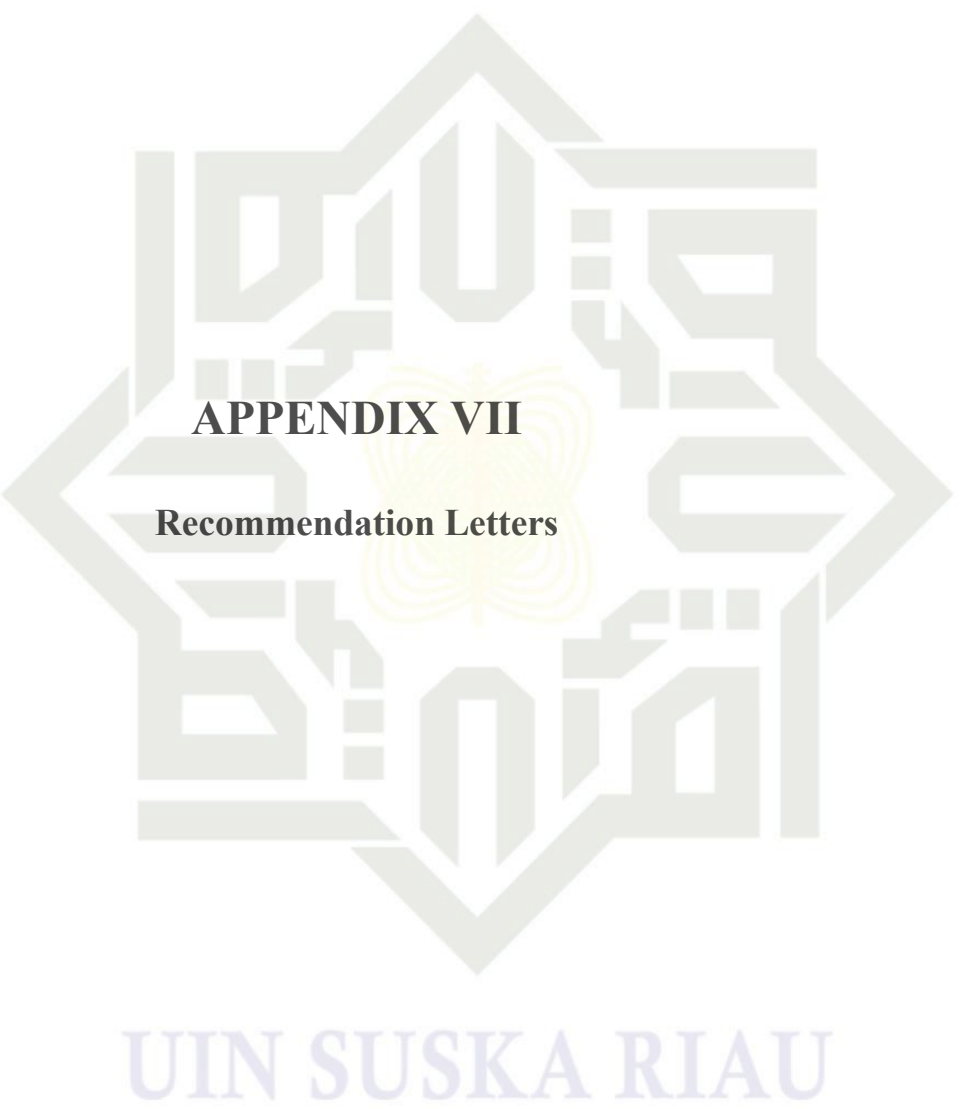


NO	NAME	POST-TEST																									TOTAL	SCORE
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25		
1	AA	4	4	0	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	23	92
2	AM	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	0	4	0	20	80
3	AP	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	0	4	4	4	4	4	4	0	4	21	84
4	DZ	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	22	88
5	FF	4	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	0	0	0	4	0	0	0	0	0	14	56
6	IM	0	4	0	4	4	0	0	0	4	4	4	4	4	0	4	4	0	0	0	0	0	0	0	0	0	10	40
7	JA	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	24	96
8	J	4	4	0	4	4	4	4	0	0	4	4	0	4	4	4	4	0	0	4	4	0	0	0	0	4	15	60
9	KM	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	24	96
10	K	4	4	4	4	0	4	4	4	4	4	4	4	0	0	4	4	4	0	0	0	4	4	4	4	0	18	72
11	MA	4	4	4	4	4	4	4	4	0	4	4	0	0	0	4	4	0	4	4	0	4	4	0	0	4	17	68
12	MA	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	0	4	0	0	0	4	19	76
13	MS	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	23	92
14	MW	4	4	4	4	4	0	4	0	4	4	4	0	4	0	0	0	0	0	4	0	0	0	0	0	0	11	44
15	MF	0	4	4	4	4	4	4	0	4	4	4	4	0	0	0	4	4	4	4	4	0	0	4	0	4	17	68
16	NA	4	4	4	4	4	4	4	0	4	4	4	0	0	4	0	0	0	0	4	0	0	0	0	0	0	12	48
17	NA	4	4	4	4	4	0	4	4	4	4	4	0	0	0	4	4	4	4	0	0	4	4	4	4	0	18	72
18	N	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	0	4	4	4	4	0	0	20	80
19	RHP	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	0	4	4	4	4	4	4	22	88
20	RR	4	4	0	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	0	0	0	19	76
21	RS	4	4	4	4	4	0	4	4	4	4	0	4	4	4	0	0	0	0	4	4	0	0	0	0	0	14	56
22	RR	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	0	0	0	4	4	0	0	4	18	72
23	SA	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	0	0	20	80
24	SSI	4	4	4	4	4	0	4	4	0	0	0	0	4	4	4	0	0	0	0	0	0	4	4	4	0	13	52
25	SE	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	0	0	0	4	4	20	80
26	SR	4	4	4	4	4	4	0	0	4	4	4	0	4	4	4	4	4	0	4	0	4	0	4	4	0	18	72

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APPENDIX VII

Recommendation Letters

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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.fk.unsuska.ac.id, E-mail: ftk@unsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/664/2025

Pekanbaru, 15 Januari 2025

Sifat : Biasa

Lamp. : -

Hal : Pembimbing Skripsi

Kepada
Yth.
I Riri Fauzana, S.Pd., M.Sc

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

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

Nama : Syarifah Indriyani

Nim : 12110422581

Jurusan : Pendidikan Bahasa Inggris

Judul : The Effect Of Using Skimming And Scanning On The Students' Ability In
Reading Comprehension On Eleventh Grade Students' At Sman 1 Rangsang
Barat Kepulauan Meranti Regency

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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

Wassalam

an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag

NIP. 197210171997031004



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Fax. (0761) 561647 Web www.rik.uinsuska.ac.id E-mail: effak_uinsuska@yahoo.co.id

Nomor : B-13839/Un.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 22 Juli 2025

Yth : Kepala
SMA Negeri 1 Rangsang Barat Kepulauan Meranti
di
Tempat

Assalamu 'alaikum Warhmatullahi Wabarakatuh

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

Nama	: Syarifah Indriyani
NIM	: 12110422581
Semester/Tahun	: VIII (Delapan) / 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

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

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III



Jon Pamil, S.Ag., MA.
19710627 199903 1 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau



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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 RANGSANG BARAT
 Alamat : Jalan Durian Desa Bantar RT 03 RW 01, Kode Pos: 28753
 Email: smn1rashbar@gmail.com
 NSS: 30.1.14.10.04.001 | NPSN: 10495414
 " AKREDITASI : B "



Nomor : 422/ADM/SMAN1.RB/VI/2025/094
 Sifat : Biasa
 Lamp : -
 Hal : Persetujuan Izin Riset

Bantar, 28 Juli 2025

Kepada Yth :
 Dekan Fakultas Tarbiyah dan Keguruan
 UIN Sultan Syarif Kasim Riau

Menindaklanjuti Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

Nomor : B-13839/Un.04/F.II.3/PP.00.9/2025 perihal izin Riset mahasiswa tersebut dibawah ini :

Nama : Syarifah Indriyani
 NIM : 12110422581
 Semester/Tahun : VII (Delapan) / 2025
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Sehubungan dengan hal tersebut diatas, kami sampaikan kepada Dekan Fakultas Tarbiyah dan Keguruan Sultan Syarif Kasim Riau bahwa pihak SMA Negeri 1 rangsang Barat tidak keberatan menerima mahasiswa tersebut melaksanakan Riset di SMA Negeri 1 Rangsang Barat.

Demikianlah surat ini dibuat agar digunakan sebagaimana mestinya.



Bantar, 28 Juli 2025

Kepala Sekolah,

[Signature]
ALMAN SARAGIH, M.Pd.I
 NIP. 19770219 200801 1013

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Nomor : B-14490/Un.04/F.II/PP.00.9/08/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 01 Agustus 2025

Yth : Kepala
SMA Negeri 1 Rangsang Barat
Di Meranti

Assalamu 'alaikum Warahmatullahi Wabarakatuh

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

Nama : Syarifah Indriyani
NIM : 12110422581
Semester/Tahun : IX (Sembilan)/ 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 EFFECT OF USING SKIMMING AND SCANNING ON STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 1 RANGSANG BARAT KEPULAUAN MERANTI

Lokasi Penelitian : SMA Negeri 1 Rangsang Barat

Waktu Penelitian : 3 Bulan (01 Agustus 2025 s.d 01 November 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Rektor
Dekan

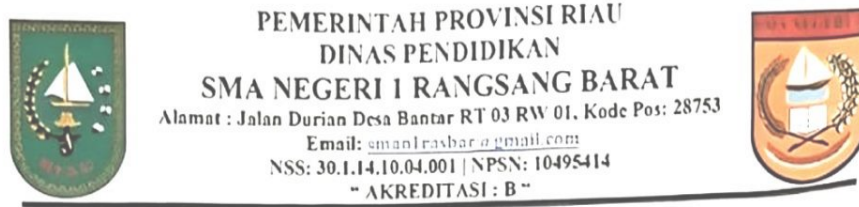

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP 19751115 200312 2 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



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KETERANGAN PENELITIAN
 Nomor : 422/Adm/SMAN.1RB/2025/XI/021

Yang bertanda tangan dibawah ini :

NAMA : SALMAN SARAGIH, M.Pd.I
 Jabatan : Kepala Sekolah SMA Negeri 1 Rangsang Barat

Dengan ini menerangkan bahwa :

Nama : Syanfah Indriyani
 NIM : 12110422581
 Semester/Tahun : X (Sembilan) / 2025
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Yang bersangkutan benar telah selesai mengadakan Riset di bulan september 2025 di SMA Negeri 1 Rangsang Barat Kabupaten Kepulauan Meranti Provinsi Riau dengan judul penelitian "The Effect Of Using Skimming And Scanning on Students' Reading Comprehension at The Eleventh Grade of SMA Negeri 1 Rangsang Baral Kepulauan Meranti.

Demikianlah surat ini dibuat agar digunakan sebagaimana mestinya.

Bantar, 11 September 2025
 Kepala Sekolah,

SALMAN SARAGIH, M.Pd.I
 NIP. 19710219 200801 1013

UIN SUSKA RIAU



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LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama : Syarifah Indriyani
Nomor Induk Mahasiswa : 0110422 S.B.I
Hari/ Tanggal : Kamis / 22 Mei 2015
Judul Proposal Penelitian : The Effect of Using Skimming and Scanning on the Students' Ability in Reading Comprehension on Elementary Grade Students at SMAN 1 Rangsang Barat Kabupaten Meranti.

NO	URAIAN PERBAIKAN
1.	Be Consistent in writing. Focus on reading ability or writing ability
2.	Write the background of the research from general to specific.
3.	Make sure the use of the technique is appropriate for the variable!
4.	Use the fix format of writing the research!
5.	Reverse grammatical mistakes!
6.	Reverse the references!

Penguji I

Dr. Fiza Amelia, M.Pd

Pekanbaru, 22 Mei 2015
Penguji II

Maimar Fim, 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 : Syarifah Indriyani
Nomor Induk Mahasiswa : 12110422581
Hari/Tanggal Ujian : Kamis, 22 Mei 2025
Judul Proposal Ujian : The Effect of Using Skimming and Scanning on Students' Reading Comprehension at the Eleventh Grade of SMAN 1 Rangsang Barat Kepulauan Meranti
Isi Proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Riza Amelia, M.Pd	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		



Mengetahui
Dekan
Wakil Dekan I
Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 22 Mei 2025
Peserta Ujian Proposal

Syarifah Indriyani
NIM. 12110422581



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rini Fauzana, M.Sc
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Syarifah Indriyani
4. Nomor Induk Mahasiswa : 12110922581
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	30 April 2025	check the proposal		
2	5 mei 2025	check chapter I		
3	8 mei 2025	Acc to proposal examination		
4	22 Juli 2025	check instrument		
5	4 agustus 2025	Indicators and syllabus		
6	13 agustus 2025	allowed to do research (teaching)		
7	4 NOV 2025	check chapter IV & V		

Pekanbaru,20
Pembimbing,

.....
NIP.



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KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Riri Fauzana, M.Sc
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Syarifah Indriyani
4. Nomor Induk Mahasiswa : 2110922581
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
8	18 NOV 2025	check chaple 1 & 2		
9	20 NO 2025	check knowledgment & chapters		
10	1 Des 2025	Acc Munafasah		

Pekanbaru, 01 Desember 2025
Pembimbing,

RIRI FAUZANA, M.Sc
NIP. 198907172023212093

APPENDIX VIII

Data of Documentation

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif 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.





Hak Cipta Diindungi Undang-Undang

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 - 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.

CURRICULUM VITAE



Syarifah Indriyani is the youngest daughter of Mr. Mohd. Yasir and Mrs. Aziah. She was born in Telaga Baru, 22 October 2003. In 2015, she graduated from SDN 18 Telaga Baru. She also completed her studies at MTsN 2 Kepulauan Meranti in 2018 and MAS An-Nur in 2021. In 2021, she was accepted as an English student Department of Education, Faculty of Teacher Training and Education, UIN Suska Riau. In July 2024, she is implementing a KKN (Kuliah Kerja Nyata) program in Batu Panjang Sub-district, Rupert District, Kab. Bengkalis. Then she took part in the Pre-Service Teacher Practice (PPL) program at Islamic Boarding School of Islamic Centre Al-Hidayah Kampar (PPICA) from September to November 2024. To fulfill the requirements for a Bachelor of English Language Education, she conducted research from August until September 2025 on a thesis entitled "The Effect of Using Skimming Technique on Students' Reading Comprehension at the Eleventh Grade of SMAN 1 Rangsang Barat Kepulauan Meranti.

UIN SUSKA RIAU