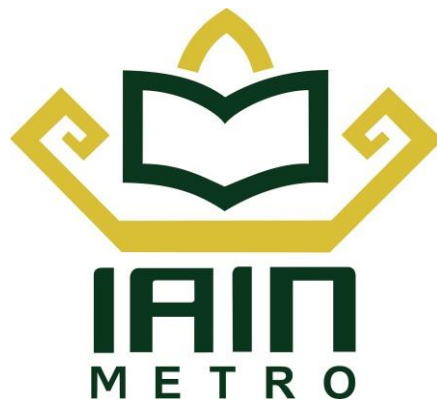AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF USING SCANNING TECHNIQUE
TO IMPROVE STUDENTS` READING SKILLS
OF THE EIGHTH GRADE AT SMP N 4 NATAR

By:

LUSIANTI
Student Number: 1901052022

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/2023 M

**THE IMPLEMENTATION OF USING SCANNING TECHNIQUE
TO IMPROVE STUDENTS` READING SKILLS
OF THE EIGHTH GRADE AT SMP N 4 NATAR**

Presented as a partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

LUSIANTI
Student Number: 1901052022

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor　　　: Prof. Dr. Dedi Irwansyah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/2023 M**

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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold Munaqosyah of Lusianti**

To:
The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   :Lusianti
Students Number   :1901052022
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE IMPLEMENTATION OF USING SCANNING TECHNIQUE TO IMPROVE STUDENTS` READING SKILLS OF THE EIGHT GRADE AT SMP N 4 NATAR

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah . Thank you very much.
Wassalamu'alaikum, Wr.Wb

The Head of English Education Department

Dr. Much Deniatur M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, November 27, 2023
Sponsor

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NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Persetujuan Munaqosyah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum, Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka Skripsi yang disusun oleh:

Name   : Lusianti
Students Number : 1901052022
JudulSkripsi   : THE IMPLEMENTATION OF USING SCANNING TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS OF THE EIGHT GRADE AT SMP N 4 NATAR

Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum, Wr.Wb

The Head of English Education Department
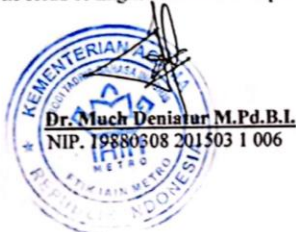
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APPROVAL PAGE

Title	: THE IMPLEMENTATION OF USING SCANNING TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS OF THE EIGHT GRADE AT SMP N 4 NATAR
Name	:Lusianti
Students Number	: 1901052022
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education Department

Metro, November 27, 2023
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<u>**RATIFICATION PAGE**</u>
No. B-6107/In.28.1/D/PP.00.9/12/2023

An undergraduate thesis entitled: THE IMPLEMENTATION OF USING SCANNING TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS OF THE EIGHTH GRADE AT SMP N 4 NATAR. Written by Lusianti, student number 1901052022, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 15th 2023 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chair person : Prof. Dr. Dedi Irwansyah, M.Hum (................................)

Examiner I   : Dr. Umi Yawisah, M.Hum (................................)

Examiner II : Yeni Suprihatin, M.Pd (................................)

Secretary   : Ning Setio Wati, M.Pd (................................)

The Dean of Tarbiyah and Teachers Training Faculty

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THE IMPLEMENTATION OF USING SCANNING TECHNIQUE
TO IMPROVE STUDENTS` READING SKILLS
OF THE EIGHTH GRADE AT SMP N 4 NATAR

ABSTRACT

By:
LUSIANTI

The purpose of this research was to know whether using Scanning Technique to improve student's reading skill. The focus on this research is reading skill of English students SMP N 4 Natar. It is related to the problem identification that the students have difficulties and less motivation in reading skill. Using Scanning Technique can be alternated in order to build the student's active toimprove students' reading skill.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre test before treatment and post test after treatment. The subject of this research was 31 students in class VIII B of SMP N 4 Natar. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation.

The results of this research indicate an increase in reading skill of English students at the VIII grade of SMPN 4 Natar. This can be seen from the increase in the average score of students in the pre-test and post-test. In the pre-test, the students average score was 60.69, and in the post-test I the average score increased to 71.12, and in the post-test II the average score increased to 78.28. And based on this result, it can be concluded that the Scanning Technique is one of the technique that can improve students' reading skill, and this research can be said to be successful because the specified criteria are well achieved.

Keywords: *Classroom Action Research, Reading Skill, Scanning Technique*

**PENERAPAN PENGGUNAAN TEKNIK SCANNING
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA SISWA
DI KELAS DELAPAN SMP N 4 NATAR**

ABSTRAK

**Oleh:
LUSIANTI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Teknik Scanning dapat meningkatkan keterampilan membaca siswa. Fokus penelitian ini adalah keterampilan membaca bahasa Inggris siswa SMP N 4 Natar. Hal ini terkait dengan identifikasi masalah yaitu siswa mengalami kesulitan dan kurangnya motivasi dalam keterampilan membaca. Penggunaan Teknik Scanning dapat dilakukan secara bergantian untuk membangun keaktifan siswa guna meningkatkan keterampilan membaca siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Dalam penelitian ini siswa diberikan pre test sebelum treatment dan post test setelah treatment. Subjek penelitian ini adalah siswa kelas VIII B SMP N 4 Natar yang berjumlah 31 orang. Dalam pengumpulan data peneliti menggunakan tes (pre test, post test 1 siklus 1 dan post test 2 siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian ini menunjukkan adanya peningkatan keterampilan membaca bahasa Inggris siswa kelas VIII SMP N 4 Natar. Hal ini terlihat dari peningkatan rata-rata nilai siswa pada pre-test dan post-test. Pada pre-test nilai rata-rata siswa sebesar 60.69, pada post-test I nilai rata-rata meningkat menjadi 71.12, dan pada post-test II nilai rata-rata meningkat menjadi 78.28. Dan berdasarkan hasil tersebut dapat disimpulkan bahwa Teknik Scanning merupakan salah satu teknik yang dapat meningkatkan kemampuan membaca siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik.

Kata Kunci: *Penelitian Tindakan Kelas, Teknik Scanning, Keterampilan Membaca*

MOTTO

"Whoever goes out to seek knowledge, he will be on the path of Allah until he returns." – HR Tirmidzi

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Lusianti
Student Number	: 1901052022
Faculty	: Tarbiyah and Teachers Training
Department	: English Education Department

It States that this undergraduate thesis is originally the result of this research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, November 2023

The Researcher

Lusianti

Std.Number 1901052022

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Lusianti

NPM   : 1901052022

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2023
Peneliti

Lusianti
Npm 1901052022

DEDICATION PAGE

This piece of work is dedicated to:

My beloved parents Mr. Sutiyo and Mrs. Ngatiyem, who always give the best prayers and supports with endless love for me, Lusiana and Evi Yanti my beloved Sisters and all whom I love. Furthermore, to my almamater, State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Lastly, the researcher realizes that this undergraduate thesis is still far from being perfect. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, November 2023
The Researcher,

Lusianti
St. Number: 1901052022

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CHAPTER I
INTRODUCTION

A. Background of The Study

Reading is one of the English learning skills which is essential to be comprehended by the students. Reading skills are necessary for students in acquiring knowledge and new information. Reading is the most essential skill in the educational context as it can be the assessments for students' general language ability the springboard for well-rounded, fascinating lessons. It is logical that reading is absolutely essential skills because it provides knowledge (knowledge of the world and the language) and information that can encourage the students to achieve the language acquisition and other academic achievement.

In addition, reading provides gates for information that is very influential for the successes students' in their study. A lot of materials at school are presented in the form of texts which means that students must be able to read to get the point of the materials. Yet, it is not enough just to be able to know the meaning of the words in the text. Students need to be able to comprehend or understand the texts well to gain the substance of the texts.

Reading is very essential in learning English in order target information. Reading is the way to can get all information. In reading learning many problems that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill cannot be achieved, if still any bad habit when they are reading. One of the readers' is

interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

Actually there are four techniques used to the reader to get information of the text. Those are selecting, skipping, skimming and scanning. But the researchers choose the scanning technique because the students have low score in reading skill. Then, scanning technique is suitable with the student needed. That is about finding out specific information of the text. Therefore, they need the scanning technique to get it.

Based on the problem above, it can be seen from the pre survey data which was conducted on August 18, 2022. Theresearcher got the data of reading ability test score from English teacher, as follows:

Table 1.1
The Result of Students' Pre-survey Score at the Eighth Graders
of SMP N 4 Natar.

No	Grade	Frequencies	Percentage
1.	≤ 75	5	10%
2.	≥ 75	27	90%
Total		31	100%

Source: Taken on Pre-survey August 18th 2022

Based on the result above, the researcher found many students obtain not well enough result, it can be seen from the score of the students, it less

than ≤ 75 as the minimum mastery criteria. Occasionally the researcher wants to improve the students' reading ability.

To solve the problem above the teacher should choose a method, strategy or technique that can attract the students' interest and encourage their involvement. Here, the researcher uses Scanning Technique.

B. Problem Identification

There are some problems related to reading skills:

1. The students have difficulties in reading skill especially in narrative and descriptive text.

2. The students have less motivation in reading skill.

3. The students still use in effective reading strategies.

C. Problem Limitation

Based on the problem identification above the researcher would like to focuses on the using Scanning Technique on the students' reading skill it conducted only for at eighth grade of SMP N 4 Natar.

D. Problem Formulation

Based on the background of the problem above, the researcher would like to the formulate the problem as follows: How can scanning technique improve the student's reading skill?

E. The Objective and Benefit of The Research

1. The Objective of the Research

The Objective of this research is to improve students` reading skill of descriptive text by using scanning technique.

2. Benefit of The Research

a) For the students: it is hoped that this study can improve their reading skills.

b) For the teacher: it is hoped that this study will provide much information for the improvement of the quality of the teaching and learning process.

c) For the school: it can be used as an information to improve learning English in the future.

F. Prior Research

The relevant research that has already been completed by other researchers will be taken into consideration when conducting this research, the first relevant research is conducted by Sinaga in 2019 in Medan.[1] The research technique is quantitative by examining the ten grade students' of SMA Negeri 2 Pematangsiantar. The significant effect of scanning technique and the result of data analysis showed that they can reach a good final score and can improve their reading ability.

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[1] Yanti Krisna Sinaga "The Effect of Scanning Technique on Students` Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar," JETAFL Journal. Vol 5 No. 2 2019.

The second relevant research was conducted by Revaldo, Noldy and Maikel in 2021 in Manado. The research technique is classroom action research.[2] Their result of the data analysis there is substantial difference in students' reading comprehension achievement before and after using scanning technique.

Scanning technique is an aspect of reading strategy is assumed to support students in trying to overcome difficulties in reading and improving their reading skills. For English teachers, developing a strategy for teaching reading will help students improve their reading skills while also preventing students from becoming bored easily. As a result, the teacher should teach students how to use the scanning technique when reading a text, particularly when trying to identify specific information. Students must understand that it is not necessary to read the entire text.

In addition, this research has similarities and differenceswith research conducted by Yanti Krisna Sinaga's research. The similarity is in the form of the same topic, about the scanning technique.But there is a little difference in the topic, Yanti Krisna Sinaga's research focuses on a good final score and can improve the reading ability. While, the writers'research focuses on improving students' in reading skill. Then, there are differences related to research methods. The writers' research used a classroom action research method while Yanti Krisna Sinaga use a quantitative research method.

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[2] Revaldo Irenius Djuma, Noldy Palengkahu and Maikel B.G Sanger "Improving Student's Reading Comprehension Through Scanning Technique at the Second Grade of The Junior High School," SoCul Journal. Vol. 1 No. 1 2021

This research and the second prior research have similarities and differences.The similarity is in the form of the same topic, about the scanning technique. Then, there are the similarity related to research method. The writer research use classroom action research, Revaldo, Noldy and Maikel's use classroom action research. But there is a little difference in the topic,Revaldo, Noldy and Maikel'sresearch focuses on students' reading comprehension achievement before and after using scanning technique. While, the writers'research focuses on improving students' in reading skill.

Based on the aforementioned research, it is established that all previous research and the research the writer would perform are comparable. The usage of the scanning technique when reading is where the similarities lie. However, the difference is about the focus on the topic. The writers' research focuses on improving students' in reading skill, while the first researcher focuses on reach a good final score and can improve students` reading ability.While, the similarities between the writers research and the second researcher is related to the data collected research method used. The writers' research collected data using the classroom action research method, while the second researcher used aclassroom actionresearch method.Therefore, the researcher has a strong foundation after considering several prior research, to improve the students in reading skill of class VIII at SMP N 4 Natar with the scanning technique.

CHAPTER II
THEORETICAL REVIEW

A. The Concept Of Reading

1. Definition Of Reading

Etymologically, the word "reading" in Oxford Advanced Learner's Dictionary is derived from the word 'read' that can be defined as follows: (1) to look at (be able to) understand (word or symbols)..[3] It means that reading is activities to find what information the readers are looking for. Not only look out something but also understand it. So, the readers have the real achieve a purpose of reading.

Terminologically, there are some experts that have different definitions for reading, but here the researcher will take several definitions according to the experts as follows:

Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and knowledge of the world.[4] It means that the reader tries to re-create the meaning intended by the researcher.

According to Anthony, Pearson and Raphael in Farrell, Thomas reading is the process of constructing meaning through the dynamic interaction among the reader's ex existing knowledge, the information

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[3] Hornby, As, *Oxford Advanced Learners Dictionary,* Oxford University Express, Oxford, 2000, p. 1096

[4] Harry, Albert J and Edward R Sipay, *How to Increase Reading Ability,* Eight Edition, Longman, New York and London, 1984, p. 12

suggested by the written language and the context of the reading situation.[5] It means that reading is the process to find or get meaning of the text through interaction between the reader's existing knowledge and content of the text.

Based on the quotations above, it can be inferred can infer that reading is a language activity which used to get information of the text. It can do either silently or out loud.

2. The Components Of Reading

Motivation has a great deal with reading since students' reading are done when they are highly motivated. Then, the reader of a text should be aware of phonology which is the science that is learned through practicing and learning the production of sounds from its real place.

The reader should articulate the words correctly with less mistakes. Moreover, the understanding of texts is related more to vocabulary. Easy texts are those texts that include terms that readers are familiar with them and the more complicated vocabulary the more difficult understanding the readers face. In addition, fluency in reading is the ability that makes reader fluent and accurate to decode the words of any text. Finally, all the previous components help in comprehension and understanding of the text.[6]

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[5] Farrell, Thomas S.C, *Planning Lesson for a ReadingClass*, Singapore, SEOMEO Regional Language Centre, 2002, p. 1

[6] Imane Oudia Omari, *Lack of Reading Motivation in Algerian EFL Classrooms: The case of First Year Master ELT Students at Tlemcem University,* (Algeria, 2016), p. 7

3. The Types of Reading Skill

Pearson and Nicholson categorized reading skill into four categories namely:[7]

a. Literal Reading Skill

The first category does not include the thinking skills. Teachers do not need special help on this. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

b. Inferential Reading Skill

Inferential reading skill deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are

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[7] Vila Panton Smith, *The Many Faces of Reading Comprehension,* (Kansas City: ERIC, University of Southern California, 2003) p.9

made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood and judging the author's point of view.For example, students in a third grade class were reading a ship story. There was a sentence that said, "The captain swung himself up on to the roof of the cabin." "Where did the captain swing himself?" inquired the teacher. It was a straight-up ability test. Instead, she could have asked a question to give the children time to think. She could have said something like, "Can you explain why he went up on the roof?" or "The sentence says he swung himself up on the roof."

c. Critical Reading Skill

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read. For example, "What kinds of reasoning and evidence are used?" Critically, we use our critical thinking skills to question both the text and our own reading of it.

d. Creative Reading Skill

The term "creative reading" is frequently used in as broad a sense as "inferences" "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally and is usually carried forward with high motivation, often a sense of urgency.Because inquiry is the beginning for creative reading, for example, a teacher may ask questions that so for children to think beyond the text's direct implications, at least calling for creative thinking; and she may motivate students to ask questions. When she develops the process of inquiry within the students, creative reading is likely to follow, and when it does, this should be highly praised.

Based on the explanation above, the researcher concludes that inferential reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage.

4. **The Measurements of Reading Skill**

       To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:[8]

a. Knowledge of word meaning

b. Ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting.

c. Ability to select the main thought of a passage.

d. Ability to answer question that are specific answered in a passage.

e. Ability to answer questions that are answered but not in the words in which the question is asked.

f. Ability to draw inferences from a passage about its contents.

g. Ability to recognize the literary devices used in a passage and to determine its tone and mood.

h. Ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about a writer.

B. **Descriptive Text**

1. **Definition of Descriptive Text**

       There are twelve genres that are taught to SMP students. Those are

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[8]Simon Grenall and Michael Swan, *Effective Reading:Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, information report, anecdote and review. The researcher focused on descriptive text which is taught in the eighth grade of SMP N 4 Natar. Description writing vividly portrays a person, place, or tings in such a way that the reader can visualize the topic and enter into the writer experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

Descriptive text is a kind of monolog text that describes the characterization of object with clear details to help readers visualize an object is being described. Ghaith (2002)[9] state that descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what is being written about. Just like other text types, descriptive text has a generic structure and language feature as well.

So, based on the statements above, it can be concluded that descriptive text is a text which describe the characteristics of a particular person, place, or thing. It have a some element first, generic structure consist of description and identification and the second is language features.

2. **Component of Descriptive Text**

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[9] Ghaith, Ghazi. 2002. "Teaching Writing". Retrieved on December 2nd, 2018 from Http//:www.nadasisland.com/gaith writing.html.

Djuharie (2007:24)[10] says the components of descriptive texts are: identification and description. In identification, writer introduce person, place, or things as a object of the text. Writer will introduce it in general in order reader will understand what writer is going to talking about. In description, writer describes the thing that has been choose in identification, it can be started from its physical appearances, characteristic until qualities (Gerrot and Wignell:1994).[11]

3. Language Features of Descriptive Text

The language features of a descriptive text are follows (Utami,2013:31):[12]

a. Use of Particular nouns

b. Use of detailed noun group to provide information about the subject.

c. Use variety of types of adjectives.

d. Use of relating verbs to provide information about subject.

e. Use of thinking and feeling verbs to express the subject or to give an insight into the subjects' thought and feeling

f. Use of action verbs to describe the subjects' behavior

g. Use of adverbials to provide more information about this behavior.

h. Use of similes, metaphors and other types of figurative language, particularly in literary description.

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[10] Djuharie, O. S. 2007.*Genre Dilengkapi 700 SoalUjiPemahaman.*cv. yramawidya

[11] Gerot, L., &Wignell, P. (1994).*Making Sense of Functional Grammar*. NSW: Antipodean Educational Enterprise.

[12] Utami, D. M. (2013).*Graduated in 2013 from English Education Study Program of Indonesia University of Education, 1(2), 72–81.

C. Scanning Technique

1. The Concept of Scanning Technique

Etymologically, the word "scanning" in Oxford Advanced Learner's Dictionary is derived from the word 'scan' that can be defined as follows: 1). To look at every part carefully, especially because you are looking for a particular thing , 2). To look quickly but not very carefully at a document.[13]

Terminologically, there are some experts that have different definitions for scanning, but here the researcher will take several definitions according to the experts as follows: Farrell states that scanning is a reading strategy that involves students' reading a text in order to find out specific information.[14] It means that scanning is the ability to find the specific information in reading. Therefore, Readers should know what they are looking for.

Djiwandono states that, scanning is slows a reading period to identification the information meticulously to find what information we are looking for."[15] It means that in the scanning process, the readers

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[13] Hornby, *Op. Cit.*, p. 1185
[14] Farrel, *Op. Cit.*, p. 29
[15] Istiarto Djiwandono, *Strategi Membaca Bahasa Inggris,* Gramedia Pustaka Utama, Jakarta, 2002, p. 79

allowed to slow a reading period in order they get information by identify the text meticulously. By reading meticulously, readers will be able to find what information they are looking for.

Moreover, Tampubolon states that, scanning is reading quickly and focus to find the reading passage substance focus information that has chosen, then read that passage meticulously that the information will be find exactly and understanding clearly.[16] Furthermore, Brown states that, scanning is reading quickly to locate specific information or details.[17] It means that, to get information of the text, readers should read a text quickly and focus on the reading passage. When the reader read that passage meticulously, they will find specific information or details clearly.

Wiratno states that, scanning is tried to get special information of the text. Reading sentence by sentence to get what they are looking for.[18] It means that to find or locate the specific information, the readers must read sentence by sentence of the text. Then, they will get the specific information.

Therefore, Yawisah[19] state that scanning is a way to read quickly to get specific idea of the text. It is a slower process than skimming and you do not have to read every word in the text in order to obtain specific information.

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[16] Tambupolon, *Loc. Cit,.* p. 49

[17] Brown, *Op, Cit,.* p. 327

[18] Tri Wiratno, *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika*, Pustaka Pelajar, Yogyakarta, 2002, p. 164

[19] Umi Yawisah, *A Handbook on Skimming and Scanning*, Anugrah Utama Raharja, Bandar Lampung, 2013, p.89

Based on the quotations above, it can be inferred that scanning is reading technique that used to find specific information of the text meticulously. Sometimes the readers should read quickly or slow their reading period that is depending on the text. If the text is easy, the readers must be not slow their reading periode.

2. The Procedure of Using Scanning Technique in Teaching Reading

Webster proposes there steps in scanning. First, looking for the numbers, letters, steps, first, second or next which is used by author. Looking for the words that have different with the other, such as bold faced, italics, front size, style or colors. The last, looking for the key word in the margin, because the author usually put it in the margin.

There are three steps that must be passed for the students' to use the scanning strategy correctly. The students' must read the text meticulously. They should focus on the parts that are present the specific idea such as numbers, letters, steps, first, second, bold faced, italics, or in a different font size. Scanning by following steps correctly then the students' will get maximum result.

Moreover, while first looking for the information or answer the questions. The reader can use these steps that proposed by Webster. Remember what it is you are looking for so you will not be distracted by other pieces of information. Anticipate how the information looks, is it identified by numbers, italics, proper nouns, etc. Run your eyes over several lines at one time. Then the last, when you find the information you

are looking for, focus your eyes and attention there and read the entire sentence. You may also need to read the sentence before and after as well.

By those steps above, the readers just concentrate on the main question or focus information. The readers can find the answer correctly and quickly. So, they must not read all of paragraph, or word by word. The technique that used is scanning.

Scanning is used to identify the specific ideas of a text. When scanning, readers do not to read every single word to get specific ideas of the text. They should know what they are looking for, because this is the main point of the scanning technique.

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow: By using scanning as the technique, the students will be able to improve their reading skills text at the eighth graders of SMP N 4 Natar, Branti Raya.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variable

The Research is classroom action research. There are two variables in this research (X) and (Y). Variable (X) is the independent variable (Scanning Technique) and variable (Y) is the dependent variable (reading skill). The definition of an operational variable is based on the characteristic of the things that are defined. In the meantime, an attribute can be used to define a variable. There are two operational definitions of variables, which are:

1. Independent Variable

Independent variable is a variable that affect or cause changes in the existence of a dependent variable. Independent variables that have been selected, controlled, and measured by the author. Theindependent variable of this study is to use the Scanning Technique as an interesting technique for teaching English in front of the class and can help students learn English more easily.

Actually, to be able to improve students' English reading skills, using the scanning technique can make students enjoy the learning process more, and also students enjoy understanding lessons more. In addition, the indicators of this variable can lead students to improve their reading, read quickly and precisely.

2. Dependent Variable

The dependent variable is the variable that is affected because of the independent variable. The dependent variable in this study is reading skill which is defined as reading fluently according to the pronunciation and tone of reading intonation, and being able to know the meaning of words and sentences in the reading text.

In addition, the data collection technique for this variable is a test and an instrument for this variable, using pre-test and post-test questions. The form of questions from the pre-test and post-test consists of 10 questions in the form of essay. Questions with a score of 0-100. When students can answer all questions correctly, they will get a score of 100 and when students cannot answer all questions correctly, they will get a score of 0. The total score obtained by students will be categorized into 2 categories, namely ≥ 75 = complete and ≤ 75 = incomplete. The test time given is 45 minutes. In addition, the descriptive text for SMP N 4 Natar has indicators of involvement, clarity, vocabulary, fluency and comprehension.The indicators of student completeness are as follows:

a. 75 = complete = students can answer more than 75% of the questions correctly.

b. <75=not complete= students can answer less than 75% of the questions correctly.

B. Research Location

The researcher conducted Classroom Action Research (CAR) where all activities were carried out in the classroom, in SMP N 4 Natar which is located on Branti raya, Kec. Natar, Kabupaten Lampung Selatan, Lampung 35362. Researcher chooses this class after conducting from the pre-survey that most of the students are low in reading score. So, the researcher intend to improve the students reading skill.

C. Subject and Object of Study

The subjects of this study is 31 students of class VIII B. This classroom action research was conducted by applying collaborative study. In this case, the research collaborator is an English teacher, Mrs. KamilahS.Pd.

Table2.1
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	VIII B	14	17	31

While the object of this research is to be able to find out the increase student in learning outcomes by using the scanning technique. There are several things that can be improved in reading English by using the scanning technique, can helped students learn to read English texts, students can enjoy when reading English texts, and can foster self-confidence in reading English.

D. Action Plan

This research is a Classroom Action Research (CAR). Action research is a form of applied research common in education when practitioners are involved in efforts to improve their work.[20] According to Jean McNiff, action research will a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.[21] Furthermore, Elliott state action research is about improving practice rather than producing knowledge.[22] It could be inferred that classroom action research will the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Furthermore, McNiff suggested that action research will conduct with critical partner.[23] It means the researcher would conduct the research together with friend. In doing classroom action research, the researcher would ask the English teacher of the school as a collaborator of the research.

Action research deals with social practice and it involves the direct interaction of teacher's and group of students`. It is portrayed as a cyclical spiral process involving step of planning, acting, observing and reflecting.

In this research, the researcher will conduct in 2 cycles. The first cycle will not successful; it continued in the second cycle. It conduct until there is

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[20] James Schreiber and Kimberly Asner-Self, *Educational Research,* (USA: Wiley, 2011), p.19.

[21] JeanMcNiff,.*Action Research for Professional Development: Concise advice for new and experienced action researchers.* (UK, Dorset: September Books, 2010), p. 8.

[22] Jean, McNiff, *et.al.You and Your Action Research Project.*(USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

[23] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

an improving on the students` reading skill. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing and reflecting. Those steps can be illustrated as follow:This is the step of Classroom Action Research (CAR) design

Figure 1.1
Spiral Classroom Action Research

Jean McNiff's Model[24]
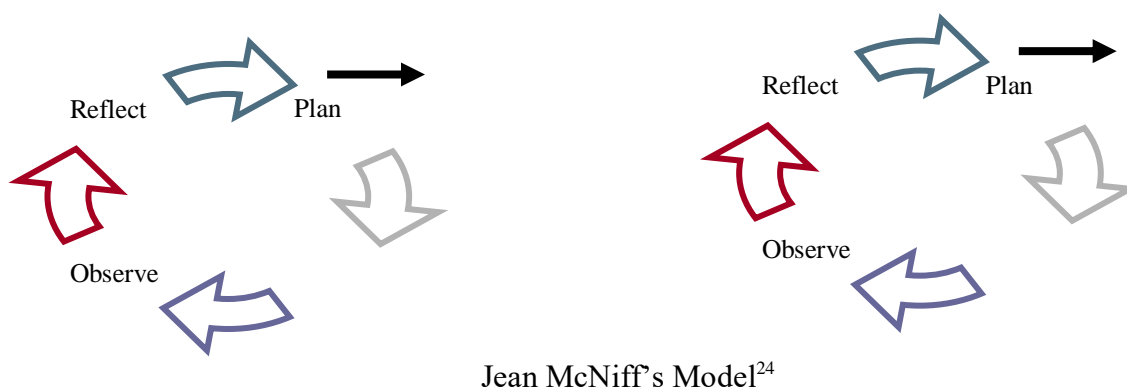
From the illustrated above, the explanations about four steps of action research procedure will be conduct in each cycle:

1. Cycle 1

   a. Planning

   In this research, the researcher will conduct some plans, namely:

   1) Preparing English subject lesson plan

   2) Preparing materials and media of learning

   3) Making observation sheets and list of students` name.

   4) Making work sheets and answer sheets which would be learned by the student in group.

   5) Making test which used in pre-test and post-test.

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[24] *Ibid*, p. 41

b. Acting

Doing action will be the second step in activity. The researcher implements the plan or changes a practice and collects data. Data might be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process have done in the eight grade of SMP N 4 Natar. It describe about teaching procedures of the research. The researcher at first conduct pretest, to know the students` reading skills score. Secondly, the writer teach reading to the students` by using scanning technique. While the learning processes the researcher observe at the same time of the learning activity. At the end of this step, the researcher conduct post-test, to know the result of the treatment.

c. Observing

While observing, the researcher will use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher will analyze how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting will be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

    a. Planning

        1) The researcher study the result of reflecting on cycle 1.

        2) The researcher prepare the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets and test for post-test.

    b. Acting

        1) The teacher's gave the student's motivation to study harder.

        2) The researcher ask to the students` to answer question related to the topic

        3) The researcher greets the students`.

    c. Observing

        The researcher observes and collect the data when the learning process is conducting.

    d. Reflecting

        The researcher reflects all the acting which have been conduct and identified the result of observation in the learning process and compare the score of pre-test and post-test.

E. Data Collecting Technique

In conduct the research, the researcher will use four technique to collect the data. They can be explained as follows:

1. Observation

Observation will be the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages.[25]The purpose of the observation is to explain the situation being investigate: activities, people, or individuals are involving in an activity and the relationship among. In this case the researcher use observation to obtain the data about students` activity or participation and teacher`s performance who is actively involved in the learning process in the classroom which is observed by observer.

2. Documentation

Cohen, et.al state hat documentation or document is data collection technique that is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archieve, photograph, book, article and others.[26] The researcher use documentation to obtain the data about the school profile such as history of the school, the number of teacher`s, staff officer and students` at SMP N 4 Natar. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

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[25]John W. Creswell, *Educational Reasearch Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th ed*, p.213

[26] Louis Cohen, et.al, *Research Methods in Education*, (New York: Routledge, 2007), p.201

3. Test

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.[27] In this research, the tests is divide into two parts: pre-test and post-test. First, pre-test is presented to the students` before implementing directed activities related to texts method to evaluate their skill at first. Second, post-test is presented to the students` after they are learn reading skills by using scanning technique to find out the improvement before and after giving treatment. The researcher make a comparison between both of the test; pre-test and post-test.

4. Field note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.[28] In this research, the researcher use field note to find out the frequency or student's activity during the learning process.

F. Data Collecting Instrument

1. Reading Skill Test Question

Tools to measure and know the skill and understanding of students in learning is called a test. The researcher applied several reading skills tests.

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[27]Donald Ary, *Introduction to Reasearch in Education.* Eight edition (Belmont. Wadsworth. 2010).p.201

[28] Donald Ary, *Introduction to Reasearch in Education,* p. 526

Tests are given to students at the end of the meeting, to determine students' reading abilities and comprehension. The researcherchoose data on student scores with multiple choice tests. The researcher asked the students to answer the questions.

2. Observation Sheet

The researcher used observation sheet, to observe the learning activity and each cyclein order to obtain the desired data. The observation sheet consists of an observation sheet for teachers and an observation sheet for students.

Observed activities as follows:

a) Student attitudes towards teachers and learning environment.

b) The quality of student responses to lessons.

c) Interaction with classmate.

d) Active and participate in the learning process activities such as contribute with groups.

G. Data Analysis Technique

Data analysis will conduct step by step the average score of the pre test and post-test. Furthermore, to know the gain, the researcher compared between pre-test and post-test.

The formula to get the average of pre-test and post-test as follow:

$$\overline{X} = \frac{\sum n}{N}$$

Note:

$\bar{x}$ = Average

$\sum$ =Total of Score

N = Total of Students`. [29]

To calculate the percentage of the students score, the formula which is used as:[30]

$$P = \frac{F}{N} \; x \; 100\%$$

Note:

P = Percentage of Students Activity

F = Frequency of the correct answer

N = Total of Students

H. Indicator of the Success

The indicators of the success and the result of the action research. The study are called success if 75% students get 75 and students who active in learning process.

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[29] Sudjono, *Metode Statistika,* Tarsito, Bandung, 2002,. P. 67.
[30] Timothy C. Urdan, *Statictics in Plain English Third Edition,* (London: Lawrence Erlbaum Associate Publishers, 2015), p. 14.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Description of Research Location

1. The History of SMP N 4 Natar

SMP N 4 Natar was founded in 1984. SMP N 4 Natar is located on Branti raya, Kec. Natar, Kabupaten Lampung Selatan, Lampung 35362. Teaching and learning activity will be started at 07.30 until 16.15.

The current number of students in SMP N 4 Natar is 554 and consist of 17 room class, the current principal is Mrs. Yuliantina BMY, S.Pd., M.Pd.

The condition of several buildings at SMP N 4 Natar, this school has one principal's room which is next to the teacher's toilet and adjacent to the teacher's room. The building facilities are quite adequate and strategies, the spaces are built around two fields, namely the ceremonial and basketball fields. If we stand facing the flagpole, the rooms on the right are local classes for students in grades VII and VIII, while in front of them are local classes for students in class IX. There are 17 classes which are divided into 3 locales, namely 6 locales for class VII, the next 6 locales for class VIII and the remaining 5 for class IX.

Meanwhile, on the left is a laboratory building and then behind the laboratory is the library. Apart from having complete buildings, SMP N 4 Natar also has 4 canteens which are quite spacious and clean.

B. Description of Research Data

In this research, the researcher as an English Teacher and Mrs. Kamilah S, Pd the collaborator the research in two cycles and each cycle consists of planning, acting, observing and reflecting.

1. **Pre-Test**

The initial test is a test used to measure how far the student has the ability regarding things to be learned. Initial test (pre-test) have many uses in assessing the learning process performed, so pre-test play significant role in the learning process.

2. **Cycle 1**

Cycle 1 consists of planning, acting, observing and reflecting. The researcher conducted pre-test to know the student's reading skill in Descriptive text before giving and it used as the comparison score with post-test. The student's were given task to answer the test about Descriptive text. After the finished the pre-test, the researcher asked them to submit the answer sheet. The result of pre-test could be seen on the table below:

Table 3.1
The Pre-Test Score

NO	NAME	PRE-TEST	NOTE
1.	AR	50	Incomplete
2.	AM	60	Incomplete
3.	AS	60	Incomplete
4.	AP	70	Complete
5.	BDP	60	Incomplete
6.	CCVC	70	Complete
7.	CW	80	Complete
8.	DCO	40	Incomplete

9.	FA	75	Complete
10.	FE	40	Incomplete
11.	HZO	65	Incomplete
12.	KN	70	Complete
13.	KRD	60	Incomplete
14.	MAJ	60	Incomplete
15.	MZAA	50	Incomplete
16.	MA	70	Complete
17.	MA	50	Incomplete
18.	MIP	65	Incomplete
19.	MF	50	Incomplete
20.	MTM	60	Incomplete
21.	NPR	60	Incomplete
22.	NIS	50	Incomplete
23.	OL	65	Incomplete
24.	RAF	50	Incomplete
25.	RAP	80	Complete
26.	RR	60	Incomplete
27.	SZZF	60	Incomplete
28.	SAP	60	Incomplete
29.	SO	50	Incomplete
30.	STZ	80	Complete
31.	TAW	60	Incomplete
Total Score		1890	
Average		60.96	
Highest Score		80	
Lowest Score		40	

Table 3.2
Students' Pre-Test Reading Score

No	Score	Explanation	Frequency	Percentage
	≤ 75	Fail	23	74%
	≥ 75	Pass	8	24%
Total			31	100%

Based on the table, it could be analyzed that there were 8 students (24%) who passed the pre-test and 23 students (74%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum standard at SMP N 4

Natar and the students Reading skill was low. Besides, from the result of pretest, the researcher got the average 60.96. So, it was the reason why the researcher used The Scanning Technique to improve the students' reading skill.

1) Planning

The first meeting was done on Wednesday, November 08th, 2023. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment November 13th, 2023. In this meeting, the researcher as an English teacher and Mrs. Kamilah S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about Descriptive text. At the

beginning of teaching learning process, the researcher asked to the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure, purpose and language feature of descriptive text. After that, the researcher gave some descriptive text.

After that, the researcher asks to the students to make a group consist 4-6 students, the researcher explained about descriptive text. The students must be understood about the text. The researcher guided the students to be active and expression their idea. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together. After did a treatment, the researcher gave post-test to the students. The post-test was conducted November 13th, 2023. The post test was done to know how the students' reading skill after giving treatment. Then the researcher gave post-test to the students. Read about descriptive text. In the post-test 1, only 25 students who got good mark, but the result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow:

Table 3.3
Post-test 1 Score

NO.	NAME	POST-TEST	NOTE
1.	AR	60	Incomplete
2.	AM	75	Complete
3.	AS	70	Incomplete
4.	AP	75	Complete
5.	BDP	65	Incomplete
6.	CCVC	75	Complete
7.	CW	80	Complete
8.	DCO	70	Incomplete
9.	FA	80	Complete
10.	FE	60	Incomplete
11.	HZO	75	Complete
12.	KN	70	Incomplete
13.	KRD	80	Complete
14.	MAJ	65	Incomplete
15.	MZAA	75	Complete
16.	MA	75	Complete
17.	MA	60	Incomplete
18.	MIP	70	Incomplete
19.	MF	70	Incomplete
20.	MTM	70	Incomplete
21.	NPR	70	Incomplete
22.	NIS	70	Incomplete
23.	OL	75	Complete
24.	RAF	60	Incomplete
25.	RAP	90	Complete
26.	RR	70	Incomplete
27.	SZZF	70	Incomplete
28.	SAP	70	Incomplete
29.	SO	60	Incomplete
30.	STZ	85	Complete
31.	TAW	65	Incomplete
Total Score		2205	
Average		71.12	
Highest Score		90	
Lowest Score		60	

Table 3.4
Student's Mark of Post-test 1 of Reading

No.	Score	Explanation	Frequency	Percentage
1.	≤ 75	Fail	19	61%
2.	≥ 75	Pass	12	39%
Total			31	100%

From the table 3.4, it could be analyzed that the students' average score was 71.12. The highest score was 90 and the lowest score was 60. Based on the minimum standard (MS), there were 12 students that had passed on post-test 1 or got score ≥ 75. It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator.

The observation checklists used were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the post-test. The collaborator observed the teacher's and students' activities for three meetings in cycle 1 then the researcher analyzed the result by summing up the point given by the collaborator to find the means. The result was categorized according to the summary table of means. The result of observation checklist and notes were used to identify how the

implementation of Scanning Technique in cycle 1. The result revealed that generally the students' activities during learning process using Scanning Technique was moderate. It means that the students did not understand enough about the use of Scanning Technique. While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a) Pay attention of teacher's explanation.

b) Ask and answer the question.

c) Active in class.

d) Be able to do the task.

Table 3.5
The percentage of Students Learning in Cycle 1

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher explanation	12	39%
2.	Asking or answering question from the teacher	14	45%
3.	Being active in the class	9	29%
4.	Being able to do the task	9	29%
	Total of Students	31	
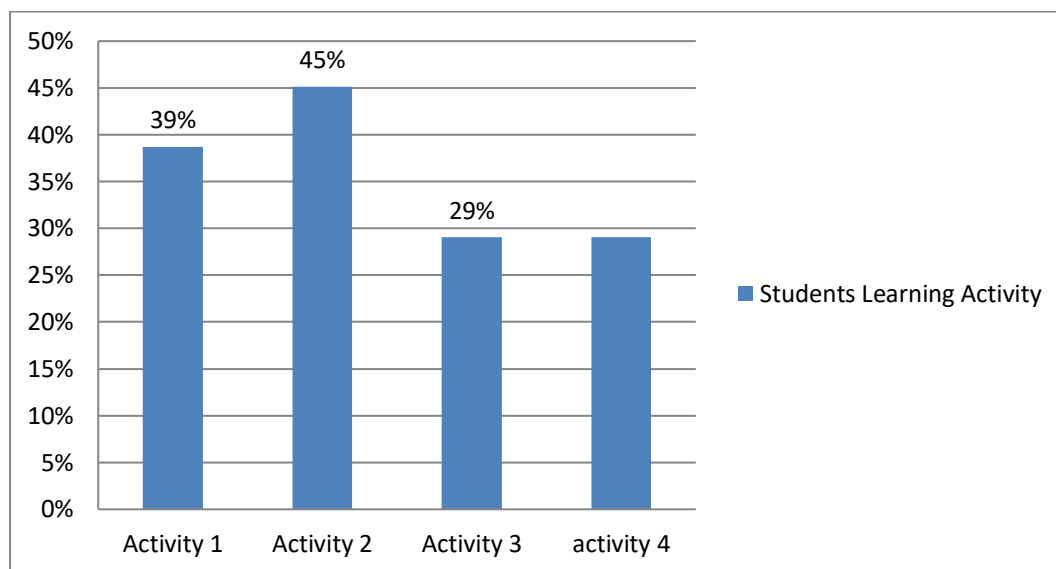
Figure 2.2
The Percentage of Students' Learning Activities in Cycle I

The graphic showed that the students' learning activity was not achieved the percentage that is 70%. There were 12 students (39%) who gave attention to the teacher explanation, 14 students (45%) who understood the materials, 9 students (29%) who were active in the class, and 9 students (29%) who were able to do the task.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum standard (MS). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

a) There were some students that shown unenthusiastic to the teacher's explanation

b) Some students did not ask and answer the teacher's questions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 3.6
Students Score at Pre-test and Post-test 1

No.	Name	Pre-test Score	Post-test 1 Score	Improving	Explanation
1.	AR	50	60	10	Improved
2.	AM	60	75	15	Improved
3.	AS	60	70	10	Improved
4.	AP	70	75	5	Improved
5.	BDP	60	65	5	Improved
6.	CCVC	70	75	5	Improved
7.	CW	80	80	0	Constant
8.	DCO	40	70	30	Improved
9.	FA	75	80	5	Improved
10.	FE	50	60	10	Improved
11.	HZO	65	75	10	Improved
12.	KN	70	70	0	Constant
13.	KRD	60	80	20	Improved
14.	MAJ	60	65	5	Improved
15.	MZAA	50	75	25	Improved
16.	MA	70	75	5	Improved
17.	MA	50	60	10	Improved

18.	MIP	65	70	5	Improved
19.	MF	50	70	20	Improved
20.	MTM	60	70	10	Improved
21.	NPR	60	70	10	Improved
22.	NIS	50	70	20	Improved
23.	OL	65	75	10	Improved
24.	RAF	50	60	10	Improved
25.	RAP	80	90	10	Improved
26.	RR	60	70	10	Improved
27.	SZZF	60	70	10	Improved
28.	SAP	60	70	10	Improved
29.	SO	50	60	10	Improved
30.	STZ	80	85	5	Improved
31.	TAW	60	65	5	Improved
Total		**1890**	**2205**	**315**	
Average		**60.96**	**71.12**	**10.16**	

In this research, pre-test and post-test 1 had done individually. It was aimed to know the ability of the students' reading skill before and after the treatment. From the result of pre-test and post-test, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 60.96 and post-test I 71.29. Although there was improving of the students' achievement, cycle I was not successful yet because only 13 students (42%) who passed in post-test 1. It can be concluded that cycle 1 was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle.

Therefore, this research would be continued in the next cycle.

3. **Cycle II**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

a. Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

b. Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on November 15th, 2023. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriptive text. The teacher asked to the students to mention about definition of descriptive text, generic structure, purpose and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in reading skill in post-test 1. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on November 15th, 2023. It was same type with the first cycle 1. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below:

Table 3.7
Post-Test II Score

No.	Name	Post-test II	Note
1.	AR	70	Incomplete
2.	AM	80	Complete
3.	AS	75	Complete
4.	AP	80	Complete
5.	BDP	70	Incomplete
6.	CCVC	90	Complete
7.	CW	85	Complete
8.	DCO	75	Complete
9.	FA	90	Complete
10.	FE	80	Complete
11.	HZO	75	Complete
12.	KN	80	Complete
13.	KRD	85	Complete
14.	MAJ	70	Incomplete
15.	MZAA	90	Complete
16.	MA	75	Complete
17.	MA	75	Complete
18.	MIP	70	Incomplete
19.	MF	75	Complete
20.	MTM	80	Complete
21.	NPR	80	Complete
22.	NIS	80	Complete
23.	OL	80	Complete
24.	RAF	75	Complete
25.	RAP	90	Complete
26.	RR	75	Complete
27.	SZZF	75	Complete
28.	SAP	75	Complete
29.	SO	75	Complete
30.	STZ	80	Complete
31.	TAW	75	Complete
Total Score		2430	

Average	78.38	
Highest Score	90	
Lowest Score	70	

Table 3.8

Students` Scores of Post-Test II of Reading Skill

No.	Score	Explanation	Frequency	Percentage
1.	≤ 75	Fail	4	13%
2.	≥ 75	Pass	27	87%
Total			31	100%

Based on the table above, it could be seen that the students'
average score in post-test II was 78.38. The highest score was 90 and
the lowest score was 70. Most of the students could improve reading
skill. It means that cycle II was successful.

c. Observing

In this step, the researcher presented the material by cooperative
integrated reading and composition technique. In learning process,
there were also four indicators used to know the students' activities
like in learning process previously. Based on the result of the
observation sheet in cycle II, the researcher indicated that learning
process in cycle II was successful.

The result score of students' learning activities observation, as
follow:

Table 3.9

The Students' Learning Activities in Cycle II

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher explanation.	23	74%

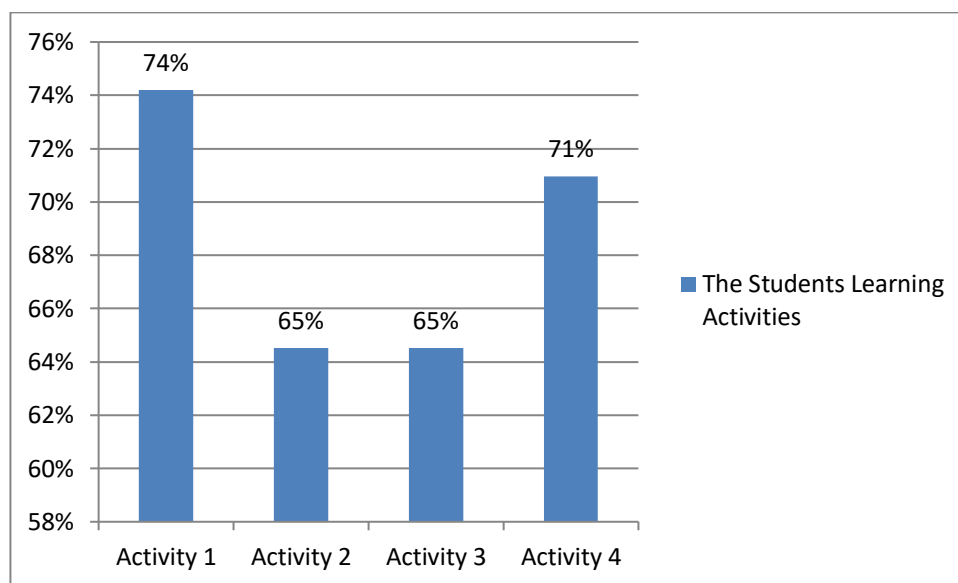|			
2.	Asking or answering the question from the teacher.	20	65%
3.	Being active in the class.	20	65%
4.	Being able to do the task.	22	71%
	Total of Students	**31**	

Figure 2.3
The Students' Learning Activities in Cycle II

The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 74%, then, the students ask/answer the question from the teacher 65% and the students active in the class 65%, and the last the students able do the task 71%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 70%.

Table 4.1
Students' score at post-test I and post-test II

No.	Name	Post-test 1	Post-test II	Improving	Explanation
1.	AR	60	70	10	Improved
2.	AM	70	80	10	Improved
3.	AS	60	75	15	Improved
4.	AP	75	80	5	Improved
5.	BDP	60	70	10	Improved
6.	CCVC	70	90	20	Improved
7.	CW	80	85	5	Improved
8.	DCO	70	75	5	Improved
9.	FA	75	90	15	Improved
10.	FE	70	80	10	Improved
11.	HZO	65	75	10	Improved
12.	KN	70	80	10	Improved
13.	KRD	80	85	5	Improved
14.	MAJ	60	70	10	Improved
15.	MZAA	60	90	30	Improved
16.	MA	70	75	5	Improved
17.	MA	60	75	15	Improved
18.	MIP	65	70	5	Improved
19.	MF	70	75	5	Improved
20.	MTM	70	80	10	Improved
21.	NPR	60	80	20	Improved
22.	NIS	70	80	10	Improved
23.	OL	70	80	10	Improved
24.	RAF	60	75	15	Improved
25.	RAP	90	90	0	Constant
26.	RR	70	75	5	Improved
27.	SZZF	70	75	5	Improved
28.	SAP	70	75	5	Improved
29.	SO	60	75	15	Improved
30.	STZ	80	80	0	Constant
31.	TAW	65	75	10	Improved
Total		2120	2430	305	
Average		68.38	78.38	9.38	

Based on the result above, it could cooperative integrated reading and composition could improve for the students' reading skill because there was improving from average in post-test I 68.38 became 78,38 in post-test II. In the cycle II, most of the students could develop their reading skill. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be stop in this cycle.

C. Interpretation

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' reading skill before giving a treatment. In the pre-test, there were only 8 students (26%) who passed the pre-test and 23 students (74%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Scanning Technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I. Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 12 students (39%) students passed the post-test I. The lowest score was 60, the highest score was 90 and the average score was 71.29. From the result of students' score in pre-test and post-test I, there was an improving from

the students' result score. It could be seen from the average in pre-test 60.96 and post-test I 71.29. Although there was improving of the students' achievement, cycle I was not successfully yet because only 12 students (39%) who passed in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 12 students 39% passed the test and got score $\geq$ *75*. In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 27 students (87%) passed the test because they got score $\geq$ 75. In this post-test, the lowest score was 70, the highest score was 90, and the average score was 78.38.

From the result of the students' score from post-test II, it could be concluded that there were improve scores. The improve score could be seen on the average score. The average score in the post-test I and post-test II were 71.29. and 78.38. In the pre-test, post-test I, and post test II, the total students who got score $\geq$ 75 were 8, 12 and 27 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score Pre-Test Post-Test Cycle I, and Post-Test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following table of illustration score in cycle I and cycle II as below:

Table 4.2
Students' Score Pre-Test Post-Test Cycle I and Post-Test Cycle II

No.	Name	Pre-Test Score	Post-Test 1 Score	Post-Test II Score
1.	AR	50	60	70
2.	AM	60	75	80
3.	AS	60	70	75
4.	AP	70	75	80
5.	BDP	60	65	70
6.	CCVC	70	75	90
7.	CW	80	80	85
8.	DCO	40	70	75
9.	FA	75	80	90
10.	FE	50	60	80
11.	HZO	65	75	75
12.	KN	70	70	80
13.	KRD	60	80	85
14.	MAJ	60	65	70
15.	MZAA	50	75	90
16.	MA	70	75	75
17.	MA	50	60	75
18.	MIP	65	70	70
19.	MF	50	70	75
20.	MTM	60	70	80
21.	NPR	60	70	80
22.	NIS	50	70	80
23.	OL	65	75	80
24.	RAF	50	60	75
25.	RAP	80	90	90
26.	RR	60	70	75
27.	SZZF	60	70	75
28.	SAP	60	70	75

29.	SO	50	60	75
30.	STZ	80	85	80
31.	TAW	60	65	75
Total Score		1890	2205	2430
Average		60.96	71.12	78.38

Based on the result of pre-test, post-test I and post-test II, it was know that there was a improving the students reading skill by Scanning Tehnique score. It could be seen from the average 60.96 of pre test ,in post test I the average is 71.12 and average in post test II became 78.38. Therefore, the researcher concluded that the research was successful because the indicator of success in this research has been achieved.

4. **The Result of Students' Learning Activities in Cycle 1 and Cycle II**

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 4.3
The Table of Students' Activities in Cycle 1 and Cycle II

No.	Students' Activities	Cycle 1		Cycle II		Improving
		F	Percentage	F	Percentage	
1.	Paying attention to the teacher explanation	12	39%	23	74%	Improved
2.	Asking or answering question from the teacher	14	45%	20	65%	Improved
3.	Being active in the class	9	29%	20	65%	Improved
4.	Being able to do the task	9	29%	22	71%	Improved
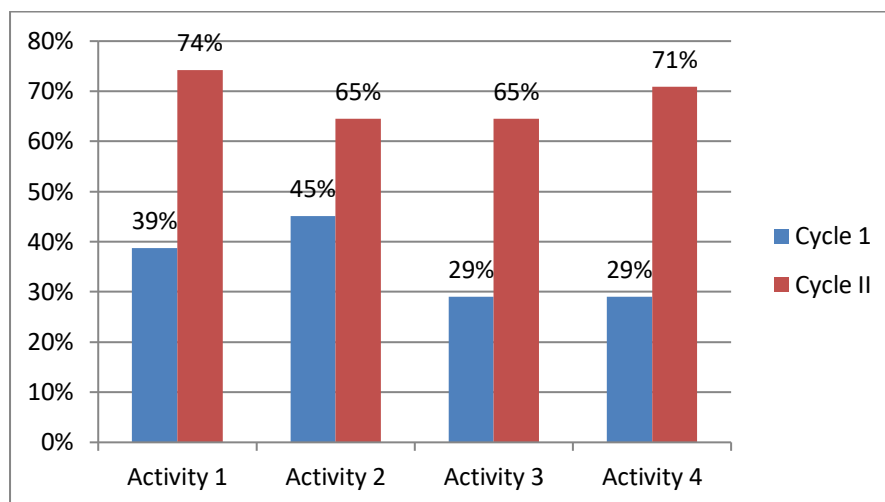
Figure 2.4
The Percentage of Students' Activities in Cycle 1 and Cycle II

Based on the data had achieved, it can be explained as follow:

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 39% and in cycle II 74%, it was improved 35%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 45% and cycle II 65%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 29% and cycle II 65%, it was improved 36%. Based on the data above, it could be concluded that the students felt comfort and

active with the learning process because most of the students shown good improving in learning activities when About-Point was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were improved. It could be seen on the cycle I 29% and cycle II 71%, it was improved 42%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Scanning Technique improve the students' reading skill. There was progress average grade from 60.69 to 71.12 and to 78.38.

D. Discussion

In teaching reading at the SMP N 4 Natar especially of students class VIII in the problems of the student to express their idea in reading. The researcher using Scanning Technique to improve the students` reading skill. The researcher used this technique to organize idea students and made students more active in reading text also interested in learning English.

There is a positive improving about students' learning activities using Scanning Technique. Therefore Scanning Technique hopefully is useful in the learning activities. Based on the explanation of cycle I and cycle II, it could be inferred that the use Scanning Technique could improve the students' reading skill. There was progress average score from pre test 60.69%, post test I 71.12% and post test II become 78.28%. We could be seen that here was an

improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 75 in this research, in the post-test I there was 12 students or (39%) passed the test with the average 71.12 and in the post test II was 27 students or (87%) who passed the test with average 78.28. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (75% of students got score ≥ 75) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research data and interpretation, the researcher would like to point out the conclusions as follows: There was improving of students' average score from pre test 60.69 to post test I 71.12 became 78.28 in post test II. In cycle 1, there were 12 students passed the test. Moreover, in cycle II there were 27 students who passed the test. Result of cycle II already reached the indicator of success that was 75% students fulfill the standard criteria with the score minimum was 75. Therefore, the research could be stopped in cycle II.

The result of the students activities in cycle I and cycle II was improve, such as, Paying attention to the teacher's explanation from 39% to 74%, Asking/answering question from the teacher from 45% to 65%, Being active in the class from 29%, to 65%, Being able to do the task from 29%, to 71%, the result of students activities in cycle I and cycle II, there are improving about students' learning activities. It means that by using Scanning Technique in reading, the students' activities have improved from the first meeting till cycle II.

It means that by using Scanning Technique in reading, the students' activities have improved from the first meeting till cycle II. The conclusion

this research was successful and it could be stopped in the cycle II, because

the indicator of success (75% of students got score $\geq$ 75) was reached.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading skill.

2. It is suggested for the English teachers to use Scanning Technique as alternative technique in the classroom because this technique is effective to improve the students reading skill in the teaching and learning process.

3. The teachers are expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students more active after the teacher gives motivation to the students.

4. It is suggested for the headmaster in order to facilitation the teachers to use this technique because it is effective in teaching the material for the teachers.

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APENDIXES

SILABUS PEMBELAJARAN

Satuan Pendidikan	:	SMP NEGERI 4 NATAR
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 2
Alokasi Waktu	:	2 JP
Tahun Pelajaran	:	2022/2023

Standar Kompetensi (KI)

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3   :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.	• Fungsi social Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik. • Struktur teks dapat memcakup: - Identifikasi (nama keseluruhan bagian). - Sifat yang menjadi pencirinya. - Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang	- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan. - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengritik/ menyatakan	• Lisan • Tertulis • Penugasan • Unjuk keterampilan • Portofolio	8 JP	• Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell kelas VIII, Kemendikbud revisi • Kamus bahasa inggris

	atau benda yang dibicarakan.	kekaguman/ mempromosikan			
4.7 Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Unsurkebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh question*), dalam simple presenttense - Nomina singular dan plural dengan atautanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan,tanda baca, dan	- Dalam kelompok membuat proyek kecil: dengan bantuan mind-map, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya			

	tulisantanga n • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI			

Metro,   Oktober 2023

Guru Mata Pelajaran   Mahasiswa Peneliti

Kamilah, S.Pd   **Lusianti**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	SMP Negeri 4 Natar
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi Pokok	:	Descriptive Text (Place)
Alokasi Waktu	:	2 JP

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampakmata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indicator Pencapaian Kompetensi

Kompetensi Dasar	Indicator pencapaian kompetensi
3.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	Siswa dapat menyusun teks deskriptif dengan menggunakan unsur kebahasaan, struktur teks dan fungsi sosial teks deskriptif dengan baik dan benar.

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif.
2. Siswa mampu mengidentifikasi detail pendukung dalam teks deskriptif.
3. Siswa mampu mengidentifikasi informasi faktual dalam teks deskriptif.
4. Siswa mampu mengetahui informasi yang terdapat dalam teks deskriptif.
5. Siswa mampu menentukan makna dalam teks deskriptif.

D. Materi Pembelajaran

1. Teks deskriptif adalah teks yang menggambarkan orang, tempat, dan benda tertentu.
2. Tujuan dari teks deskriptif adalah untuk menceritakan tentang suatu subjek dengan mendeskripsikan ciri-cirinya tanpa menyertakan pendapat pribadi.
3. Struktur umum teks deskriptif adalah: identifikasi dan deskripsi.

E. Model Pembelajaran: Scanning Technique

F. Media Pembelajaran

1. Media: Worksheet
2. Alat/Bahan: Spidol dan papan tulis

G. Kegiatan Pembelajaran

Aktivitas Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Salam - Menyapa siswa - Mengecek kehadiran siswa - Menanyakan materi yang telah dipelajari sebelumnya - Guru menjelaskan tujuan materi yang akan dipelajari	10 menit

	-	
Inti (Aktivitas Utama)	Eksplorasi dan Elaborasi	Menit
	- Guru meminta siswa mencari jawaban dari teks yang mereka rasa bingung.	
	- Guru dan siswa mencari klarifikasi.	
	- Guru memberikan teks deskriptif	
	- Guru meminta siswa untuk memperjelas pengetahuan mereka sebelumnya dengan membaca teks.	
	- Guru meminta siswa untuk mencari tahu jawabannya berdasarkan teks tersebut.	
	- Guru memerintahkan siswa untuk merangkum teks dan menjelaskannya.	
	- Guru memberikan lembar soal dan setiap siswa harus mengerjakannya secara individu.	
	Konfirmasi	
	- Siswa mengerjakan tes yang diberikan oleh guru.	
	- Guru memberikan waktu	

	20 menit untuk mengerjakan tes tersebut. - Guru memerintahkan siswa untuk mengumpulkan lembar jawaban	
Penutup	- Guru menanyakan kesulitan siswa dalam belajar - Guru dan siswa melakukan refleksi dengan menanyakan kembali apa yang telah dipelajari sebelumnya, apakah siswa memahami tentang teks deskriptif. - Guru mengakhiri pertemuan dengan mengucapkan salam.	Menit

H. Sumber Pembelajaran

Media : Buku pembelajaran

Alat : papan tulis, spidol, lembar kerja siswa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 4 Natar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: Descriptive Text (Animal)
Alokasi Waktu	: 2 JP

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampakmata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi	3.7.1 Mengidentifikasi (C4) ciri-ciri binatang yang ada di video dalam beberapa kalimatsingkat. 3.7.2 Menganalisis (C4) unsur kebahasaan teks deskriptif

terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	binatang, pendek dan sederhana, sesuaikonteks
4.7 Teks Deskripsi 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.1 Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar

C. Tujuan Pembelajaran

Pembelajaran menggunakan *Scanning Technique*, peserta didik dapat :

1) Mengidentifikasi (C4) ciri-ciri binatang yang ada di video dalam beberapa kalimat singkat dengantepat

2) Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks dengantepat.

3) Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan

unsur kebahasaan denganbenar

D. Materi Pembelajaran

    a. Descriptive Text

        Descriptive Text is a text which say what person, animal, place, or thing is like. It presents about something specially.

        - The Purpose of DescriptiveText

        - The Purpose of Descriptive Text is to describe and reveal a particular person, animal, place, or thing specially.

    b. Generic Structure of DescriptiveText

        a. Identification : this part identifies or introduces a particular person, animal, place orthing beingdescribed.

        b. Description : this part describes the parts (Physical appearance), qualities, behavior,or andcharacteristics.

    c. Language Features of DescriptiveText

        a. Using simple presenttense.

        b. Using Adjective and Classifiers in nominalgroup.

        c. Using has orhave.

E. Model Pembelajaran: Scanning Technique

F. Media Pembelajaran

    3. Media: Worksheet

    4. Alat/Bahan: Spidol dan papan tulis

G. Kegiatan Pembelajaran

Kegiatan dan Alokasi Waktu	Deskripsi Kegiatan Pembelajaran	Langkah-Langkah Model

Pendahuluan (10 menit)	1. Pembukaan dengan salam pembuka, menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin.(**Disiplin-PPK/PPP**) 2. Berdoa untuk memulai pembelajaran sebagai bentuk rasa syukur kepada Tuhan. (*ReligiusitasPPK*). 3. Guru memberikan beberapa Gambar binatang dan memberi pertanyaan pemantikmisalnya • What is the difference of these animals? • What is the main idea of the text? (*Critical Thinking, communication- 4C*) 4. Peserta didikmenyimak penjelasan guru tentang tujuan pembelajaran yang hendak dicapai, metode belajar, teknik penilaian yang akanditempuh dan manfaat mempelajari materi Descriptive text about animal and places (*Language Features*).	**Apersepsi dan Motivasi**
i (60 menit)	5. Peserta didik menyimak materi tentang Descriptive teks dan guru memberi pertanyaan untuk mengorientasikan masalah. What animals or places did you see in the video? What do they look like? (*Literasi, Critical Thinking,TPACK*) 6. Peserta didik diberi kesempatan untuk bertanya dan memberi tanggapan maupun pendapat	**Orientasi peserta didik pada masalah** **(Mengamati)** **(Menanya)**

	(*Communication, Creativity and CriticalThinking-4C*) (**Berbicara**-**Literasi**) (*Menanya- Saintifik*).	
	7. Peserta didik di kelompokkansecara heterogen(*Collaboration-4C)* 8. Peserta didik dan guru berdiskusi tentang ciri-ciri binatang yang di tampilkan di slide PPT *(Collaboration, TPACK)* 9. Peserta didik di minta menuliskan nama-nama dan ciri fisik binatang yang ada d videotadi.	**Mengorganisasikan peserta didik untuk belajar** **Membimbing penyelidikan kelompok/ahli**
	10. Secara berkelompok, peserta didik berdiskusi dan melakukan penyelidikan terhadap materi atau videotersebut.	**Membimbing penyelidikan kelompok/ahli**
	11. Peserta didik menuliskannama-nama dan ciri fisik binatang yang dilihat di video pada kolom LKPD yang diberikan guru. 12. Guru memantau keterlibatanpeserta dik dalam kelompok	**(Mengasosiasi)**

	13. Peserta didik dengan bimbinganguru mengembangkan informasi yang didapat menjadi sebuah paragraf yang mengarah pada pembentukan teks deskriptif. 14. Peserta didik mempesentasikan hasil diskusi kelompoknya dengan percaya diri. *(Communication-4C, Integritas Mandiri (PPK), Berbicara / Literasi, dan mengkomunikasikan/Saintifik). Int egritas Mandiri (PPK), Berbicara / Literasi, dan mengkomunikasikan /Saintifik).*	**Mengembangkan/ Menyajikan hasil karya** **(Mengkomunikasi kan)**
	15. Kelompok lain dimintamenanggapi hasil diskusi yang disampaikan oleh temannya. 16. Guru memberikan apresiasi dan feedback terhadap hasil presentasi Pesertadidik 17. Peserta didik dan guru menyimpulkan tentang materipembelajaran. 18. Peserta didikmengerjakan soal tes tertulis pilihanganda.	**Menganalisis dan mengevaluasi masalah**
Penutup (10 Menit)	19. Guru bersama pesertadidik melakukan refleksi pembelajaran hari ini 20. Guru menyampaikan materi yang akan dipelajari di pertemuan yang akandatang.	**Refleksi**

Guru Mata Pelajaran   Natar, 31 Oktober 2023

Kamilah, S.Pd   **Lusianti**

Mengetahui,

Kepala SMP Negeri 4 Natar

Yuliantina BMY, S.Pd., M.Pd.

NIP. 19711219 199802 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3642/In.28/J/TL.01/07/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP NEGERI 4
NATAR
di-
         Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**LUSIANTI**
NPM	:	1901052022
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE IMPLEMENTATION OF SCANNING TECHNIQUE TO IMPROVE THE STUDENTS` READING SKILLS AT SMP N 4 NATAR

untuk melakukan prasurvey di SMP NEGERI 4 NATAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5086/In.28/D.1/TL.00/11/2023   Kepada Yth.,
Lampiran : -   KEPALA SMP N 4 NATAR
Perihal   : **IZIN RESEARCH**   di-
                                                   Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5087/In.28/D.1/TL.01/11/2023, tanggal 03 November 2023 atas nama saudara:

Nama	:	**LUSIANTI**
NPM	:	1901052022
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP N 4 NATAR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 4 NATAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF USING SCANNING TECHNIQUE TO IMPROVE STUDENTS` READING SKILLS OF THE EIGHT GRADE AT SMP N 4 NATAR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 November 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG SELATAN
DINAS PENDIDIKAN
UPT SMP NEGERI 4 NATAR
Alamat : Dusun Sri Rejo Desa Branti Raya Kec. Natar Kab. Lampung Selatan

Nomor   : 420/011/IV.02/SMPN 4/2022
Perihal   : Surat Izin Penelitian

Kepada,
Yth.   Ketua Jurusan
Di,
Tempat

Menindak lanjuti surat permohonan penelitian deng nomor : B-3642/IN.28/J/TL.01/07/2022 tentang Surat Izin Penelitian, yang bertanda tang dibawah ini Kepala SMP Negeri 4 Natar, memberikan izin kepada :

Nama   : Lusianti
NPM   : 1901052022
Jurusan   : Tadris Bahasa Inggris
Prodi   : Pendidikan Bahasa Inggris
Semester : 7 (Tujuh)

Untuk mengadakan penelitian di SMP Negeri 4 Natar.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Natar, 12 Agustus 2022

Kepala UPT SMP Negeri 4 Natar

Yuliantina BMY, S.Pd., M.Pd.
NIP. 19711219 199802 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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S U R A T   T U G A S
Nomor: B-5087/In.28/D.1/TL.01/11/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam
Negeri Metro, menugaskan kepada saudara:

Nama	:	**LUSIANTI**
NPM	:	1901052022
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 4 NATAR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF USING SCANNING TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS OF THE EIGHT GRADE AT SMP N 4 NATAR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 03 November 2023

Mengetahui,
Pejabat Setempat

M. Nasir S.pd.
Nip. 19710919 200604 1012

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1298/In.28/S/U.1/OT.01/11/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	LUSIANTI
NPM	:	1901052022
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052022

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lusianti
NPM : 1901052022

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	23/11/ 2023		Chapter IV & V Acc You may need to add. 1. References /bibliographies 2. Signature of Ibu Kamilah, S.Pd. 3. Abstract /abstrak. 4. Originality Page.	
	24/11/ 2023		ACC	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

PRE-TEST

Read the text carefully!

Tonka The Elephant

Tonka is Knoxville Zoo's largest resident and lives in the new Stokely African Elephant Preserve. His favorite food is Krispy Kreme doughnuts, and he loves to play in pools at the Stokely African Elephant Preserve. It is weighing in at a svelte 13.300 pounds, Tonka stands 10 feet 8 inches tall at his shoulders. He came to Knoxville in 1981 when he was two years old. The zoo's only bull elephant, he shares the Stokely African Elephant Preserve with two females, Jana and Edie.

Answer the following questions!

1. What is the text about?
2. What is the name of the elephant?
3. How does the elephant look like?
4. What kind of food does the elephant like?
5. What does the elephant like to do?

POST TEST I

Read the text below carefully!

LAKE TOBA

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The Island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

Answer the questions below!

1. What is the purpose of the text?
2. What is the main idea of the text?
3. What does the third paragraph tell you about?
4. What is the name of the island that located in the middle of Lake Toba?
5. Summarize the text above by using your own language!

POST TEST II

Read the text below carefully!

PARANGTRITIS BEACH

One of the attractive beaches near Yogyakarta is Parangtritis. It is located about 27 km. from Yogyakarta, Parangtritis may be reached in two ways, through Kretek Village or the longer one but more well - established road through Imogiri and Siluk Village. Parangtritis Beach is a lovely beach with many impressing phenomena, naturally and supra naturally. The waves regularly bring in new wood and bamboo, washing ashore from another nearby beach probably. Some wood is picked and taken away by locals to be used for their own house. Parangtritis is an enchanting sloping beach combined with rocky hills, dunes, and a white sandy beach. Besides being famous as a recreational spot, Parangtritis is also a sacred place. Many people come to the beach to do meditation. Up to now, this area is remaining functioned as the place to perform the traditional ceremony called labuhan. Many hotels and restaurants are available for sunbathe lovers.

It is said that the name of Parangtritis is expresses a natural phenomenon. From the wall of one of the hills drops off water containing calcium continuously dripped down and finally formed a pool with very clear water in it. Sri Sultan Hamengku Buwono Vll found and took care of it. The pool is now used as the bathing pool of Parangtritis swimming pool. Meanwhile, the sunset at any point of Parangtritis beach brings a touch of wonderful and amazing as well. The magical atmosphere of the rough waves appears to as all hearts into disposing of all bustles and lead into deep musing.

Check your comprehension!
Read the following statement! Are they true or false? Correct the statement if they are false!
1. Parangtritis is sacred place. (   )
2. The name of Parangtritis is expresses a mystical phenomenon. (   )
3. Parangtritis can be reached into many ways. (   )
4. Parangtritis is remaining functioned as place to perform modern ceremony. (   )
5. Parangtritis combined with rocky hills, dunes, and a black sandy beach. (   )

PRE TEST

POST TEST II

Left paper:

Name = Citra Wulandari

Class = IX B (9B)

POST TEST II

Read the text below carefully!

PARANGTRITIS BEACH

One of the attractive beaches near Yogyakarta is Parangtritis. It is located about 27 km. from Yogyakarta, Parangtritis may be reached in two ways, through Kretek Village or the longer one but more well - established road through Imogiri and Siluk Village. Parangtritis Beach is a lovely beach with many impressing phenomena, naturally and supra naturally. The waves regularly bring in new wood and bamboo, washing ashore from another nearby beach probably. Some wood is picked and taken away by locals to be used for their own house. Parangtritis is an enchanting sloping beach combined with rocky hills, dunes, and a white sandy beach. Besides being famous as a recreational spot, Parangtritis is also a sacred place. Many people come to the beach to do meditation. Up to now, this area is remaining functioned as the place to perform the traditional ceremony called labuhan. Many hotels and restaurants are available for sunbathe lovers.

It is said that the name of Parangtritis is expresses a natural phenomenon. From the wall of one of the hills drops off water containing calcium continuously dripped down and finally formed a pool with very clear water in it. Sri Sultan Hamengku Buwono VII found and took care of it. The pool is now used as the bathing pool of Parangtritis swimming pool. Meanwhile, the sunset at any point of Parangtritis beach brings a touch of wonderful and amazing as well. The magical atmosphere of the rough waves appears to as all hearts into disposing of all bustles and lead into deep musing.

Check your comprehension!
Read the following statement! Are they true or false? Correct the statement if they are false!

1. Parangtritis is sacred place. (true)
2. The name of Parangtritis is expresses a mystical phenomenon. (False)
3. Parangtritis can be reached into many ways. (true)
4. Parangtritis is remaining functioned as place to perform modern ceremony. (False)
5. Parangtritis combined with rocky hills, dunes, and a black sandy beach. (False)

80

Right paper:

Name : SHIFA TUZ ZAHRA

Place : IX B (9B)

POST TEST II

Read the text below carefully!

PARANGTRITIS BEACH

One of the attractive beaches near Yogyakarta is Parangtritis. It is located about 27 km. from Yogyakarta, Parangtritis may be reached in two ways, through Kretek Village or the longer one but more well - established road through Imogiri and Siluk Village. Parangtritis Beach is a lovely beach with many impressing phenomena, naturally and supra naturally. The waves regularly bring in new wood and bamboo, washing ashore from another nearby beach probably. Some wood is picked and taken away by locals to be used for their own house. Parangtritis is an enchanting sloping beach combined with rocky hills, dunes, and a white sandy beach. Besides being famous as a recreational spot, Parangtritis is also a sacred place. Many people come to the beach to do meditation. Up to now, this area is remaining functioned as the place to perform the traditional ceremony called labuhan. Many hotels and restaurants are available for sunbathe lovers.

It is said that the name of Parangtritis is expresses a natural phenomenon. From the wall of one of the hills drops off water containing calcium continuously dripped down and finally formed a pool with very clear water in it. Sri Sultan Hamengku Buwono VII found and took care of it. The pool is now used as the bathing pool of Parangtritis swimming pool. Meanwhile, the sunset at any point of Parangtritis beach brings a touch of wonderful and amazing as well. The magical atmosphere of the rough waves appears to as all hearts into disposing of all bustles and lead into deep musing.

Check your comprehension!
Read the following statement! Are they true or false? Correct the statement if they are false!

1. Parangtritis is sacred place. (true)
2. The name of Parangtritis is expresses a mystical phenomenon. (False)
3. Parangtritis can be reached into many ways. (true)
4. Parangtritis is remaining functioned as place to perform modern ceremony. (False)
5. Parangtritis combined with rocky hills, dunes, and a black sandy beach. (False)

80

DOCUMENTATION

CURRICULUM VITAE

The author named Lusianti usually called Lusi was born in Rulung Helok on March 09 2001. Born and raised in Natar, Natar District, Lampung Selatan City,Lampung Province. Is the second child of three siblings. The Author lives with parents in Natar. The author completed his formal education at SD Negeri 4 Rulung Helok 2007-2013, SMP Negeri 4 Natar in 2013-2016, SMK Negeri 1 Natar in 2016-2019.

In 2019 the author then continued to higher education at IAIN Metro, Department of English Education, Faculty of Tarbiyah and Teacher Training in 2019 through the UM-MANDIRI route until now.

Currently the author is studying at IAIN Metro semester 9. It is hoped that the author can complete the final assignment of the course correctly and accurately. In order to be able to make both parents happy and be able to realize the ideals of becoming a successful person and being a useful person for others.