ENHANCING STUDENTS' COMPLETION TIME AND TEST SCORE IN READING COMPREHENSION TEST THROUGH SCANNING AND SKIMMING TECHNIQUES: A QUASI-EXPERIMENTAL STUDY

A THESIS

Submitted to Fulfill one of the Requirements for the Degree of Bachelor of Education in the English Education Department
Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Day / Date	Chapter	Note	Sign
14/8/25		→ chapter 3 (revised) write operationally	
19/8/25		→ kapham untuk segera ujian	
		→ revise dissertation	
19/8/25		→ elaborate, compare with previous research	

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14/8/25		→ chapter 3 (revised) write operationally	
19/8/25		→ kapkan untuk segera ujian	
		→ revise discussion	
19/8/25		→ elaborate, compare with previous research	

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26/8/25		Ready to exam	
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Day / Date	Chapter	Note	Sign
16 Aug 2025	IV	Reconstruct your data and display all the data distribution Enrich your data with breaking down the students records (time and score)	
22 Aug 2025	IV-V	Improve your content in the discussion/ add chart type or etc. And Construct your chapter V	

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23 Aug 2019	I.V.	Revise your chart, distract it into some parts	

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

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Dengan ini menyatakan perjanjian sebagai berikut:

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3. Saya tidak melakukan penjiplakan (plagiat) dalam penyusunan skripsi.
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Yang Membuat Perjanjian,

Cici Aulia Dyllon

MOTTO AND DEDICATION

-- Carpe Diem --

Seize the day, for every heartbeat is

A verse in the poem of your life. And remember,

Indeed, with hardship comes ease.

To those who dare to dream beyond the walls set before them,

To the voices that whisper courage when silence feels safer,

And to the One who guides every step.

This work is for you.

Seize each day as if it were a stanza in the eternal poem;

for after the night's trials, dawn always rises.

Indeed, with hardship comes ease.

ABSTRACT

Cici Aulia Dyllon, 2025. *Enhancing Students' Completion Time and Test Score in Reading Comprehension Test through Scanning and Skimming Techniques: An Experimental Study*. Thesis of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and Ismail Sangkala.

This study examined the effectiveness of scanning and skimming techniques in improving completion time and test score in reading comprehension test. A quasi-experimental design was conducted with 64 students from UPT SMA Negeri 5 Bulukumba, divided into experimental and control groups. The experimental group received instruction in scanning and skimming techniques, while the control group continued with conventional reading practices. Independent t-test results revealed significant differences between groups in both test scores and completion time. The experimental group achieved higher post-test scores (10,70) compared to the control group (8,88) with p value is .004, and completed the test in less time (1157,30 seconds vs. 1507,26 seconds) with p value is .000. These results indicate that the use of scanning and skimming strategies contributed to measurable improvements in accuracy and efficiency. These findings indicate that scanning and skimming techniques can enhance both accuracy and efficiency in reading comprehension tasks. The study highlights the value of integrating structured reading techniques into instructional practices.

Keywords: *scanning, skimming, reading comprehension, completion time, quasi-experimental*

ABSTRAK

Cici Aulia. Dyllon, 2025. *Enhancing Students' Completion Time and Test Score in Reading Comprehension Test through Scanning and Skimming Techniques: A Quasi-Experimental Study*. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Ismail Sangkala.

Penelitian ini meneliti efektivitas teknik scanning dan skimming dalam meningkatkan waktu penyelesaian dan skor tes pada tes pemahaman bacaan. Desain kuasi-eksperimen dilakukan dengan melibatkan 64 siswa dari UPT SMA Negeri 5 Bulukumba, yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen mendapatkan pembelajaran menggunakan teknik scanning dan skimming, sedangkan kelompok kontrol tetap menggunakan praktik membaca konvensional. Hasil uji independent t-test menunjukkan adanya perbedaan yang signifikan antara kedua kelompok baik dalam skor tes maupun waktu penyelesaian. Kelompok eksperimen memperoleh skor post-test lebih tinggi (10,70) dibandingkan kelompok kontrol (8,88) dengan nilai p = 0,004, serta menyelesaikan tes dalam waktu yang lebih singkat (1157,30 detik vs. 1507,26 detik) dengan nilai p = 0,000. Hasil ini menunjukkan bahwa penggunaan teknik scanning dan skimming memberikan peningkatan yang terukur dalam hal akurasi dan efisiensi. Temuan ini menegaskan bahwa teknik scanning dan skimming dapat meningkatkan akurasi sekaligus efisiensi dalam tugas pemahaman bacaan. Penelitian ini menyoroti pentingnya integrasi teknik membaca terstruktur ke dalam praktik pembelajaran.

Kata Kunci: *scanning, skimming, pemahaman bacaan, waktu penyelesaian, quasi-eksperimental*

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Finally, I sincerely hope that this thesis may contribute positively to the academic community and serve as a useful reference for future research.

Makassar, August 2025

The Writer,

Cici Aulia Dyllon

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the essential skills in learning a language, especially in English. It also plays a crucial role in a student's academic success. In the Indonesian education system, English tests are predominantly done to assess students' academic performance. Throughout the educational journey, from junior high to the difficulty of college entrance exams, students are regularly assessed on their reading abilities. These assessments often test comprehension, critical analysis, and the ability to interpret information from texts. Hence, strong reading skills are fundamental for understanding instructions, engaging with complex material, and performing well in various subjects which will be a huge help to students with tests that are required to be done in a limited time.

One prominent example is the newly introduced entrance selection for State Universities in the last year, SNBT where students are required to answer 20 questions within a span of 30 minutes for the English sub-test. This test primarily evaluates students' literal reading comprehension skills. Courses like Brain Academy by Ruangguru have offered intensive classes for this test for students to prepare themselves beforehand. As one of the teachers to teach literal reading classes there, the researcher has heard several rants from students regarding the

preparation for this test. In 2023, most students shared how it is hard for them to comprehend long passages within the limited time when they do the practice tests. They shared how there is a lack of time to even finish reading the test before answering the questions.

In 2024, the same problem still happens to most of the students. Students even added how it is hard for them to comprehend the text and then still have to answer the questions regarding all the long passages. This is not a matter only experienced by the students preparing for their college entrance exams, but students from eleventh grades also have shared their concern regarding the same problem. They shared how passages used in a test are using more complex words, hence it's harder to comprehend the meaning of the text to answer the questions.

The same students especially show their concern regarding this problem more as they have been introduced to the typical questions that are included in the college entrance exam test. They shared how it is hard to stay focused and comprehend long passages within the time limit whether in their respective learning material and the introduction to college entrance exam test. The passages used in these tests usually use harder and more complex sentences, which are a huge work to comprehend especially in a test. They added how the test became harder after knowing that the passages they have to read are long and they are pressured to finish reading and answering the questions within a limited time.

The use of scanning and skimming techniques then introduced to the students of college entrance exam preparation classes to help them overcome the problems they faced before. The appliance of these techniques was to help them to comprehend the text faster and find information needed to answer each question.

The reason behind this is aligned with the statement of Sutz (2009) in her book on how the use of scanning and skimming technique, as one of the speed reading techniques, will help readers to address their problem with limited time matter.

Skimming and scanning techniques were used together and at the same time to help the students. The impact was excellent even to the students learning and practicing as preparation for harder questions like college entrance exams. This is not without reason as scanning and skimming techniques are used for different types of questions and they work excellent when used together to cover all types of questions in the test. Most of the students answer their questions better and faster as they have got the gist of how to use these techniques to help them comprehend the passages faster and accurately yet this has not been proved scientifically as there has not been any study done about it.

Thus, this study aims to explore the impact of scanning and skimming techniques on the test's completion time and score of the eleventh grade students. This is to address the students' problem regarding the lack of time to complete their test within the limited time and also the use of scanning and skimming on it without putting aside the students' reading comprehension test score. While these techniques are commonly advocated in educational contexts, their specific impact on enhancing completion time during reading comprehension tests remains uncommon to be studied, which is important as many students have shared their problem about this matter repetitively.

Moreover, understanding the efficacy of scanning and skimming techniques in enhancing test completion time and score not only contributes to educational practice but also informs techniques for improving reading proficiency and test

performance among students. The impact on students' completion time and score needs to be elaborated. In conclusion, this study seeks to contribute to the existing body of knowledge on reading comprehension techniques by investigating the existence of significant differences in the practical implications of scanning and skimming techniques in enhancing students' test completion time and score.

B. Problem Statement

Align with the background of this study, this study addresses the pressing need to explore and implement effective scanning and skimming techniques that can potentially enhance students' completion time without leaving out the need to be able to master the test itself by looking at the test score. Therefore, this study seeks to answer the following question:

1. Is the use of scanning and skimming significant in enhancing the students' test completion time?
2. Is the use of scanning and skimming significant in enhancing the students' test score?

C. Objective of the Research

The objective of this study followed the problem as elaborated above. This study is designed to address whether there are any significant differences due to the impact of understanding and applying scanning and skimming techniques on enhancing students' completion time and score on a reading comprehension test.

D. Significance of the Research

This study is expected to be able to give valuable contributions to diverse educational communities, each with different contributions that could be applied differently. This includes helping students, educators, and fellow researchers.

1. Students

The significance of this research lies in its potential to enhance educational strategies and outcomes for high school students. This includes their ability to manage their time effectively on a test. This also includes their score in answering tests. This study will help students to choose suitable reading techniques before they use it to fit their desired goal while doing a reading test.

2. Educators

The findings could offer practical benefits to educators by providing them with evidence-based methods to improve their students' reading comprehension skills. Hence, it will help them to choose what technique could be used to teach reading comprehension to their students. This is not only to focus on the students' score but also their time management on doing a test to achieve effective testing.

3. Researcher

Moreover, this study will pave the way for future studies. This could be to help explore various instructional techniques and their impacts on students' performance. In this, specifically, to help explore various reading techniques and their effectiveness on enhancing students' completion time.

E. Scope of the Research

This study will focus on finding the difference due to the impact of the use of scanning and skimming techniques to improve students' completion time and score on a test. These techniques are classified as reading techniques. In this study, the use of scanning and skimming techniques will be applied to a reading comprehension assessment to the students' in the eleventh grade at SMA Negeri 5 Bulukumba as the subject of this study. The test will be testing the students' reading comprehension. This test will then be used to monitor their completion time to see the difference after using the techniques and how scanning and skimming helps to enhance the student's completion time and test's score in reading comprehension test.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some studies about the relation of scanning and skimming techniques toward students' reading comprehension, especially in speed reading and reading improvement. The following are the previous studies that are used as the reference in this study to help ensure that the creation of this study will be covering all the obligatory traits of a decent study as stated above.

The first study is a research conducted by Mambua (2020) about the effectiveness of skimming and scanning Techniques in improving student's reading comprehension of grade eleven etudents. The purpose of this research is to improve students' reading comprehension by applying skimming and scanning techniques in reading texts in the eleventh grade of SMA Negeri 1 Tana Toraja. In this study, the research employed a true-experimental design with random assignment, using a pretest-posttest control group approach. Data collection tools included an observation checklist, questionnaires, and tests. The results were analyzed using t-test statistical and descriptive methods. The effectiveness of the techniques was confirmed by an effectiveness score of 83%, indicating that skimming and scanning significantly improved reading comprehension for the students.

The second study is the study conducted by Fatmawan, *et al*. (2023) about whether skimming and scanning techniques are effective for improving reading comprehension on Indonesian students. This study reviewed existing research using a structured method known as a systematic literature review (SLR). The process included collecting, assessing, and analyzing relevant sources to synthesize the findings. The results showed that, although skimming and scanning appear to be simple techniques, they are highly effective in improving students' comprehension, particularly in terms of speed and overall reading performance. Specifically, for Indonesian students, these techniques had a positive impact on their reading comprehension, making it easier to read faster and more effectively.

The next study is the research conducted by Adifatoni (2024) about improving reading speed with scanning and skimming techniques. This study aims to see the improvement of students' ability to read fast texts through skimming and scanning techniques in grade IX students of SMPN 2 Loa Janan. The subject of the study was grade IX A students. The data was analyzed using percentages and descriptions. This study proved that there was improvement in the students' reading comprehension when using scanning and skimming techniques.

The research conducted by Susanty (2019) shares about the result on students reading comprehension with the help of scanning and skimming techniques. This study aims to: 1) analyze and find English learning planning using skimming-scanning techniques, 2) find and analyze the process of implementing English learning using skimming-scanning techniques, 3) find and analyze the evaluation of English learning appropriately using skimming-scanning

techniques, 4) find and analyze the improvement of reading and comprehension skills in English using skimming-scanning. This research is a classroom action research consisting of 2 cycles. It was carried out with ordinary techniques, and cycle II was carried out with skimming scanning techniques. This study showed that the use of both techniques were helpful in improving the students ability on reading comprehension.

In the previous studies, it was found that the skimming and scanning give a positive effect toward students' reading comprehension test score. These studies show how scanning and skimming techniques were helpful to improve students' reading comprehension and speed reading whether they were used together or separately yet it is still uncommon to conduct a study to learn the impact of these techniques on enhancing not only on the students' comprehension but also reading test's completion time.

B. Some Pertinent Ideas

There are several pertinent ideas used to help formulate this study. These ideas elaborate the theories used to help provide information about the objects in this study. Theories are a set of concepts and definitions that attempt to explain the systematic relationship of the phenomenon in this study, by detailing the cause-effect relationships that occur. These ideas includes the concept of reading comprehension, teaching reading comprehension, scanning and skimming techniques, completion time, and test score.

1. Reading Comprehension

Brassell and Rasinski (2008) elaborates that reading comprehension is more of the ability to combine and examine the reader's prior knowledge related to the text and the topic in the text itself. Miñoza and Montero (2019) discusses the complexity of reading comprehension as a cognitive activity. They emphasize how reading comprehension involves multiple processes, including decoding, language comprehension, and the integration of background knowledge and vocabulary. Bruggink et al. (2022), aligned with this, provides an in-depth exploration of how word identification and the integration of word meanings into coherent text representations are crucial for comprehension. These statements conclude that reading comprehension is a fundamental skill essential for academic success across various disciplines.

Reading comprehension is not easily acquired by readers. Thomas Barrett in Brassell and Rasinski (2008) elaborates that the reader has to do specific technique and determine it according to the level of reading they are doing. These levels are different to each other as they are adjusted with the goal of a reading. The levels are as follows.

a. Literal Level

The literal level of comprehension is the most basic form of understanding a text, focusing on its explicit or surface meaning. This level involves gaining the basic comprehension of information explicitly stated in the text. It requires recalling facts, details, and specific information directly presented. This foundational

comprehension ensures that readers grasp the direct information presented without delving into deeper or implied meanings.

b. Inferential Level

The inferential level of comprehension requires readers to read between the lines, going beyond the literal meaning to interpret and infer additional insights. This requires readers to go beyond the text and make logical deductions based on the information provided. Readers make logical predictions, infer motives and underlying themes draw conclusions from context clues, and recognize implied cause-and-effect relationships. This level involves interpreting figurative language and symbolism, allowing readers to gain a deeper, more nuanced understanding of the text. It involves understanding implied meanings and drawing conclusions not explicitly stated.

c. Critical Level

The critical level of comprehension involves an analytical and evaluative approach to understanding a text. This level engages readers in evaluating the text's content, structure, and purpose. Readers assess the credibility and reliability of the content, distinguish between fact and opinion, and analyze the author's purpose and point of view. At this level, readers evaluate the validity of arguments and evidence presented and reflects on the implications and applications of the text. It involves analyzing arguments, identifying biases, and assessing the validity of information. This deeper engagement ensures that readers not only

comprehend but also critically analyze and judge the information they encounter.

2. Teaching Reading Comprehension

Teaching reading involves instructing students in the skills necessary to decode text, comprehend its meaning, and engage critically with its content. This multifaceted process requires understanding and employing various techniques to meet the diverse needs of students. Effective reading instruction starts with recognizing that students have different backgrounds and literacy levels (Brassell and Rasinski, 2008). It highlights the importance of using evidence-based practices, such as systematic phonics instruction and explicit vocabulary teaching, which are essential for building a solid reading foundation. By integrating these practices, teachers can address the specific needs of each student, ensuring they develop strong literacy skills.

Selecting the right techniques is crucial for engaging students and promoting progress. Brassell and Rasinski (2008), in their book, emphasizes choosing techniques that match students' reading levels and learning styles. These personalized approaches involve assessing individual needs and providing targeted instruction. Tailoring techniques in this way creates a more inclusive and effective reading environment. Reading techniques encompass a variety of techniques that help readers comprehend and engage with texts more effectively. It is an essential tool that enhances comprehension and retention of information from texts. Reading techniques

can be broadly categorized into several types, each designed to enhance comprehension, speed, or focus during reading.

Susanti (2022) stated how the techniques used in reading by the readers have to be adjusted to the type of material they are going to read. Also, she adds how different types of reading material have different goals too therefore it needs a different technique. Intensive reading is one of the techniques that can be used to improve reading by looking at the type of the reading material, which will help with the students' more specific goals. Intensive reading is defined as a reading approach that focuses on understanding a specific text in depth. It involves detailed, careful reading of short texts to understand the specifics. The purpose of intensive reading is to understand the deep meaning of the text, study and analyze grammar, vocabulary, and sentence structure. As well as developing analytical and critical reading skills.

This strategy provides a comprehensive approach to reading and comprehension, catering to different reading purposes and enhancing overall reading skills based on the used material of the reading. Adding to this, Sutz (2009) explains how reading techniques are not limited only to enhance reader comprehension of the reading material but also their speed when reading. He adds how speed reading techniques collectively support educators in addressing diverse reading needs and improving student outcomes in various subject areas, which students need when addressing their problem with limited time. Some speed reading techniques as elaborated are skimming and scanning techniques.

Skimming is a reading technique used to get the gist or general idea of a text. It involves quickly moving the eyes over the text to capture the main points without focusing on every detail. This technique is useful for previewing a passage before detailed reading or for reviewing key ideas after a thorough reading. While scanning is a method used to find specific information within a text. The reader quickly moves their eyes down the page looking for particular words or phrases. This technique is useful for locating dates, names, numbers, or specific facts without needing to read the entire text.

These two techniques, scanning and skimming techniques, are the most basic techniques used for reading comprehension tests. These techniques are often used to comprehend any types of tests that assess students' reading comprehension. This is because the benefit of using skimming and scanning in reading comprehension are that students can easily obtain information needed quickly without wasting the time for unnecessary processes and are able to have a more efficient time.

3. Scanning and Skimming Techniques

Urquhart and Frazee (2012) in their book discuss various reading techniques, including skimming and scanning, and how they can be used effectively in different contexts. It emphasizes the importance of combining these techniques to improve students' reading efficiency, especially in academic settings such as tests.

Scanning is a reading technique used to search for specific information in a text without having to read the entire text in detail (Karyadi *et al.*,

2021). Scanning, also known as staring, is a technique for reading quickly and carefully the information that the reader wants without reading the others to get straight to the problem sought, which is specific facts and specific information. This technique is especially useful when the reader only needs a quick answer to a specific question or wants to find certain information in a large document where readers search for ideas or keywords only. The technique is to quickly read information in leaps and bounds by involving associations and imagination on parts that are considered important, so that in understanding the reading one can relate one sentence to one's own words.

Skimming is a reading technique where readers quickly move through text to grasp the main ideas without focusing on details. Karyadi *et al.* (2021) described skimming as a reading technique used to get a general overview of the material quickly. This technique is intended to grasp the main ideas and the overall structure of the text without focusing on the details. Reading techniques that are outlined (at a glance) to get an overview of the content of the book. After that, track the information you want to know in depth. The technique involves rapidly moving the eyes over the text, paying attention to headings, subheadings, and highlighted or italicized words. Key sentences, typically the first and last sentences of paragraphs, are also targeted to understand the core message.

a. Scanning Technique

This technique is one of the most used techniques by readers. This technique helps readers to do a fast reading yet accomplish the purpose

of their reading. This is also the reason why students use this technique while doing their tests or exams. Beale (2008), in his book, stated that scanning is most effective when used to find information that the readers have already determined. He also adds how when using scanning techniques, readers have to give up on a perfect comprehension of the text and be aware that they need to be focused.

Scanning itself means moving your eyes quickly on each page like when scanning or scanning. This technique is often used in everyday life, for example, to search: phone numbers, word meanings on and as, entries on indexes, statistical figures, TV shows, and looking at travel lists. Reading scanning does not require you to read every word or sentence. Simply the important keywords are a concern. Reading with this technique is commonly used by people who like to read newspapers or books. This type of reading technique aims to obtain certain facts or information.

A number of things that must be emphasized in applying scanning are that in addition to reading quickly and looking for the most important things, readers must also involve the power of staying focused so that the combination of components still refers to the understanding of the reading content. It is highlighted by Fatmawan et al. (2023) that readers have to be in full concentration while reading the passage, to be able to find the specific keywords that contain the information needed to answer the question, whether in the question or

the options, and search for keywords which may have specifically contain the essential information.

Adding to this, scanning techniques allows students to quickly find specific information in a passage, helping them maintain focus and comprehend key points efficiently. This method also enables students to manage their time effectively by swiftly gathering necessary information, which is beneficial for tasks like exams or research.

The right way to do this technique has to be done carefully and correctly to achieve the right goal. Chambers (2013), explained the steps for performing scanning as follows.

1) **Identify the Purpose**: Determine the information you are looking for, before you start reading. Specify the specific information you want to find, such as names, dates, keywords, or phrases. For example, if you search for a phone number in a directory, know the format or location of the relevant information.
2) **Preview the Text**: Scan the text for keywords, read quickly and search for keywords or phrases related to the information you are looking for. Focus your attention on keywords, technical terms, or phrases that can help you find the information you want.
3) **Use Your Eyes Efficiently**: Use visual markers, such as bold, italicized text, or lists. Usually, important information is often printed in a conspicuous way, making it easy to search. Focus

also on the structure of the text, paying attention to the structure of the text, such as headings, subheadings, bullet points, or tables, which can indicate where the information being searched may be.

4) **Skip Irrelevant Sections**: Ignore any sections that are not relevant to your search. This might include entire paragraphs or pages, allowing you to move quickly to where the needed information is likely to be found.

5) **Confirm the Information**: Verify the information, after finding the information you are looking for, make sure that the information is correct and in accordance with the needs. Check the context if necessary.

b. Skimming Technique

In contrast to scanning, which focuses on finding specific information, skimming is used to understand the main topic, the main idea, and the general structure of the text. Skimming is especially useful when readers need to quickly review large amounts of material or determine the relevance of a text for a specific need.

Skimming is useful in situations where time is limited, such as during exams or when needing to decide whether a text is worth a more thorough read. It helps in identifying the sections of the text that may require deeper reading. By focusing on the most critical parts of the text, skimming allows readers to cover large amounts of material in a short period, making it an efficient way to manage reading assignments

and gather necessary information quickly. It is emphasized that while skimming is not a substitute for detailed reading, it is a valuable skill for initial exploration and understanding of texts.

Skimming is said to be successful if it can obtain the main idea and can imagine in general the essence of the discussion in the entire content of the book. The skimming process is essential before reading deeply in each page. By skimming, the reader prepares the brain to face the real reading material. Skimming is also beneficial for fostering curiosity, ensuring that the reading is as expected. The goal is to make it easier to quickly find out the contents of the book by only tracking information that is interesting and wants to be known in depth.

The most important thing is to sequence the stages of reading, namely from the table of contents to the end of the page that contains the conclusion. If it is a reading book, of course, it is on the back cover which contains a little description of what is in the book. For example: reading news in newspapers or online media, reading encyclopedias, dictionaries, indexes, phone lists, and other similar reading sources.

To ensure the effectiveness of applying this technique, there are several ways to follow as this technique has to be done in particular specific steps. This is to allow the effectiveness of using this technique to achieve the goal of using it. In the book by Sutz (2009), the steps on how to do skimming are generally outlined as follows:

1) **Preview the Text**: Start by glancing over the title, headings, subheadings, and any highlighted or bolded text. This provides an overview of the main topics and structure of the material.
2) **Read the First and Last Paragraphs**: Focus on the introduction and conclusion to understand the overall argument or purpose of the text.
3) **Look for Keywords and Phrases**: Identify and pay attention to keywords, phrases, or sentences that seem to encapsulate important points or ideas.
4) **Read the First Sentence of Each Paragraph**: Often, the main idea of a paragraph is summarized in its first sentence. Skim these to get the gist of each section.
5) **Ignore Details**: Skip over examples, anecdotes, and detailed explanations. The goal is to capture the main ideas and structure rather than the finer details.
6) **Use Visual Aids**: Utilize any charts, graphs, or images as they often summaries key information or concepts.

4. Completion Time

Completion time refers to the duration students take to finish their test, which can be extracted from the time spent completing an exam. It is often measured in minutes or seconds and reflects not only speed but also the efficiency of processing information. In the context of reading assessments, completion time is a useful metric because it highlights the balance between how quickly a student reads and how well they understand the text (Zamfira

et al., 2024). This makes it a valuable indicator when exploring the dynamics of reading performance.

Understanding this time is crucial, as it can influence the advice given to students on managing their time during tests (McDannel & Peffer, 2013). Effectively managing time during exams helps students complete their tests more efficiently and effectively. Persky and Mierzwa (2018) suggested that the connection between time management and academic success is driven by enhanced time management techniques. Time management skills, therefore, may serve as the key to academic achievement. In this term, the students' completion time is a key to an excellent academic performance.

Students' completion time is an important indicator in the educational process, which reflects the effectiveness of learning and the ability of students to complete tasks or achieve learning goals. This is influenced by a variety of internal and external factors that vary for each individual. One of them is the time management skill of the students. Time to complete an examination requires time management skills. When students take an excessively long time to complete reading tasks, they may lose track of earlier content, which reduces comprehension accuracy.

Conversely, when students finish too quickly, they risk overlooking key details and misinterpreting the passage. This dual challenge reflects the non-linear relationship between speed and understanding. Research also highlights that background knowledge and familiarity with the text's topic significantly influence reading time, meaning that completion time reflects not only speed but also deeper levels of engagement and comprehension

(Hirsch, 2019). So, the use of better time management techniques will result in a positive relationship with the test outcomes. Landrum *et al.* (2009) found that completion time could sometimes predict better outcomes, yet this was not a reliable trend. They point out that structured time management can help students stay organized and focused, leading to more efficient completion of tasks and improved test outcomes.

Additionally, Landrum *et al.* (2018) advises students not to compare themselves to fast finishers, emphasizing the importance of building confidence and mastering the subject matter at one's own pace. This aligns with the findings of Tan *et al.* (2020) that student who retrieved information from memory during a quiz would complete it faster than those who referred to the textbook. They further suggested that quiz completion time would be linked to both exam performance and key factors like motivation and self-regulation. It also showed that quiz completion time was connected to a focus on avoiding failure. Overall, the results revealed that how long it takes to finish low-stakes quizzes is related to motivation and can predict how well students do on final exams.

In conclusion, enhancing students' completion time during tests is crucial for improving their time management skills, which is key to academic success. By focusing on techniques to manage time more effectively, such as using quizzes or multiple-choice questions, students can boost their ability to finish tasks efficiently. These tools not only help students practice managing their time under pressure, but they also promote better organization and focus. As research suggests, when students improve

their time management, it can positively influence their performance, helping them to achieve better outcomes on exams. Therefore, incorporating time-based assessments can be an effective way to foster better time management and ultimately improve test results.

5. Test Score

Test score is a numerical representation of a student's performance on an assessment designed to evaluate knowledge or skills in a specific domain. A test score is essentially a quantified summary of a learner's observed performance on an assessment task. It represents the extent to which a student demonstrates mastery of the targeted construct, such as reading comprehension, under standardized conditions. According to Himelfarb (2019), test scores serve as numeric proxies of knowledge and skills that allow researchers and educators to make inferences about learners' abilities. In this sense, a score does not only reflect raw performance but also embodies an interpretation of achievement within an assessment framework.

In the context of education, test scores are commonly used as direct indicators of reading achievement because they provide measurable outcomes that reflect students' comprehension abilities. It is emphasized that the utility of test scores is tied to their intended purposes, whether for placement, accountability, or instructional feedback. Similarly, Levy-Feldman (2025) argued that test results become meaningful when linked to actionable educational practices, as they serve as a bridge between learning evidence and decision-making.

Recent studies further strengthen the use of test scores as valid measures of reading achievement. For example, Carlson et al. (2025) validated a reading comprehension test for college students and found that test scores were strongly associated with other academic skills, showing their criterion-related validity. Similarly, Orellana et al. (2024) demonstrated that reading comprehension scores significantly predicted students' ability to manage academic tasks in higher education, underscoring the predictive power of such scores. Even though these studies involved older learners, the findings resonate with high school contexts: when test tasks are carefully designed, multiple-choice comprehension scores can reliably represent students' reading abilities.

National assessments in Indonesia also confirm the role of test scores as indicators of reading achievement. At the national level, Indonesia provides a clear example of the use of test scores as indicators of educational quality. Through the National Assessment (Asesmen Nasional), students' literacy and numeracy abilities are measured and reported in the Education Report Card (Rapor Pendidikan) as benchmarks for school performance. This demonstrates that nationally, test scores are positioned as key instruments in monitoring and enhancing learning outcomes.

Specifically, in the domain of reading comprehension, test scores capture how effectively learners process, interpret, and evaluate texts. Recent research has provided validity evidence by analyzing factor structures, correlations with other language skills, and differences under varied test conditions. For example, Sedlmayr & Weissenbacher (2025)

demonstrated that reading comprehension scores remain consistent and valid whether or not test takers have access to the text, while Heisch (2024) showed that TOEFL Junior reading scores correlate predictably with broader literacy outcomes. Such findings confirm that reading comprehension test scores reliably reflect students' interpretive and analytical reading skills.

Importantly, several studies also show that explicit teaching of reading techniques can significantly enhance test scores. Muhid et al. (2020) found that metacognitive techniques such as planning, monitoring, and evaluating led to higher reading comprehension achievement. Research on skimming and scanning also revealed their effectiveness in helping learners to process information quickly and improve test performance (Yépez Flores, 2020). Collectively, these findings highlight that reading techniques not only support comprehension but also contribute to measurable improvements in test scores, reinforcing their role as practical tools for enhancing reading achievement.

C. Conceptual Framework

This research will be conducted to verify whether teaching reading using scanning and skimming techniques is effective in enhancing students' completion time and comprehension on a reading test. The conceptual framework of this study is as shown in Figure 2.1.

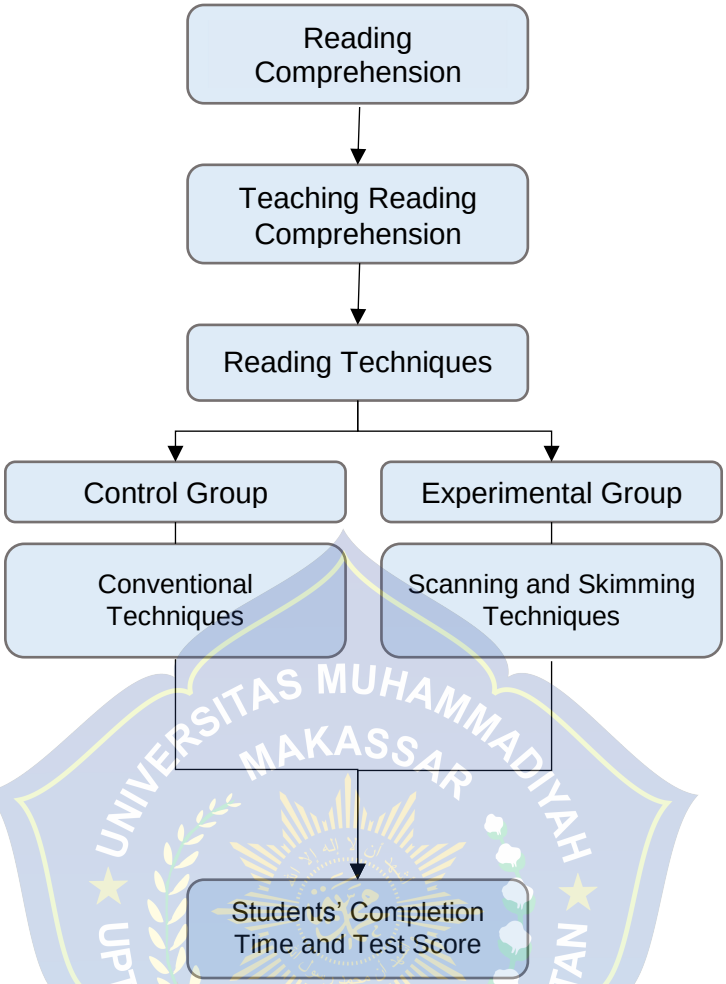

Figure 2.1 Conceptual Framework

In this study, the conceptual framework is built upon the relationship between reading comprehension, the teaching of reading comprehension, and the effectiveness of reading techniques which are scanning and skimming on test's completion time and score. Reading comprehension serves as the foundation, as it is a crucial skill that enables learners to understand, interpret, and analyze written texts. The teaching of reading comprehension plays a significant role in enhancing students' ability to engage with texts effectively.

Within this instruction, the use of specific reading techniques, such as scanning and skimming, is emphasized to improve students' efficiency in locating information and grasping key ideas. These techniques directly impact two critical aspects of reading comprehension test performance: completion time and score. The interplay among these elements highlights the importance of effective instructional techniques in fostering proficient reading skills, ultimately influencing students' reading efficiency and comprehension outcomes.

D. Hypothesis

The following are hypotheses that are formulated based on the presentation of several literature reviews and conceptual framework above. They are as follows.

H0 : Scanning and skimming techniques have significant differences in enhancing the students' test completion time and score.

H1 : Scanning and skimming techniques have significant differences in enhancing the students' test completion time and score.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was done using an experimental study. Align with how this research was formulated by the researcher; quasi-experimental design suited the way the researcher wanted to conduct it. The use of this design is intended to reveal causal relationships by involving a control group in addition to the experimental group to the study.

The selection of research subjects was not random. To conduct a study using this design, the first group (experimental group) received special treatment as planned by the researcher which are scanning and skimming techniques, while the second group used conventional speed-reading technique. In this study, it is to see the difference in the completion time and test scores of students with pretest and posttest where the students have learned and used scanning and skimming techniques. Pretest was administered before the treatment was given to the experimental group. This pretest was given to both experimental group and control group. While posttest was administered after the treatment was given to the experimental group. This test was given to both experimental group and control group.

Table 3.1 Research Design

Group	Pretest	Treatment	Posttest
E	**O1**	**X**	**O2**
C	**O3**	**-**	**O4**

Explanation:

E : Experimental Group

C : Control Group

O1 : Pretest (for Experimental Group)

O3 : Pretest (for Control Group)

X : Treatment (Introduction to Scanning and Skimming)

O2 : Posttest (for Experimental Group)

O4 : Posttest (for Control Group)

The design illustration in this study began by assigning the participants to two groups. They were a control group and experimental group. Each group then did a pretest to see their prior ability, in this case both their completion time and test's score. Each group then was given different treatment where treatment was administered and by means of that the experimental group was taught and learned how to use skimming and scanning techniques. To complete the data collection, students from both groups did a posttest to see the change in their completion time and test's score after being given the treatment.

B. Research Variables and Indicators

There were two variables used in this study. The variables are independent variable and the dependent variable. The variables used in this study helped to

guide what treatment given in data analyses. The independent variable was scanning and skimming techniques, and the dependent variables were completion time and test score.

1. Independent Variable

There was one independent variable used in this study. It was the introduction of the use of scanning and skimming techniques given during the treatment period. This variable was given to the experimental group. The independent variable was given to ensure that students understand and could apply these techniques after learning them. These techniques were then used on the students' posttest to see their influence on the students' completion time and score on tests.

2. Dependent Variable

For the dependent variable in this study, it was the students' completion time and score on tests. The students' completion time was the duration of time it took for students to complete a particular task, be it searching for specific information or understanding the general content of the text. Another variable that was used in this study is the students' test score.

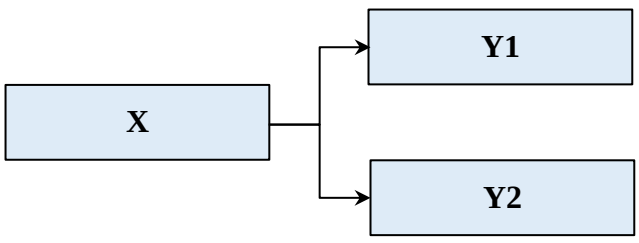

Figure 3.1 Research Variables

Explanation:

X (Independent Variable)	: Scanning and Skimming Techniques
Y1 (Dependent Variable)	: Students' Completion Time
Y2 (Dependent Variable)	: Students' Test Score

C. Population and Sample

The following are the populations and samples that were selected as the participant of this study after all the consideration put to help in the continuity and successful conduct of this study.

1. Population

The population for this study was the students of SMA Negeri 5 Bulukumba Makassar. This population consisted of the students from eleventh grade classes. There were around 300 total students in the eleventh grade divided into 9 classes in this school. They are divided into class A to class I.

2. Sample

The sampling technique that was used for this study was convenience sampling. Convenience sampling is used by picking participants who are easiest to access, requiring the least effort or obstacles. The English teacher of SMA Negeri 5 Bulukumba herself chose the two classes for this research. Using convenience sampling, the sample for this study was the students of class G and H in eleventh grade students of SMA Negeri 5 Bulukumba Makassar. There are 35 students in total in class G and 36 students in class H.

D. Research Instrument

The instrument for this study used tests. Tests were used as the data collection technique for this study. There were two types of test, pretest and posttest, for each student in the group. These tests were done to monitor the students' completion time and score before and after learning the use of scanning and skimming techniques. Students' pretest completion time and score results was measured to know the prior skill of the students on their reading comprehension test, while posttest was measured after the introduction to scanning and skimming techniques were done to the experimental group, to discover students' progress on their completion time and score while doing a test to measure their reading comprehension.

The test was formulated and then assessed on Google forms with the help of Google Timer add-ons. The use of the add-ons was to help monitor each student's completion time from two groups from each test. There were 15 multiple-choice questions with 5 options each number for each set of tests for all the students from both groups. The test consists of 3 passages with 300-400 words. Each passage is for 3 to 7 questions. The participants had to answer all the questions within 30 minutes as elaborated by Clay (2001) where it is stated that each multiple choice question needs to be answered within 60 seconds or 1 minute and that students need to have 5 to 10 minutes to read a passage, making the instrument used in this research had to be answered within 30 minutes.

The questions were adapted from the material used by the eleventh grade classes' book in SMA Negeri 5 Bulukumba. The material was based on the topic learned by the students when the research was conducted on the participant. Also,

the instruments used for pretest and posttest were the same. This was to minimize external factors affecting the results of this study. Before being given out to the students for pretest, the instrument was tested on a pilot-test to check its reliability and validity.

A pilot-test was given to students of eleventh grades out of the sample where out of 25 questions given to them, 15 questions were chosen to be the test item for this study. This pilot test was administered to the participants to check on their completion time and test score for each item (question number). The pilot test was administered to a total of 33 students. The final 15 questions used in the pretest and posttest were tested for a validity and reliability test beforehand. A total of 16 questions were valid and reliable for completion time testing, while 22 out of 25 questions were as valid and reliable as items for test score testing.

E. Data Collection

The procedure of the data collection method used in this study was aligned with the design of this study which means that it includes several steps. These steps included pretest, treatment, and posttest.

1. Pretest

Pretest was done to measure the student's initial condition or basic abilities before being given any treatment. This test was given to both the experimental group and control group. Each of the students' completion times and test's score from each group was monitored as their baseline, where the students did the test on Google form before they were given any treatment.

There were 15 multiple-choice questions with 5 options (A, B, C, D, and E) for each question focusing on testing the students' reading comprehension in this test. The test was given in Google form which includes Google Timer add-on. The test had to be done within the time limit 30 minutes to finish.

2. Treatment

Treatment was done to give a specific treatment to the sample to observe the changes or effects that occur. For the experimental group, scanning and skimming techniques were given as treatment. The students learned and practiced how to use these techniques while doing their test. It was to help them master using these techniques while doing tests in hope that it would help in enhancing both their completion time and test score. This included the introduction of scanning and skimming techniques and how to apply them on solving tests.

3. Posttest

Posttest was done to measure the students' condition or ability after being given a treatment to observe the changes that occur. After the treatment period, a posttest (the same reading comprehension test as the pretest) was administered to the students from the experimental group and control group. In this test, the completion time and test score of each student was also recorded for both groups. These were monitored to discover the students' progress on their completion time and test score after being introduced to scanning and skimming techniques or not.

The same with pretest, there were 15 multiple-choice questions with 5 options for each question focusing on testing the students' reading comprehension in this test. The posttest was also given in Google form which includes Google Timer add-on. This test also had to be done within the time limit 30 minutes to finish.

F. Data Analysis

In this study, the data was analyzed using descriptive statistics to get an initial understanding of the data distribution. To help the analysis, the data was analyzed using SPSS. The tests using SPSS were following the steps elaborated by Fitri *et al*. (2023) and Putri & Suryati (2016). Several tests were done to help analyze the data used in the study.

First, tests to find the descriptive statistics were done to help understand the basic analysis of the data. This step includes measuring the mean and standard deviation of each group, which are a control group and experimental group, measuring the pretest and posttest results of each student in both groups. These were applied to test the completion time and test's score mean and standard deviation. Then, a normality test was checked to check the distribution of the data. This was also done to both of the tests given to the control group and experimental group results of completion time and test's score. The result of the previous analysis was then concluded with hypothesis testing. The type of hypothesis test used in this text was using paired sample T-test to check whether the treatment was effective or not and independent sample T-test to find out whether the data have a significant difference between the experimental group and

control group. The two tests were done to answer the hypothesis, whether the treatment significantly worked on enhancing completion time and test's score or not. These steps are elaborated as follows.

1. Descriptive Statistics

A Descriptive Statistics test was done to check the initial analysis of the collected data. In this test, several results were acquired. This included mean and standard deviation. The mean of students' completion time was tested for pretest and posttest separately and also the mean of both groups on their completion time and test's score. In addition, standard deviation showed the calculated value that shows how the values of the data are far from the mean of it. The standard deviation of students' completion time and test's score for pretest and posttest was also used for other tests.

2. Normality Test

A data normality test was needed to prove whether the variables from the data obtained are normal or not. If the data are normally distributed, parametric tests are applied, whereas non-parametric tests are employed when the data do not meet the assumption of normality. It means that a normality test is needed to choose the next analysis.

In this study, the data normality test used was the Shapiro-Wilk Test as the sample is <50 participants. Sig. value was acquired from the normality test and whether the data was normal or not was determined by looking at this value. The guidelines used to interpret this test were:

a. If the significance value or probability value is ≤ 0.05, the distribution of the data is abnormal.

b. If the significance value or probability value > 0.05, the data distribution is normal.

3. Hypothesis Testing

A hypothesis test is a statistical procedure used to determine whether there was enough evidence in a sample of data to support or refute a statement about a population. This study used t-test as the sample size was not large enough (less than 50). As the two groups of the data were from two independent groups, this study used paired t-test and an independent sample t-test.

Paired sample T-test was used to address how effective the implementations of the treatments were on the students' completion time and test score. Paired sample T-test was performed by comparing the mean of the students' completion time and test's score in the pretest and the posttest. This was to determine whether the independent variable is effective to enhance the students' completion time and test's score. This test was done to both of the group separately.

An independent sample T-test was used to compare the averages of the two groups to determine if there was a statistically significant difference. An independent sample t-test was performed to compare the mean of completion time between the scanning group and the skimming group. This helped determine if the techniques led to a greater improvement in students' completion time and test's score compared to the other. This test was done to both independent variables, completion time and test score, separately.

The analysis was based on a comparison between the significance value of t and the significance value of 0.05, where the conditions were as follows (Fitri *et al*. 2023).

a. If the significance t ≤ 0.05 then H0 is rejected which means that the independent variable has a significant difference to the dependent variable.

b. If the significance t > 0.05, then H0 is accepted, i.e. the independent variable has no significant difference to the dependent variable.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the results of the data analyses conducted to address the objectives of this study. The analysis proceeded in several steps. It began from classifying each data set into categories before looking at its distribution to show the overall look of the data collected, then descriptive statistics which includes mean and standard deviation value, normality test of data from each test on completion time and test score for each group to begin the data analysis, and hypothesis testing which include paired sample t-test and independent sample t-test of students' completion time and test score.

1. Students' Completion Time on Reading Comprehension Test

The data for students' completion time on reading comprehension tests were acquired for this study. The data were collected from two groups, experimental group and control group. Pretest and posttest results were collected from each group before being used as the data for this study. For completion time, the data was in minutes and seconds when collected. The scale of the data then changed to seconds in data tabulation used for data analysis then to help easier analysis testing.

Figure 4.1 shows the mean of the data obtained from the students' completion time on pretest and posttest from experimental group and control group. The figure shows the mean of the students' completion time for control group was enhanced but not significantly in comparison to the students' result in the experimental group. Students' from control group were able to finish their posttest in 1507,26 seconds in comparison with 1537,65 seconds in their pretest. While experimental group was able to achieved significantly faster completion time within 1157,30 seconds in their posttest in comparison to their pretest completion time, which is 1536,27 seconds.

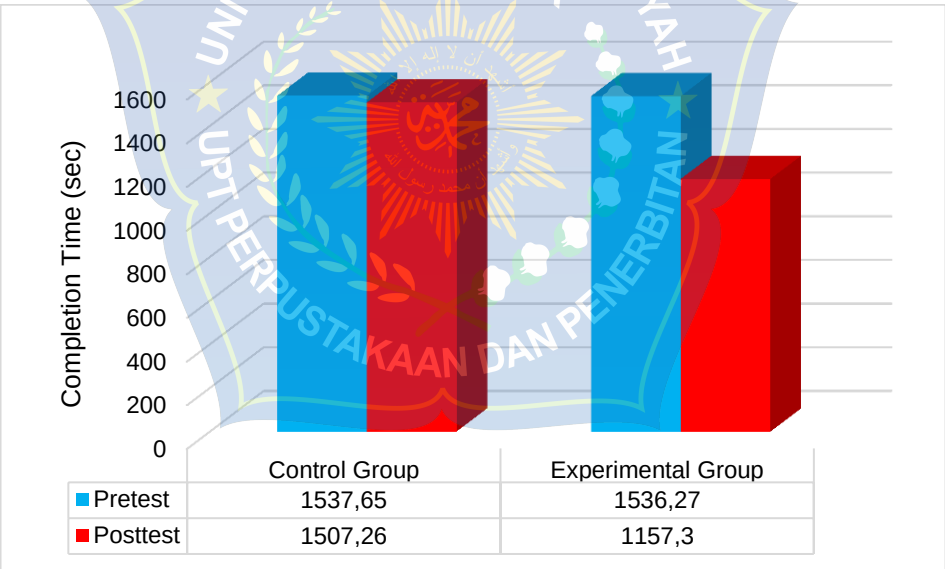

Figure 4.1 Mean of Students' Pretest and Posttest Completion Time of Control and Experimental Group

The data collected were then classified into three categories. This was to help easier interpretation and overview of the raw data set before deeper analysis. The three categories were "Fast", "Typical", and "Slow". The

collected time that were accepted as “Fast” is when the completion time less than 60% of the time (<1080 seconds), “Typical” is when the students finished the test in between 1080 – 1440 seconds and “Slow” is when the test was done after more than 80% of the test time limit (>1440 seconds).

The classification was done to the experimental group and control group to find the distribution of both the pretest and posttest of each group. The distribution of the experimental group included the students’ completion time for pretest and posttest. This distribution was used to show how the distribution was before and after the treatment given to students of the experimental group. This was also applied to control groups.

a. Classification of Pretest and Posttest Completion Time for Experimental Group

The completion times of the experimental group were recorded, which included data of completion time on the pretest and posttest. The data of pretest and posttest collected from the experimental group were classified to help simplify interpretation of the overall distribution of the experimental group. The classification of the data for the experimental group was done also to help view the distribution of the data.

Table 4.1 Classification of Students’ Pretest Completion Time for Experimental Group

No.	Classification	Time (seconds)	F	P
1.	Fast	<1080	0	0%
2.	Typical	1080 - 1440	11	36,67%
3.	Slow	>1440	19	63,33%

Total	**30**	**100%**

Tabel 4.1 revealed a clear distribution in students' completion time from the experimental group. None of the participants were able to complete the test within the "Fast" category, indicating that the tasks required a considerable amount of time and effort. A little over one-third of the group (36.67%) finished within the "Typical" time range, suggesting that these participants were able to process and respond at a standard pace without significant delays.

However, the majority, accounting for 63.33% of the group, fell into the "Slow" category, demonstrating that most participants required extended time to complete the pretest. This distribution highlights a tendency toward slower performance within the experimental group in pretest.

Table 4.2 Classification of Students' Posttest Completion Time for Experimental Group

No.	Classification	Time (seconds)	F	P
1.	Fast	<1080	9	30%
2.	Typical	1080 - 1440	18	60%
3.	Slow	>1440	3	10%
Total			**30**	**100%**

Differ from the distribution of pretest, posttest completion times within the experimental group indicates notable variation, which is shown in Table 4.2. Specifically, 30% of the group completed the

pretest at a fast rate. The majority, representing 60% of participants, fell into the typical completion time category, reflecting an average pace that may be considered standard for the group. Meanwhile, 10% of the participants were categorized as slow. This distribution highlights that while most participants performed within an expected range, there were distinct differences in processing speed and test-taking behavior among individuals in the experimental group in posttest.

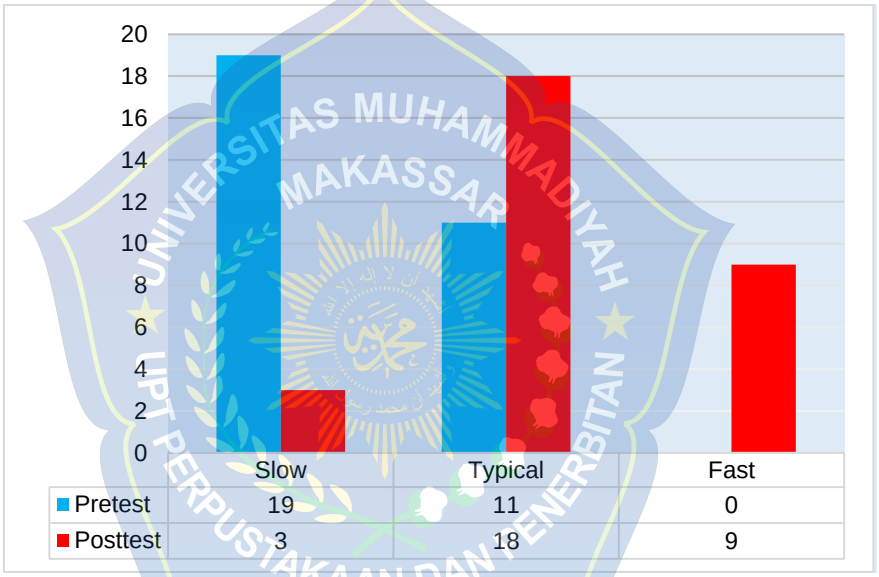

Figure 4.2 Students' Completion Time Frequency for Experimental Group

Figure 4.2 shows comparison of pretest and posttest completion times in the experimental group. The progression shown indicates that the treatment not only reduced the number of slower performances but also enabled a substantial portion of students to complete their test faster, reflecting a significant positive impact on overall completion time.

b. Classification of Completion Time Pretest and Posttest for Control Group

The completion time of the control group was recorded. For this group, as well, the data were collected for the pretest and posttest. The data of pretest and posttest from the control group were classified into the 3 categories providing a clearer picture of students' completion time levels, shown in the distribution.

Table 4.3 Classification of Students' Pretest Completion Time for Control Group

No.	Classification	Time (seconds)	F	P
1.	Fast	<1080	0	0%
2.	Typical	1080 - 1440	12	35,3%
3.	Slow	>1440	22	64,7%
Total			**30**	**100%**

In the control group, the distribution of completion times for the pretest demonstrates a clear tendency toward slower performance. Interestingly, none of the participants were categorized as completing the test at a fast pace in Table 4.3. A moderate proportion, accounting for 35.3% of participants, fell within the typical range of completion time, suggesting that just over one-third were able to perform at an average pace. However, the majority of participants, representing 64.7%, were classified under the slow category.

Table 4.4 Classification of Students' Posttest Completion Time for Control Group

No.	Classification	Time (seconds)	F	P
1.	Fast	<1080	0	0%
2.	Typical	1080 - 1440	13	38,23%
3.	Slow	>1440	21	61,77%
Total			**30**	**100%**

In another hand, Table 4.4 shows that the completion time distribution of the control group during the posttest indicates that none of the participants were able to finish the task within the fast category, as the percentage recorded for this group was 0%. This is just like in the pretest. A considerable portion of the participants, accounting for 38.23%, completed the pretest within what was classified as the typical range, suggesting that over one-third of the group demonstrated an average pace of performance. However, the majority of the participants, representing 61.77%, required more time and were categorized under the slow completion group.

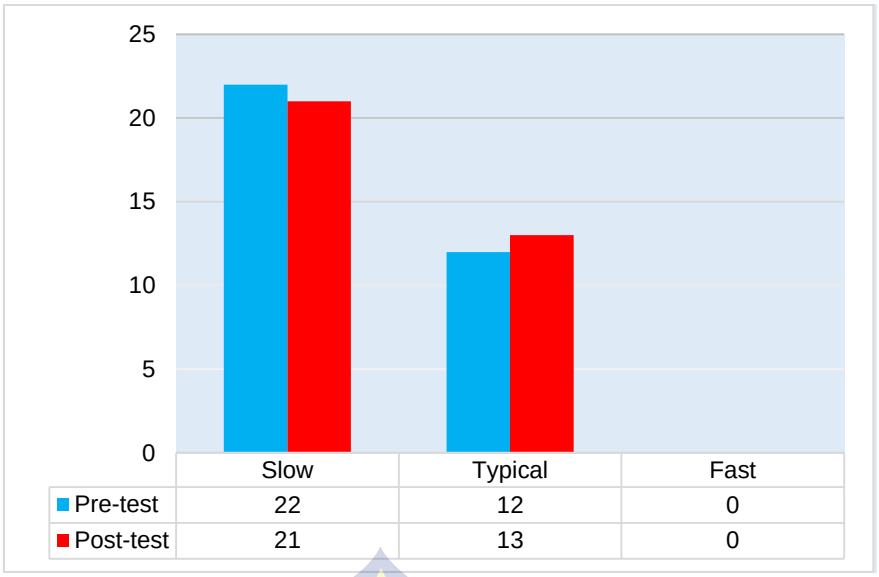

Figure 4.3 Students' Completion Time Frequency of Control Group

Figure 4.3 shows comparison of pretest and posttest completion time in the control group. The progression shown indicates minimal variation between pretest and posttest results. In both assessments, none of the students achieved a fast completion time, while the majority of students consistently fell within the slow category.

The distribution of pretest and posttest completion time of this group reflects that the control group generally still struggled with time efficiency in completing the posttest, with most participants leaning toward slower (slow and typical category) test performance in completion time rather than achieving faster or average completion rates. The distribution suggest that while there was a minor improvement, the overall completion time of the group remained predominantly in the slower category reflecting limited progress without treatment given.

2. Students' Test Score on Reading Comprehension Test

The data for students' test score on the reading comprehension test were acquired for this study. The data for students' test scores used in this study were also collected from two groups, experimental group and control group. For each group, pretest and posttest results were collected from each group before they were used as data for this study.

Figure 4.4 shows the mean of the data obtained from the students' test score on pretest and posttest from experimental group and control group. The figure shows the mean of the students' test score for control group was enhanced but not significantly in comparison to the students' result in the experimental group. Students' from control group were able to finish their posttest with mean of 8,89 points in comparison with 8,82 points in their pretest. While experimental group was able to achieved significantly higher test score with mean of 10,70 points in their posttest in comparison to their pretest test score, which is 8,53 points.

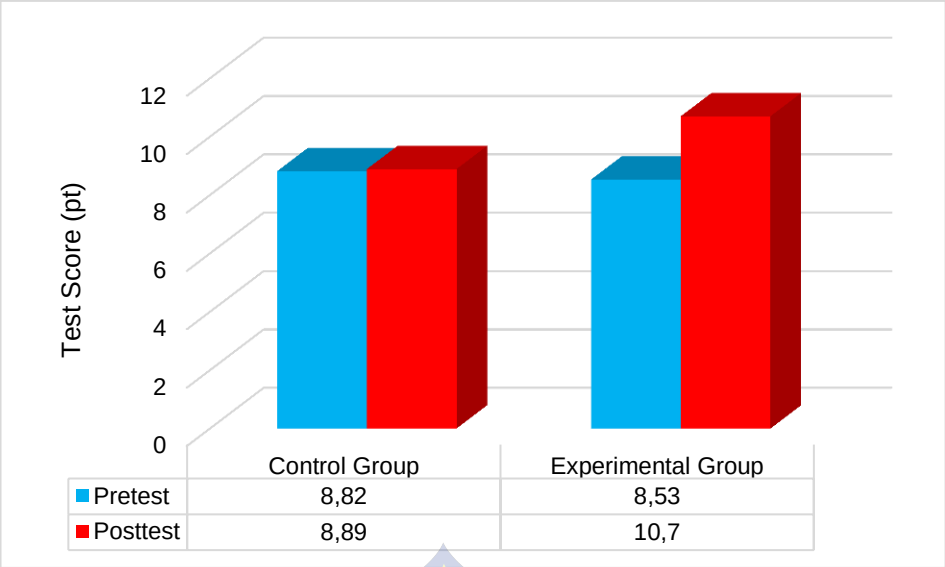

Figure 4.4 Mean of Students' Pretest and Posttest Score of Control and Experimental Group

The data collected were then classified into seven categories. They are "Excellent" if the students got 96 - 100, "Very Good" if the students got 86 – 95, "Good" if the students got 76 – 85, "Fairly Good" if the students got 66 – 75, "Fair" if the student got 56 – 65, "Poor" if the student got 36 – 55, and "Very Poor" if they got 0 - 35.

The classification was done to the experimental group and control group to find the distribution of both the pretest and posttest of each group. The distribution of the experimental group included the students' test score for pretest and posttest. This distribution was used to show how the distribution was before and after the treatment given to students of the experimental group. This was also applied to control groups.

a. Classification of Pretest and Posttest Test Score of Experimental Group

The test scores of the experimental group were recorded on the pretest and posttest. The data of pretest and posttest from the experimental group were then classified to help simplify interpretation of the data before they were analyzed.

Table 4.5 Classification of Students' Pretest Test Score for Experimental Group

No.	Classification	Score	F	P
1.	Excellent	96 - 100	0	0%
2.	Very Good	86 - 95	0	0%
3.	Good	76 - 85	2	6,67%
4.	Fairly Good	66 - 75	9	30%
5.	Fair	56 - 75	4	13,33%
6.	Poor	36 - 55	13	43,33%
7.	Very Poor	0 - 35	2	6,67%
	Total		**30**	**100%**

Based on the results of the pretest shown in Table 4.5, the experimental group demonstrated a varied distribution of performance levels across the given categories. None of the students attained an excellent or very good score. A small portion, amounting to 7%, achieved a "Good" rating, while 30% of the group fell under the "Fairly Good" category.

Meanwhile, 13.33% of the participants were classified as "Fair". The majority of students, comprising 43.33%, were rated as "Poor," which shows that many struggled significantly with the pretest.

Additionally, 6.67% were categorized as “Very Poor”. Overall, the pretest results reveal that most members of the experimental group had difficulties with the subject prior to treatment, highlighting the need for it.

Table 4.6 Classification of Students’ Posttest Test Score for Experimental Group

No.	Classification	Score	F	P
1.	Excellent	96 - 100	1	3,33%
2.	Very Good	86 - 95	7	23,34%
3.	Good	76 - 85	3	10%
4.	Fairly Good	66 - 75	9	30%
5.	Fair	56 - 75	6	20%
6.	Poor	36 - 55	4	13,33%
7.	Very Poor	0 - 35	0	0%
Total			**30**	**100%**

Table 4.6 shows the posttest scores of the experimental group, which reveal a diverse distribution of performance levels among the participants. A small proportion (3,33%) achieved an excellent rating. Meanwhile, 23.34% of the group was categorized as very good. Only 10% of students fell into the good category, whereas the largest proportion, 30%, was assessed as fairly good.

Additionally, 13.33% were classified as poor. Notably, none of the participants fell into the very poor category. Overall, the distribution highlights positive progress within the experimental group, with the majority students achieving results ranging from fairly good to very good category.

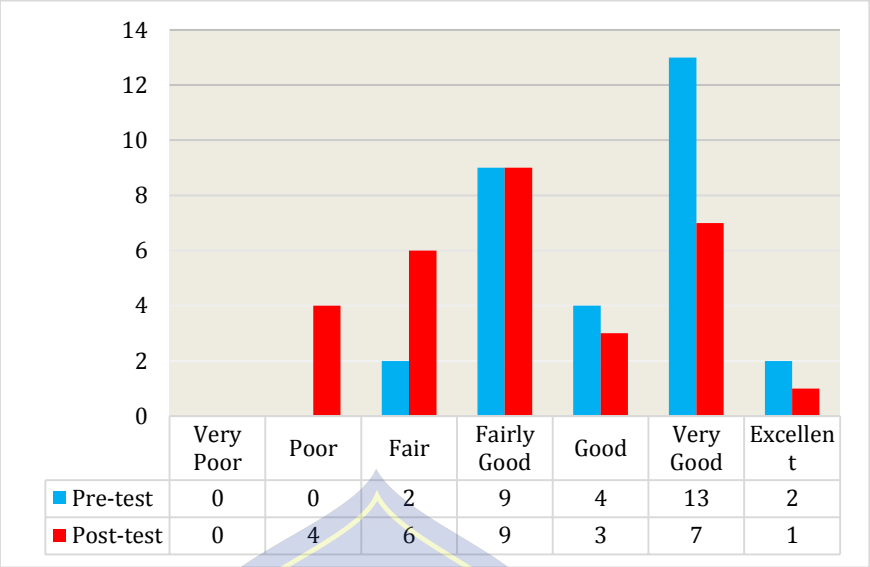

Figure 4.5 Students' Test Score Frequency for Experimental Group

Figure 4.5 displays the results of the experimental group's test scores, which indicate a significant improvement from the pretest to the posttest. Initially, no students achieved excellent or very good scores, with the majority falling under poor and fairly good categories. After the treatment, however, the distribution shifted positively.

Although the proportions of fairly good (30%) and fair (20%) remained notable, the overall shift reflects enhanced performance, with a greater number of students achieving higher levels of mastery and fewer students occupying the lowest performance categories. This progression suggests that the treatment had a meaningful impact on improving the test scores of the experimental group.

b. Classification of Pretest and Posttest for Control Group

The test score of the control group were collected on the pretest and posttest. The data of pretest and posttest from control group were then classified, providing a clearer picture of students' test score levels. The data of pretest and posttest from the control group were classified into the 7 categories providing a clearer picture of students' test score levels, shown in the distribution.

Table 4.7 Classification of Students' Pretest Score for Control Group

No.	Classification	Score	F	P
1.	Excellent	96 - 100	0	0%
2.	Very Good	86 - 95	2	5,89%
3.	Good	76 - 85	1	2,94%
4.	Fairly Good	66 - 75	9	26,48%
5.	Fair	56 - 75	6	17,64%
6.	Poor	36 - 55	15	44,11%
7.	Very Poor	0 - 35	1	2,94%
	Total		**34**	**100%**

The pretest scores of the control group in Table 4.7 reveal a varied distribution of performance levels among the participants. Notably, none of the students achieved an "Excellent" score, while only a small proportion, 5.89%, reached the "Very Good" category. The majority of students clustered in the middle-to-lower performance levels, "Fairly Good" and "Fair." A considerable portion, 44.11%, was classified as "Poor," making it the largest single group in the distribution. Additionally, 2.94% of students scored in the "Very Poor" range. Overall, these findings suggest that the control group entered the pretest

with generally low levels of mastery, with only a minority showing strong initial scores.

Table 4.8 Classification of Students' Posttest Score for Control Group

No.	Classification	Score	F	P
1.	Excellent	96 - 100	1	2,95%
2.	Very Good	86 - 95	2	5,89%
3.	Good	76 - 85	3	8,82%
4.	Fairly Good	66 - 75	7	20,59%
5.	Fair	56 - 75	3	8,82%
6.	Poor	36 - 55	15	44,11%
7.	Very Poor	0 - 35	3	8,82%
Total			**34**	**100%**

The posttest results for the control group reveal a varied distribution of performance levels, with the majority of students concentrated in the lower categories. Only a small proportion of the group demonstrated exceptional achievement, with 1 student classified as excellent and 2 students rated as very good as shown in Table 4.10. Similarly, 3 students achieved a good performance, indicating that less than one-third of the group performed at a satisfactory or higher level.

Meanwhile, a larger portion, specifically 7 students, fell into the fairly good category, reflecting moderate comprehension and skills. On the other hand, a significant percentage struggled, as 3 students were assessed as fair, 15 students were categorized as poor, and another 3 students were classified as very poor. These findings suggest that while a small fraction of learners attained commendable outcomes, with

nearly half of the participants performing poorly, highlighting the need for further instructional support and treatment.

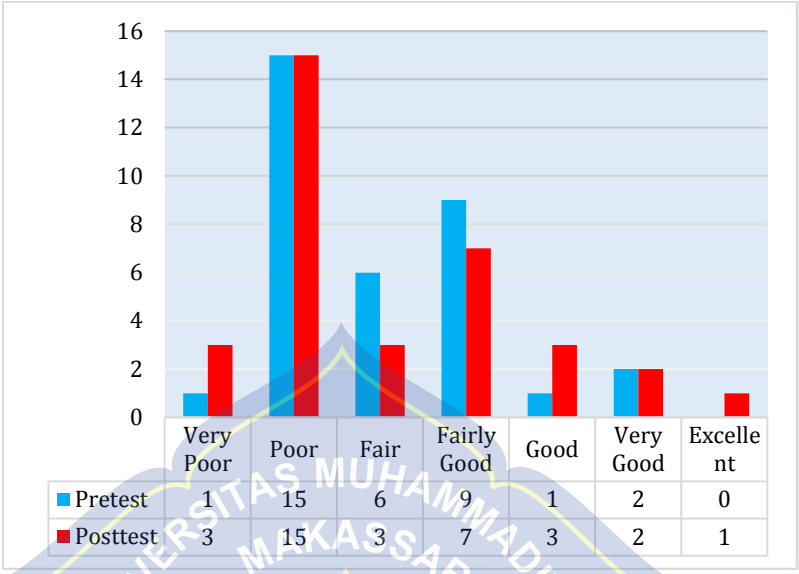

Figure 4.6 Students' Test Score Frequency for Control Group

The analysis presented on Figure 4.6 shows that there was improvement from the pretest to the posttest on the control group. Some students were able to move into higher achievement categories, but not much difference was spotted. There were 2 students less in very poor category, 3 students less in fair categories, and 2 students less in fairly good category. This results in the addition of students in the good and excellent categories.

There is no shift that reflects impactful enhanced performance, students' test score, with a fairly balanced number of students achieving higher levels of mastery and students occupying the lowest performance categories. This progression suggests that the treatment had an impact

on improving the test scores of the control group, yet it wasn't meaningful.

3. Descriptive Statistics

The presentation of descriptive statistics in this section is preceded by a scatter chart, which serves to provide an initial overview of the data distribution and the relationship between the observed variables. The scatter chart functions as a visual aid that allows the reader to capture patterns or tendencies in the dataset before engaging with more detailed analysis.

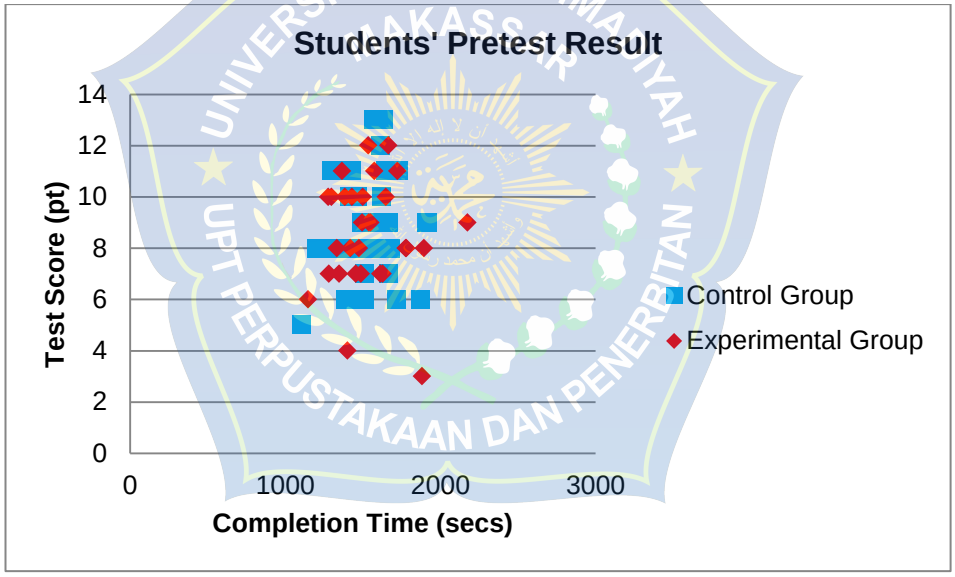

Figure 4.7 Scatter Chart of Pretest Completion Time and Test Score

The results of the pre-test show that there was no strong link between how long students spent completing the test and the scores they obtained. Looking at the scatter plot, it can be seen that most students, both in the control and experimental groups, worked within a similar time range of

about 900 to 2000 seconds and achieved scores that generally fell between 6 and 11 points. This pattern suggests that taking more or less time to finish the test did not consistently lead to higher or lower results.

For instance, some students who needed longer to complete the test ended up with only average scores, while others who finished more quickly did not always perform better. In the control group, most students' scores stayed within the middle range, rarely dropping below 6 or going above 12, while in the experimental group, the spread was a little wider, with some students scoring as low as 3 and others reaching 12. Even so, the differences were not systematic and do not point to a clear relationship between test duration and performance. Overall, the pre-test data show that completion time was not a strong indicator of achievement, and both groups began the study from relatively comparable starting points. This balance at the pre-test is important because it provides a fair basis for judging the effect of the instructional techniques introduced later in the study.

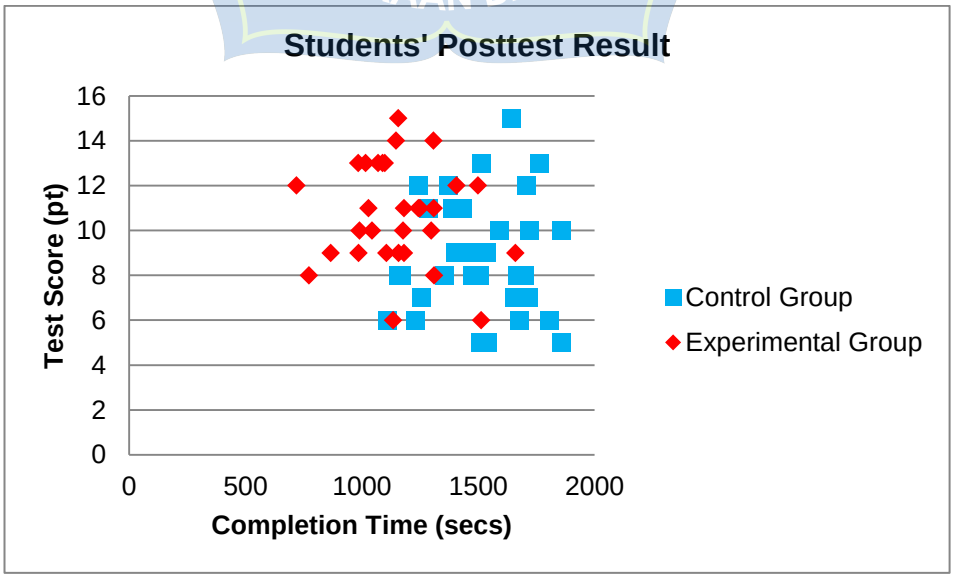

Figure 4.8 Scatter Chart of Posttest Completion Time and Test Score

The scatter plot presents the post-test results of both the control group and the experimental group, with completion time (in seconds) placed on the x-axis and test score (in points) plotted on the y-axis. At first glance, the distribution of scores shows that both groups demonstrate a wide range of performance, yet noticeable differences in patterns emerge. The experimental group, represented by red diamonds, tends to achieve higher scores within shorter completion times compared to the control group. Many experimental group participants completed the test in less than 1500 seconds while still reaching scores above 10 points, with some even achieving 14–15 points. This suggests that students who were trained with specific techniques were able to work more efficiently while maintaining strong accuracy in their answers.

a. Descriptive Statistics on Completion Time

The descriptive statistics analysis includes the mean and standard deviation of completion time and test scores for each group, allowing a comparison of their general tendencies and variations. For completion time, the descriptive statistics reveal that both groups started at a nearly identical level during the pretest. The control group recorded a mean of 1537.65 seconds (SD = 189.41), while the experimental group showed a very close mean of 1536.27 seconds (SD = 217.94). These figures indicate that prior to the treatment, there was no meaningful difference between the two groups in terms of the time required to complete the test.

In the posttest, however, a notable divergence emerged. The control group achieved a slight reduction in mean completion time, decreasing to 1507.25 seconds (SD = 207.02). This suggests only a minimal improvement in efficiency. In contrast, the experimental group demonstrated a substantial decline in completion time, with the mean dropping to 1157.30 seconds (SD = 207.15). This reduction of nearly 400 seconds illustrates a significant enhancement in test performance, indicating that the treatment had a marked effect on speeding up the reading process.

Table 4.9 Descriptive Statistics for Completion Time (sec)

Descriptives				
	Group		Statistic	Std. Error
Pretest (Completion Time)	Control	Mean	1537.65	32.484
		Std. Deviation	189.414	
	Experimental	Mean	1536.27	39.791
		Std. Deviation	217.944	
Posttest (Completion Time)	Control	Mean	1507.26	35.503
		Std. Deviation	207.017	
	Experimental	Mean	1157.30	37.820
		Std. Deviation	207.150	

Furthermore, the standard deviations remained relatively stable across both phases for each group as shown in Table 4.11, implying that the performance changes were consistent among participants rather than limited to only a few individuals. Overall, the descriptive results highlight that while the control group showed little change, the

experimental group experienced a considerable improvement in their completion time following the treatment.

Overall, the descriptive statistics clearly indicate that while both groups improved in terms of faster completion time, the experimental group consistently demonstrated greater progress. The larger decrease in mean completion time supports the initial expectation that the treatment would have a positive influence on test-taking efficiency.

b. Descriptive Statistics on Test Score

A similar pattern of the descriptive statistics can be observed in the test score results by looking at the mean and standard deviation of the test scores. In examining the descriptive statistics of the test scores, both groups initially demonstrated relatively similar performance levels. Table 4.12 recorded a pretest mean of 8,82 points with a standard deviation of 2.067 for the control group, while the experimental group showed a slightly lower pretest mean of 8,53 points with a standard deviation of 2.113. These results suggest that, prior to the given treatment, the two groups were relatively comparable in terms of their reading comprehension ability, with no substantial gap between their average scores.

Following the treatment, however, a notable divergence emerged between the two groups. The control group's posttest mean increased only marginally to 8,88 points with a standard deviation of 2.567, indicating a very limited improvement from the pretest stage. In contrast, the experimental group demonstrated a considerable increase

in performance, with the posttest mean rising to 10,70 and a standard deviation of 2.277. The relatively stable mean in the control group suggests that without targeted treatment, students' reading comprehension test scores remained nearly the same across the two testing periods. On the other hand, the higher mean score in the experimental group, coupled with a slightly reduced variability compared to the control posttest, reflects that the treatment not only elevated the overall performance, by means of the test score, but also contributed to a more consistent test score.

Table 4.10 Descriptive Statistics for Test Score (pt)

Descriptives				
	Group		Statistic	Std. Error
Pretest (Test Score)	Control	Mean	8.82	.354
		Std. Deviation	2.067	
	Experimental	Mean	8.53	.386
		Std. Deviation	2.113	
Posttest (Test Score)	Control	Mean	8.88	.440
		Std. Deviation	2.567	
	Experimental	Mean	10.70	.416
		Std. Deviation	2.277	

Overall, the descriptive statistics clearly indicate that while both groups improved in terms of higher scores, the experimental group consistently demonstrated greater progress. The larger decrease with the higher increase in mean scores supports the initial expectation that the treatment would have a positive influence on test-taking performance.

4. Normality Test

A normality test is a statistical procedure used to determine whether a dataset follows a normal distribution, which is a key assumption in many parametric

analyses. Establishing normality is important because tests such as t-tests rely on this assumption to produce valid and reliable results. The method used the Shapiro–Wilk test as the sample of this study is small (less than 50 participants). Ultimately, the use of normality testing was needed so that the chosen methods are appropriate for the data at hand.

a. Normality Test on Completion Time

For the normality test of the control group's completion time, the results indicated that the data were normally distributed both in the pretest and the posttest. Table 4.13 shows that the normality statistic was 0.987, yielding a significance value of 0.942. Since the significance level was far above the threshold of 0.05, the null hypothesis of normality was not rejected, which means the distribution of completion time scores in the pretest can be considered normal. Similarly, the posttest produced a statistic of 0.970 with the same degrees of freedom and a significance value of 0.469. Although this value is lower than in the pretest, it still exceeds the 0.05 cutoff, suggesting that the posttest data also follow a normal distribution.

Table 4.11 Normality Test for Completion Time of Control Group

Tests of Normality[a]						
	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest (Completion Time)	.063	34	.200*	.987	34	.942
Posttest (Completion Time)	.098	34	.200*	.970	34	.469
*. This is a lower bound of the true significance.						
a. Group = Control						
b. Lilliefors Significance Correction						

On the other hand, the results of the normality test for the completion time in the experimental group indicated that both the pretest and posttest data were normally distributed. For the pretest, the Shapiro-Wilk statistic was 0.955 with a significance value of 0.235, which is greater than the threshold of .05. This means that the distribution of the pretest scores did not deviate significantly from normality. Similarly, the posttest results yielded a statistic of 0.979 with a significance value of 0.787, also well above 0.05, confirming that the posttest data followed a normal distribution as shown in Table 4.14.

Table 4.12 Normality Test for Completion Time of Experimental Group

Tests of Normality[a]						
	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest (Completion Time)	.108	30	.200*	.955	30	.235
Posttest (Completion Time)	.119	30	.200*	.979	30	.787
*. This is a lower bound of the true significance.						
a. Group = Experimental						
b. Lilliefors Significance Correction						

Overall, the normality testing results provide a clear indication that the dataset, for completion time, is in normal distribution. This step reinforces the credibility of the analysis and supports the interpretation of subsequent findings in the following sections. As these data were considered normal, the use of parametric analysis was counted appropriate for the next step of data analysis. Consequently, the t-test

was deemed appropriate for further analysis to compare the pretest and posttest results within and between the experimental group and control group.

b. Normality Test on Test Score

For the control group, the normality test showed that the pretest had a statistical value of 0.959 and a significance level of 0.230. From Table 4.15, the posttest yielded a statistical value of 0.957 and a significance level of 0.195. Since both significance values are greater than the threshold of 0.05, the results indicate that the data from both the pretest and posttest in the control group are normally distributed.

Table 4.13 Normality Test for Test Score of Control Group

Tests of Normality[a]						
	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest (Test Score)	.125	34	.193	.959	34	.230
Posttest (Test Score)	.164	34	.021	.957	34	.195
a. Group = Control						
b. Lilliefors Significance Correction						

The results of the normality test for the experimental group indicate that both the pretest and posttest scores were normally distributed. For the pretest, the Shapiro-Wilk statistic was 0.946, yielding a significance value of 0.133. Since the significance value was greater than the threshold of 0.05, the data did not deviate from a normal distribution. Similarly, the posttest result showed a statistic of 0.965 with the same degrees of freedom, and a significance value of 0.417, which also

exceeded the 0.05 criterion. These findings from Table 4.16 suggest that the distribution of scores in both the pretest and posttest met the assumption of normality.

Table 4.14 Normality Test for Test Score of Experimental Group

Tests of Normality[a]						
	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest (Test Score)	.134	30	.178	.946	30	.133
Posttest (Test Score)	.110	30	.200*	.965	30	.417
*. This is a lower bound of the true significance.						
a. Group = Experimental						
b. Lilliefors Significance Correction						

Overall, the normality testing results provide a clear indication that the dataset, for test score, is in normal distribution. This step reinforces the credibility of the analysis and supports the interpretation of subsequent findings in the following sections. Consequently, the t-test was deemed appropriate for further analysis to compare the pretest and posttest results within and between the experimental group and control group for the students' test score.

5. Paired Samples T-Test on Completion Time

A paired sample t-test was then used to determine whether there is a significant difference between the means of the experimental group and control group separately. For the control group's completion time, Table 4.17 indicated no significant difference between the pretest and posttest results. The analysis yielded a mean difference of 30.382 seconds (SD =

125.329), with a standard error of 21.494. The statistical test produced a value of t(33) = 1.414, p = 0.167, which is greater than the conventional significance level of 0.05. This result demonstrates that the improvement in completion time for the control group was not statistically meaningful.

Table 4.15 Paired Sample T-Test for Pretest and Posttest on Completion Time of Control Group

Paired Samples Test[a]									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest (Completion Time)	30.382	125.329	21.494	-13.347	74.112	1.414	33	.167
a. Group = Control									

The results of the paired sample t-test on the completion time of the experimental group in Table 4.18 revealed a significant difference between the pretest and posttest. The mean completion time was 378.97 seconds (SD = 137.04). The statistical analysis yielded a t-value of 15.15, and the significance level was .000. The significance value which is smaller than the conventional significance level of 0.05 demonstrates that the improvement in completion time for the experimental group was statistically significant. This outcome suggests that the improvement in completion time was not due to chance but was a meaningful effect of the treatment.

Table 4.16 Paired Sample T-Test for Pretest and Posttest on Completion Time of Experimental Group

Paired Samples Test[a]									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest (Completion Time)	378.967	137.038	25.020	327.796	430.137	15.147	29	.000
a. Group = Experimental									

Overall, the paired sample t-test results demonstrate that the experimental group achieved significant improvements in completion time, whereas the control group did not. The clear difference between the two groups emphasizes the effectiveness of the applied reading techniques, scanning and skimming techniques, in enhancing completion time on a reading comprehension test.

6. Paired Sample T-Test on Test Score

The same situation applied to the test scores of both groups. The detailed result is presented by Table 4.19. For the control group, the analysis yielded a mean difference of -0,059 points (SD = 1,179), with a standard error of ,202. The statistical test produced a value of t(33) = -0,291, p = 0,773, which is greater than the conventional significance level of 0.05. This result demonstrates that the improvement in test score for the control group, yet again, was not statistically meaningful.

Table 4.17 Paired Sample T-Test for Pretest and Posttest on Test Score of Control Group

Paired Samples Test[a]									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest (Test Score)	-.059	1.179	.202	-.470	.353	-.291	33	.773
a. Group = Control									

The paired sample t-test for the experimental group's test scores showed a mean difference of -2,167 with a standard deviation of ,791. The confidence interval ranged from -2,462 to -1,871, indicating that the difference was consistently negative. The t-value was -14.994, and the result was highly significant at .000. These findings, as shown in Table 4.20, indicate that the experimental group experienced a significant increase in test scores.

Table 4.18 Paired Sample T-Test for Pretest and Posttest on Test Score of Experimental Group

Paired Samples Test[a]									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest (Test Score)	-2.167	.791	.145	-2.462	-1.871	-14.994	29	.000
a. Group = Experimental									

Overall, the paired sample t-test results demonstrate that the experimental group achieved significant improvements in both test scores, whereas the control group did not. The clear difference between the two groups emphasizes the effectiveness of the applied reading techniques in enhancing completion time and test score in a reading comprehension test.

7. Independent Sample T-Test

The result of the independent sample t-test on the posttest of completion time indicates that the assumption of homogeneity of variances was met, as reflected by Levene's test ($F = .226$, $p = .636$). With this assumption satisfied, the analysis proceeded to examine the difference between the experimental and control groups. The t-test revealed a highly significant difference in completion time between the two groups ($t(62) = -6.747$, $p < .001$). The mean difference of -349.97 seconds shows that the experimental group completed the test substantially faster than the control group. This large and statistically significant reduction in time, which is displayed in Table 4.21, demonstrates that the application of the reading techniques had a strong impact on enhancing students' ability to finish the test more efficiently.

Table 4.19 Independent Sample T-Test for Posttests of Completion Time

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest (Com	Equal variances assumed	.226	.636	-6.747	62	.000	-349.965	51.871	-453.654	-246.275

pletio n Time)	Equal variances not assumed			-6.747	61.002	.000	-349.965	51.873	-453.692	-246.237

In terms of test scores, the independent sample t-test also revealed a significant difference between the experimental and control groups. The experimental group achieved higher scores than the control group, as reflected by the t value of 2.979 and a Sig. (2-tailed) of .004. The significance of this result indicates that the application of scanning and skimming techniques not only improved the speed of answering but also had a positive impact on the score and overall performance of the students. Table 4.22 provides the full independent sample t-test results for test scores, showing the mean scores, standard deviations, t value, and significance level.

Table 4.20 Independent Sample T-Test for Posttests of Test Scores

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest (Completion Time)	Equal variances assumed	.578	.450	2.979	62	.004	1.818	.610	.598	3.037
	Equal variances not assumed			3.002	61.997	.004	1.818	.606	.607	3.028

Overall, the independent sample t-test confirms that the treatment given to the experimental group had a meaningful effect on both completion time

and test scores. The significant differences observed highlight the effectiveness of implementing scanning and skimming techniques as the techniques to enhance students' test performance in terms of speed and score, in this case are the students' completion time and test score on reading comprehension test.

B. Discussion

This study aimed to examine whether explicit instruction in skimming and scanning techniques could enhance students' completion time and test score in a reading comprehension test. Specifically, the study aimed to evaluate improvements in both completion time and test scores. Returning to these objectives, the findings gained evidence to address the research problems.

1. Students' Completion Time on Reading Comprehension Test

Time-management techniques play a vital role in helping students perform more efficiently during examinations, particularly when it comes to completing tests within the given time frame. Among these techniques, reading techniques such as skimming and scanning have been found to be especially useful. Alrizq et al. (2021) showed that explicit reading techniques like skimming and scanning techniques change reading behavior and improve the efficiency of locating information, producing faster test completion times. The findings indicated that the scanning and skimming techniques help in enhancement of students' completion time on reading comprehension tests. This is shown in the test results of data distribution, descriptive statistics, paired sample t-test, and independent sample t-test.

The findings clearly show that the techniques applied in the experimental group effectively enhanced students' completion time. The descriptive results show that both groups began with nearly identical completion times in the pretest, indicating no initial difference in performance. By the posttest, however, a clear contrast appeared. While the control group showed only a slight decrease in completion time, the experimental group recorded a much larger reduction of almost 400 seconds. This substantial improvement highlights that the applied techniques were effective in enhancing reading efficiency and speeding up test completion.

To strengthen it, the findings from statistical analysis revealed that both the paired t-test and the independent t-test demonstrated a significant difference between the groups under comparison. The paired t-test indicated a meaningful change within the experimental group pretest and posttest, suggesting that the observed variation was unlikely to have occurred by chance. Similarly, the independent t-test confirmed a clear difference between the means of experimental group and control group, reinforcing the presence of a statistically significant completion time. Together, these results provide strong evidence that the differences observed are genuine and not attributable to random variation. This finding indicates that there is a significant difference in students' completion time through scanning and skimming techniques.

These previous findings correspond with existing research emphasizing the use of techniques on enhancing students' completion time and time

management. The findings gained from this study are steady with the study by McCaughey (2018), which found that skimming and scanning techniques practice shortens the time needed to locate information and complete reading tests in classroom settings. This emphasizes the role of explicit reading techniques in improving time management during tests (Ali, 2022). Recent studies also demonstrate that the strategic use of scanning and skimming techniques can significantly reduce the time students spend completing reading tests. This is not merely by reading faster, but by streamlining how they locate and process information. Asmawati (2015) reported that students trained in the combined skimming-scanning techniques improved their reading comprehension and that scanning and skimming should help students complete reading comprehension tests more quickly, as their use of these techniques gradually improved their speed in finding and answering questions. This is also supported by the statement of Abdelrahman & Bsharah (2014) stating that practicing these techniques enables readers to comprehend texts more quickly as scanning and skimming should help learners achieve faster completion time in reading comprehension tests.

2. Students' Test Score on Reading Comprehension Test

The use of scanning and skimming techniques, not only enhanced completion time but also strengthened comprehension, allowing learners to process texts more effectively and manage their reading workload with greater ease. Rosa and Marsuki (2023) highlighted that when students were introduced to reading strategies such as scanning and skimming, their

overall comprehension scores improved significantly compared to those who did not use these techniques. By learning how to quickly locate key ideas and filter out less relevant details, students were able to complete tasks in a shorter amount of time without sacrificing accuracy.

The findings show that students' test score was able to be enhanced through scanning and skimming techniques. Descriptive statistics show that both groups began with nearly the same level of reading comprehension, but their progress after treatment was very different. While the control group's scores improved only slightly, the experimental group showed a significant increase in mean scores and more consistent performance. This clear contrast suggests that the techniques applied in the treatment effectively enhanced students' test scores and played an important role in improving their reading comprehension.

To show whether the improvement was significant or not, the findings from statistical analysis revealed that the paired t-test demonstrated a statistically significant difference within the experimental group, indicating measurable changes on the students' test score that occurred as a result of the intervention. In contrast, the control group showed no significant difference in either test, pretest or posttest, suggesting that no meaningful variation took place. These findings highlight a clear distinction between the groups, with the experimental group producing notable effects while the control condition remained stable. These results highlighted to the rejection of the null hypothesis, which confirmed the effectiveness of scanning and

skimming techniques in producing meaningful improvements to the test score of reading comprehension tests.

With respect to test scores, the findings are consistent with studies that highlight the role of reading techniques instruction in comprehension improvement. For instance, Wandira et al. (2023) reported that students taught scanning and skimming techniques achieved significantly higher comprehension scores. Classroom studies with English learners have shown that classes taught to apply skimming and scanning techniques outperform comparison groups on posttests of comprehension, with the advantage often attributed to faster identification of main ideas and targeted retrieval of evidence from text (Azmi et al., 2020).

Beyond single courses or schools, broader evidence on techniques instruction points the same way: studies find that teaching purposeful reading techniques is positively associated with comprehension outcomes, the very outcomes operationalized as test scores in most studies (Sun et al., 2021). This means that it is reasonable to expect improvements when skimming and scanning techniques are taught explicitly and practiced systematically. These convergent findings strengthen the interpretation that training in scanning and skimming techniques leads to not only faster test completion but also better comprehension outcomes in reading comprehension tests.

Despite these encouraging findings, several limitations must be acknowledged. First, because the study used a quasi-experimental design, causal claims should be made with caution. Second, the assessment tasks involved a

single text type, which may restrict generalizability to other genres. Lastly, the treatment combined two techniques, scanning and skimming techniques, making it unclear whether one or both techniques accounted for the observed improvements.

Overall, the findings indicate that the integration of scanning and skimming techniques addresses the problem statement by significantly enhancing completion time without compromising test score in a reading comprehension test. The discussion shows that these techniques provide a practical solution for time-constrained assessments, demonstrating their value in improving both efficiency and performance. The results suggest that when students are trained to use these techniques, they develop more strategic reading habits that can be applied beyond the immediate test context, potentially benefiting their overall academic performance. Future research should therefore incorporate randomized designs, varied reading materials, and follow-up assessments to test the durability and transferability of these effects.

CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusion

This study demonstrated that the use of skimming and scanning techniques effectively enhanced students' performance in reading comprehension tests, particularly in terms of completion time and test scores. The experimental group showed clear improvement after receiving instruction in these strategies, as most students were able to finish the test more quickly in the posttest compared to the pretest. This indicates that they became more efficient in identifying key information and managing their time under exam conditions. Importantly, this increase in speed did not diminish comprehension; in fact, many students maintained or slightly improved their scores, with some achieving even higher results. Such findings reveal that skimming and scanning not only help students save time but also sharpen their focus on relevant details, enabling them to balance efficiency and accuracy in their reading.

When compared to the control group, whose completion times and scores remained relatively constant, the advantages of explicit instruction in these techniques became more evident. The results highlight that natural reading habits alone may not suffice to improve test-taking efficiency, and that structured practice of skimming and scanning plays a crucial role in developing effective

strategies. Although a few students showed minimal improvement or required more time to adapt, the overall trend confirmed that consistent use of these techniques fosters better performance and greater confidence in handling timed assessments.

In conclusion, the integration of skimming and scanning strategies directly addresses the research problem by enhancing test completion time without sacrificing comprehension. These findings suggest that training students in such methods equips them with strategic reading skills that extend beyond the immediate testing context, offering long-term academic benefits in tasks that demand both speed and accuracy.

Furthermore, the study emphasizes the importance of incorporating appropriate reading techniques, such as skimming and scanning, into English language instruction as a practical approach to address challenges in reading comprehension test completion time and comprehension. Beyond that, the findings provide meaningful implications for teachers, learners, and future researchers regarding the potential of these techniques to support academic success in reading comprehension.

B. Suggestion

Based on the findings of this study, which revealed a significant difference in completion time and test scores through the application of skimming and scanning techniques, several suggestions can be offered:

1. For students

Students should take ownership of practicing scanning and skimming in their daily studies. By using these strategies consistently, they can manage their time more effectively, identify key details faster, and enhance both comprehension and test performance.

2. For Teachers

Teachers, who work directly with students in the classroom, can actively introduce and model scanning and skimming techniques during reading and test preparation activities. They can also design class exercises and assessments that encourage students to apply these strategies regularly, helping them to build confidence and efficiency.

3. For Educators

Educators, including trainers, lecturers, and academic mentors beyond the classroom level, can incorporate these techniques into workshops, seminars, or academic skills programs. Their role is broader, focusing on developing independent learning skills and preparing students for lifelong learning, making scanning and skimming valuable additions to their teaching toolkit.

4. For Curriculum Designers

Curriculum developers can formally integrate scanning and skimming as part of reading and study skills instruction. Embedding these techniques into syllabi ensures that students across different levels and subjects gain systematic training in applying them.

5. For Policy Makers

Policy makers, who are responsible for shaping educational policies and standards, could encourage the inclusion of reading strategies in national or regional curriculum guidelines. Supporting these skills at a policy level ensures uniformity and recognition of their importance across schools and institutions.

6. For Educational Stakeholders

Educational stakeholders, such as school administrators, board members, and private sector partners, can provide resources, funding, and institutional support for training programs, workshops, and materials that promote the use of scanning and skimming strategies. Their involvement ensures the sustainability and reach of these initiatives.

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APPENDIX I

TEST INSTRUMENT

Reading Comprehension Test

The passage is for questions number 1 to 5.

EARTHQUAKES

Earthquakes - being among the most deadly natural hazards - strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

1. What is the main idea of the passage?
   - A. Earthquakes are unpredictable natural disasters that can cause severe damage and loss of life.
   - B. The causes of earthquakes are linked to volcanic eruptions.
   - C. Most earthquakes happen in the ocean and rarely affect humans.
   - D. Earthquakes can be prevented with the right technology.
   - E. Earthquake damage is mainly caused by tsunamis.
2. What is the main purpose of the passage?
   - A. To persuade readers to build earthquake-proof houses.
   - B. To explain what earthquakes are and their impact.
   - C. To give a scientific experiment about earthquakes.
   - D. To warn readers about volcanic eruptions.
   - E. To compare earthquakes with other natural disasters.
3. In the text, the word “catastrophe” (Paragraph 1) is closest in meaning to…
   - A. Disaster
   - B. Improvement
   - C. Celebration
   - D. Change
   - E. Opportunity
4. In Paragraph 3, the word “they” in “but only about 100,000 can be felt and about 100 or so can cause damage each year” refers to…
   - A. Tremors
   - B. Buildings

C. Earthquakes
D. Seismic waves
E. Rocks

5. From the passage, it can be inferred that…
   A. Not all earthquakes are strong enough to be felt.
   B. All earthquakes cause damage.
   C. Earthquakes can be predicted in advance.
   D. Earthquakes happen only on land.
   E. Earthquakes occur only in certain countries.

The passage is for questions number 6 to 10.

GLOBAL WARMING
Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

6. What is the main idea of the passage?
   A. Earthquakes are unpredictable natural disasters that can cause severe damage and loss of life.
   B. The causes of earthquakes are linked to volcanic eruptions.
   C. Most earthquakes happen in the ocean and rarely affect humans.
   D. Earthquakes can be prevented with the right technology.
   E. Earthquake damage is mainly caused by tsunamis.
7. What is the author's main purpose in writing this passage?
   A. To warn readers about the dangers of global warming and urge them to take action.
   B. To explain the process of photosynthesis in tropical forests.
   C. To compare climate conditions in Asia and Europe.
   D. To present economic benefits of deforestation.

E. To persuade farmers to switch to palm oil production.

8. According to the passage, which organization reported evidence of extensive deforestation in Indonesia?
   A. United Nations
   B. World Wildlife Fund
   C. Greenpeace
   D. Reuters
   E. Ministry of Forestry

9. The word *gradual* in paragraph 1 most nearly means…
   A. Sudden
   B. Extreme
   C. Slow
   D. Dangerous
   E. Temporary

10. Which statement is NOT correct according to the passage?
   A. Global warming has been acknowledged as a serious problem recently.
   B. Human activities have contributed to greenhouse gas emissions.
   C. Deforestation is done partly to grow crops like palm sugar and palm oil.
   D. All effects of climate change are beneficial to the economy.
   E. Shifting weather patterns have caused failed crops.

The passage is for questions number 11 to 15.

BANNING OF MOTORBIKES IS NECESSARY IN HOUSING AREAS

Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.

First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).

Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).

Furthermore, motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).

Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

11. What is the main idea of the passage?
    A. Motorbikes are the fastest and cheapest transportation in cities.
    B. Motorbikes should be banned in housing areas because they cause many problems.
    C. Motorbikes are the safest vehicles if driven slowly.
    D. Motorbikes are dangerous only for animals, not humans.
    E. Motorbikes are good for the environment.
12. What is the author's purpose in writing this passage?
    A. To inform people about how to repair motorbikes.
    B. To explain why motorbikes should be banned in all places.
    C. To persuade readers that motorbikes should be banned in housing areas.
    D. To entertain readers with funny motorbike stories.
    E. To compare motorbikes with cars.
13. According to the passage, which disease is **NOT** mentioned as being caused by motorbikes?
    A. Bronchitis
    B. Asthma
    C. Cancer
    D. High blood pressure
    E. Diabetes
14. In paragraph 5, the word "they" in "they are unable to stop on time" refers to:
    A. People in housing areas
    B. Motorbike riders
    C. Pedestrians
    D. Experts
    E. Animals
15. What is the author's tone in this passage?
    A. Neutral
    B. Angry
    C. Persuasive
    D. Humorous
    E. Indifferent

Answer Keys

1.	**A**	Earthquakes are unpredictable natural disasters that can cause severe damage and loss of life.
2.	**B**	To explain what earthquakes are and their impact.
3.	**A**	Disaster
4.	**C**	Earthquakes
5.	**A**	Not all earthquakes are strong enough to be felt.

6.	**B**	Global warming is a serious global issue caused partly by human activities and must be addressed for future generations.
7.	**A**	To warn readers about the dangers of global warming and urge them to take action.
8.	**C**	Greenpeace
9.	**C**	Slow
10.	**D**	All effects of climate change are beneficial to the economy.

11.	**B**	Motorbikes should be banned in housing areas because they cause many problems.
12.	**C**	To persuade readers that motorbikes should be banned in housing areas.
13.	**E**	Diabetes
14.	**B**	Motorbike riders
15.	**C**	Persuasive

APPENDIX II

TEST INSTRUCTION AND IMPLEMENTATION

Test Instruction and Consent for Pretest

LEMBAR PETUNJUK PELAKSANAAN TES

Judul Penelitian : **Enhancing Completion Time through Scanning and Skimming Techniques: An Experimental Study**
Peneliti : Cici Aulia Dyllon
Institusi : Universitas Muhammadiyah Makassar

Persyaratan Partisipasi

Tes ini merupakan bagian dari penelitian yang bertujuan mengkaji pengaruh teknik membaca (*scanning* dan *skimming*) terhadap waktu penyelesaian tes dan skor.

a. Partisipasi Anda sukarela.
b. Jawaban Anda rahasia dan hanya digunakan untuk kepentingan penelitian.
c. Hasil tes ini tidak berhubungan dengan nilai akademik Anda di sekolah.
d. Dengan mengikuti tes, Anda dianggap telah memberikan persetujuan (consent) untuk berpartisipasi.

Petunjuk Pelaksanaan Tes :

1. Tes terdiri dari 15 soal pilihan ganda berbasis pemahaman bacaan.
2. Durasi total adalah 30 menit (1800 detik).
3. Setiap soal memiliki satu jawaban benar. Pilih jawaban dengan jelas pada lembar jawaban.
4. Bacalah teks dan soal dengan cermat, gunakan teknik membaca scanning dan skimming untuk membantu kecepatan.
5. Kerjakan secara individu; tidak diperbolehkan berdiskusi, bekerja sama, atau menggunakan sumber lain.

□ **Terima kasih atas partisipasi Anda!** □

Test Instruction and Consent for Posttest

LEMBAR PETUNJUK PELAKSANAAN TES

Judul Penelitian	:	**Enhancing Completion Time through Scanning and Skimming Techniques: An Experimental Study**
Peneliti	:	Cici Aulia Dyllon
Institusi	:	Universitas Muhammadiyah Makassar

Persyaratan Partisipasi

Tes ini merupakan bagian dari penelitian yang bertujuan mengkaji pengaruh teknik membaca (*scanning* dan *skimming*) terhadap waktu penyelesaian tes dan skor.

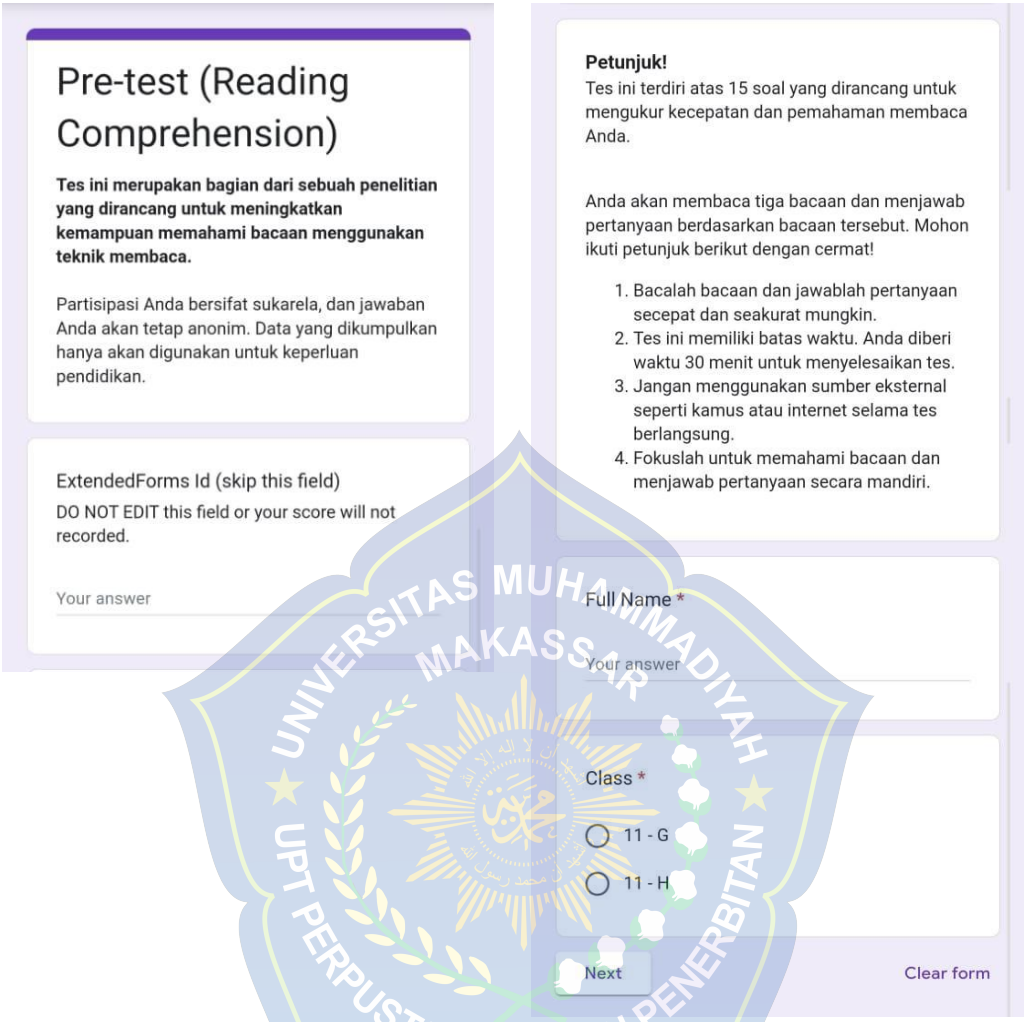
a. Partisipasi Anda sukarela.
b. Jawaban Anda rahasia dan hanya digunakan untuk kepentingan penelitian.
c. Hasil tes ini tidak berhubungan dengan nilai akademik Anda di sekolah.
d. Dengan mengikuti tes, Anda dianggap telah memberikan persetujuan (consent) untuk berpartisipasi.

Petunjuk Pelaksanaan Tes :

1. Tes terdiri dari 15 soal pilihan ganda berbasis pemahaman bacaan.
2. Durasi total adalah 30 menit (1800 detik).
3. Setiap soal memiliki satu jawaban benar. Pilih jawaban dengan jelas pada lembar jawaban.
4. Bacalah teks dan soal dengan cermat, gunakan teknik membaca scanning dan skimming untuk membantu kecepatan.
5. Kerjakan secara individu; tidak diperbolehkan berdiskusi, bekerja sama, atau menggunakan sumber lain.

□ Terima kasih atas partisipasi Anda! □

Google Form Interface and Timer



EARTHQUAKES

Earthquakes - being among the most deadly natural hazards - strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earth-quakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

1. What is the main idea of the passage? *

- ○ Earthquakes are unpredictable natural disasters that can cause severe damage and loss of life.
- ○ The causes of earthquakes are linked to volcanic eruptions.
- ○ Most earthquakes happen in the ocean and rarely affect humans.
- ○ Earthquakes can be prevented with the right technology.
- ○ Earthquake damage is mainly caused by tsunamis.

2. What is the main purpose of the passage? *

- ○ To persuade readers to build earthquake-proof houses.
- ○ To explain what earthquakes are and their impact.
- ○ To give a scientific experiment about earthquakes.
- ○ To warn readers about volcanic eruptions.
- ○ To compare earthquakes with other natural disasters.

3. In the text, the word "catastrophe" (Paragraph 1) is closest in meaning to... *

- ○ Disaster
- ○ Improvement
- ○ Celebration
- ○ Change
- ○ Opportunity

4. In Paragraph 3, the word "they" in "but only about 100,000 can be felt and about 100 or so can cause damage each year" refers to... *

- ○ Tremors
- ○ Buildings
- ○ Earthquakes
- ○ Seismic waves
- ○ Rocks

5. From the passage, it can be inferred that... *

- ○ Not all earthquakes are strong enough to be felt.
- ○ All earthquakes cause damage.
- ○ Earthquakes can be predicted in advance.
- ○ Earthquakes happen only on land.
- ○ Earthquakes occur only in certain countries.

GLOBAL WARMING: Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

6. What is the main idea of the passage? *

- ○ Global warming is an unavoidable natural cycle that will destroy all life on Earth.
- ○ Global warming is a serious global issue caused partly by human activities and must be addressed for future generations.
- ○ Global warming is a recent discovery by scientists in Europe.
- ○ Deforestation is the only cause of global warming in tropical countries.
- ○ Climate change affects only farmers in Asia-Pacific.

7. What is the author's main purpose in writing this passage? *

- ○ To warn readers about the dangers of global warming and urge them to take action.
- ○ To explain the process of photosynthesis in tropical forests.
- ○ To compare climate conditions in Asia and Europe.
- ○ To present economic benefits of deforestation.
- ○ To persuade farmers to switch to palm oil production.

8. According to the passage, which organization reported evidence of extensive deforestation in Indonesia? *

- ○ United Nations
- ○ World Wildlife Fund
- ○ Greenpeace
- ○ Reuters
- ○ Ministry of Forestry

9. The word *gradual* in paragraph 1 most nearly means... *

- ○ Sudden
- ○ Extreme
- ○ Slow
- ○ Dangerous
- ○ Temporary

10. Which statement is NOT correct according to the passage? *

- ○ Global warming has been acknowledged as a serious problem recently.
- ○ Human activities have contributed to greenhouse gas emissions.
- ○ Deforestation is done partly to grow crops like palm sugar and palm oil.
- ○ All effects of climate change are beneficial to the economy.
- ○ Shifting weather patterns have caused failed crops.

BANNING OF MOTORBIKES IS NECESSARY IN HOUSING AREAS

Motorbikes
are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.

First
of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).

Secondly,
according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).

Furthermore,
motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).

Finally,
motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).

In
conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

11. What is the main idea of the passage? *

- ○ Motorbikes are the fastest and cheapest transportation in cities.
- ○ Motorbikes should be banned in housing areas because they cause many problems.
- ○ Motorbikes are the safest vehicles if driven slowly.
- ○ Motorbikes are dangerous only for animals, not humans.
- ○ Motorbikes are good for the environment.

12. What is the author's purpose in writing this passage? *

- ○ To inform people about how to repair motorbikes.
- ○ To explain why motorbikes should be banned in all places.
- ○ To persuade readers that motorbikes should be banned in housing areas.
- ○ To entertain readers with funny motorbike stories.
- ○ To compare motorbikes with cars.

13. According to the passage, which disease is **NOT** mentioned as being caused by motorbikes? *

- ○ Bronchitis
- ○ Asthma
- ○ Cancer
- ○ High blood pressure
- ○ Diabetes

14. In paragraph 5, the word "they" in "they are unable to stop on time" refers to ... *

- ○ People in housing areas
- ○ Motorbike riders
- ○ Pedestrians
- ○ Experts
- ○ Animals

15. What is the author's tone in this passage? *

- ○ Neutral
- ○ Angry
- ○ Persuasive
- ○ Humorous
- ○ Indifferent

APPENDIX III

LESSON PLAN

Lesson Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: UPT SMA Negeri 5 Bulukumba	KD	: 3.6 dan 4.6
Mata Pelajaran	: Bahasa Inggris	Materi Pokok	: *Exposition Text*
Kelas/Semester	: XI/Genap	Alokasi Waktu	: Pertemuan 1

A. Kompetensi Dasar

Komepetensi Dasar		Indikator Pencapaian Kompetensi	
3.7	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks exposition.	**3.7.1**	Siswa mengenali fungsi sosial dan struktur teks exposition.
4.7	Menyusun teks exposition lisan/tulisan sederhana.	**4.7.1**	Siswa menjelaskan teknik *scanning* & *skimming* dalam membaca teks exposition.

B. Tujuan Pembelajaran

- Siswa memahami perbedaan *scanning* dan *skimming*.
- Siswa mampu menjelaskan manfaat *scanning & skimming* dalam memahami *exposition text*.

C. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	• Guru memberi salam dan memotivasi siswa. • Guru menyampaikan tujuan pembelajaran. • Apersepsi: Tanya jawab tentang pengalaman membaca cepat.	**10**
Kegiatan Inti	• Guru menjelaskan apa itu exposition text (fungsi sosial & struktur). • Guru menjelaskan pengertian *scanning & skimming* dengan contoh sederhana. • Diskusi: siswa membandingkan membaca biasa dengan membaca cepat. • Guru menayangkan contoh teks singkat, siswa mencoba menemukan ide pokok (*skimming*) dan informasi detail (*scanning*).	**70**
Kegiatan Penutup	• Guru bersama siswa menyimpulkan manfaat *scanning & skimming*. • Guru memberi motivasi untuk mencoba teknik di rumah.	**10**
	• Guru menutup pembelajaran. • Guru memberikan tugas individual tentang *scanning* dan *skimming* dan menginformasikan materi pembelajaran untuk pertemuan selanjutnya.	

D. Penilaian

Teknik Penilaian	Bentuk Penilaian
Penilaian Sikap : Pengamatan selama proses pembelajaran	Observasi : Jurnal catatan sikap peserta didik
Penilaian Pengetahuan : Tes tulisan	Tugas : Tes pilihan ganda

Makassar, Mei 2025

Kepala UPT SMA Negeri 5 Bulukumba

Arwan, S.Pd., M.Pd.
NIP. 19870908 200902 1 001

Peneliti

Cici Julia Dyllon
NIM. 105351120018

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: UPT SMA Negeri 5 Bulukumba	KD	: 3.7 dan 4.7
Mata Pelajaran	: Bahasa Inggris	Materi Pokok	: *Exposition Text*
Kelas/Semester	: XI/Genap	Alokasi Waktu	: Pertemuan 2

A. Kompetensi Dasar

Komepetensi Dasar		Indikator Pencapaian Kompetensi	
3.7	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks exposition.	**3.7.1**	Siswa mengenali fungsi sosial dan struktur teks exposition.
4.7	Menyusun teks exposition lisan/tulisan sederhana.	**4.7.1**	Siswa menjelaskan teknik *scanning* & *skimming* dalam membaca teks exposition.

B. Tujuan Pembelajaran

- Siswa memahami perbedaan *scanning* dan *skimming*.
- Siswa mampu menjelaskan manfaat *scanning & skimming* dalam memahami *exposition text*.

C. Kegiatan Pembelajaran

Pertemuan II

Kegiatan	Deskripsi Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	• Guru menyapa dan mengulas kembali materi pertemuan sebelumnya. • Guru membuka pelajaran, menyampaikan tujuan dan aturan pengerjaan soal. • Guru memotivasi siswa agar fokus menggunakan teknik membaca cepat.	**10**
Kegiatan Inti	• Guru membagikan teks exposition bertema aktual (lingkungan/teknologi). • Siswa berlatih *skimming*: mencari thesis statement & ide pokok paragraf. • Siswa berlatih *uyu*: menemukan data, angka, atau nama dalam teks. • Siswa berdiskusi dalam kelompok untuk membandingkan hasil temuan. • Perwakilan kelompok mempresentasikan hasil diskusi.	**70**
Kegiatan Penutup	• Guru memberi umpan balik terhadap hasil siswa. • Guru menegaskan bahwa scanning & skimming membantu menjawab soal lebih cepat.	**10**
	• Guru menutup pembelajaran. • Guru memberikan tugas individual tentang *scanning* dan *skimming* dan menginformasikan materi pembelajaran untuk pertemuan selanjutnya.	

D. Penilaian

Teknik Penilaian	Bentuk Penilaian
Penilaian Sikap : Pengamatan selama proses pembelajaran	Observasi : Jurnal catatan sikap peserta didik
Penilaian Pengetahuan : Tes tulisan	Tugas : Tes pilihan ganda

Makassar, Mei 2025

Kepala UPT SMA Negeri 5 Bulukumba

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NIP. 19870908 200902 1 001

Peneliti

Cici Julia Dyllon
NIM. 105351120018

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: UPT SMA Negeri 5 Bulukumba	KD	: 3.7 dan 4.7
Mata Pelajaran	: Bahasa Inggris	Materi Pokok	: *Exposition Text*
Kelas/Semester	: XI/Genap	Alokasi Waktu	: Pertemuan 3

A. Kompetensi Dasar

Komepetensi Dasar		Indikator Pencapaian Kompetensi	
3.7	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks exposition.	**3.7.1**	Siswa mengenali fungsi sosial dan struktur teks exposition.
4.7	Menyusun teks exposition lisan/tulisan sederhana.	**4.7.1**	Siswa menjelaskan teknik *scanning* & *skimming* dalam membaca teks exposition.

B. Tujuan Pembelajaran

- Siswa memahami perbedaan *scanning* dan *skimming*.
- Siswa mampu menjelaskan manfaat *scanning & skimming* dalam memahami *exposition text*.

C. Kegiatan Pembelajaran

Pertemuan III

Kegiatan	Deskripsi Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	• Guru menyapa dan mengulas kembali materi pertemuan sebelumnya. • Guru membuka pelajaran, menyampaikan tujuan dan aturan pengerjaan soal. • Guru memotivasi siswa agar fokus menggunakan teknik membaca cepat.	**10**
Kegiatan Inti	• Guru Guru membagikan teks exposition beserta soal pilihan ganda sebagai latihan. • Siswa mengerjakan soal dengan waktu terbatas menggunakan *scanning & skimming*. • Guru memantau dan mencatat ketepatan serta kecepatan siswa. • Siswa dan guru membahas jawaban soal bersama-sama.	**70**
Kegiatan Penutup	• Guru memberi apresiasi terhadap usaha siswa. • Guru mengajak siswa merefleksikan pengalaman menggunakan scanning & skimming. • Guru menyampaikan pesan agar terus berlatih membaca cepat.	**10**
	• Guru menutup pembelajaran. • Guru memberikan tugas individual tentang *scanning* dan *skimming* dan menginformasikan materi pembelajaran untuk pertemuan selanjutnya.	

D. Penilaian

Teknik Penilaian	Bentuk Penilaian
Penilaian Sikap : Pengamatan selama proses pembelajaran	Observasi : Jurnal catatan sikap peserta didik
Penilaian Pengetahuan : Tes tulisan	Tugas : Tes pilihan ganda

Makassar, Mei 2025

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Peneliti

Cici Aulia Dyllon
NIM. 105351120018

Kartu Kontrol Penelitian

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
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بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **CICI AULIA DYLLON**
NIM : **105351120018**
Judul Penelitian : ***ENHANCING COMPLETION TIME THROUGH SCANNING AND SKIMMING TECHNIQUES: AN EXPERIMENTAL STUDY***
Tanggal Ujian Proposal : **6 Februari 2025**
Tempat/Lokasi Penelitian : **UPT SMA Negeri 5 Bulukumba**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 6 Mei 2025	Pemberian Pre-test kepada kelompok eksperimen & kontrol	Milawati Suparadi, S.Pd.	
2	Rabu, 7 Mei 2025	Pengenalan Scanning & Skimming pada kelompok eksperimen	Milawati Suparadi, S.Pd.	
3	Kamis, 8 Mei 2025	Pengenalan Speed Reading pada kelompok kontrol	Milawati Suparadi, S.Pd.	
4	Rabu, 14 Mei 2025	Penerapan Scanning & Skimming pada kelompok eksperimen	Milawati Suparadi, S.Pd.	
5	Kamis, 15 Mei 2025	Penerapan Speed Reading pada kelompok kontrol	Milawati Suparadi, S.Pd.	

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI · RESEARCH GROUP · RESEARCH ACADEMY · turnitin · Mendeley

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بسم الله الرحمن الرحيم

6	Selasa, 20 Mei 2025	Latihan pengerjaan soal oleh kelompok Eksperimen & kontrol	Milawati Suparadi, S.Pd	
7	Rabu, 21 Mei 2025	Pemberian post-test pada kelompok eksperimen	Milawati Suparadi, S.Pd.	
8	Kamis, 22 Mei 2025	Pemberian post-test pada kelompok kontrol	Milawati Suparadi, S.Pd.	
9				
10				

Bulukumba, 23 Mei 2025

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Amiran, S.Pd., M.Pd.
NIP. 19870908 200902 1 001

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APPENDIX VI

RESEARCH DATA

Raw Data of Pretest and Posttest for Experimental Group

No	Participant	Completion Time (mins secs)		Test Result (pt)	
		Pre-test	Post-test	Pre-test	Post-test
1	E1	25m 40s	20m 51s	9	11
2	E2	22m 46s	18m 19s	11	13
3	E3	31m 21s	25m 13s	3	6
4	E4	21m 38s	16m 25s	10	13
5	E5	25m 1s	17m 51s	10	13
6	E6	22m 13s	16m 31s	8	10
7	E7	27m 8s	21m 51s	7	8
8	E8	23m 22s	18m 55s	4	6
9	E9	24m 57s	19m 42s	9	11
10	E10	26m 53s	19m 42s	7	9
11	E11	29m 36s	24m 59s	8	12
12	E12	21m 18s	11m 59s	10	12
13	E13	31m 34s	27m 40s	8	9
14	E14	27m 29s	21m 50s	10	11
15	E15	25m 36s	19m 17s	12	15
16	E16	24m 47s	19m 19s	7	9
17	E17	23m 5s	16m 57s	10	13
18	E18	24m 36s	18m 26s	8	9
19	E19	23m 51s	18m 9s	10	13
20	E20	29m 40s	21m 39s	8	10
21	E21	23m 40s	17m 9s	8	11
22	E22	24m 14s	17m 24s	7	10
23	E23	25m 50s	20m 43s	9	11
24	E24	26m 14s	19m 8s	11	14
25	E25	22m 27s	14m 27s	7	9
26	E26	21m 21s	16m 27s	7	9
27	E27	28m 44s	23m 28s	11	12
28	E28	36m 14s	19m 37s	9	10
29	E29	27m 45s	21m 48s	12	14

30	E30	19m 8s	12m 53s	6	8

Raw Data of Pretest and Posttest for Control Group

No	Participant	Completion Time (mins secs)		Test Result (pt)	
		Pre-test	Post-test	Pre-test	Post-test
1	C1	28m 37s	30m 8s	6	6
2	C2	20m 4s	23m 25s	8	9
3	C3	27m 47s	26m 32s	9	10
4	C4	24m 0s	24m 19s	8	9
5	C5	18m 28s	18m 33s	5	6
6	C6	25m 11s	28m 38s	6	7
7	C7	27m 58s	20m 58s	8	7
8	C8	26m 58s	25m 14s	12	13
9	C9	23m 50s	22m 55s	11	12
10	C10	28m 40s	25m 10s	6	5
11	C11	22m 54s	22m 36s	8	8
12	C12	25m 16s	25m 4s	9	8
13	C13	25m 11s	25m 42s	7	5
14	C14	31m 48s	31m 0s	9	10
15	C15	24m 29s	25m 35s	10	9
16	C16	23m 55s	23m 53s	10	11
17	C17	21m 37s	20m 42s	11	12
18	C18	26m 9s	27m 59s	8	6
19	C19	28m 53s	28m 30s	11	12
20	C20	26m 42s	25m 8s	9	8
21	C21	27m 48s	27m 51s	7	8
22	C22	21m 26s	19m 20s	8	8
23	C23	27m 13s	29m 23s	13	13
24	C24	24m 50s	23m 15s	9	11
25	C25	27m 26s	28m 40s	11	10
26	C26	22m 29s	23m 10s	11	11
27	C27	31m 12s	31m 0s	6	5
28	C28	26m 9s	27m 24s	13	15
29	C29	27m 0s	27m 37s	10	7
30	C30	23m 37s	21m 27s	10	11
31	C31	22m 29s	19m 29s	8	8
32	C32	23m 9s	20m 30s	6	6
33	C33	26m 7s	24m 38s	8	8
34	C34	31m 58s	28m 22s	9	8

APPENDIX V

ADMINISTRATIVE DOCUMENTS

Surat Pengantar Penelitian LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 6795/05/C.4-VIII/IV/1446/2025
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

24 April 2025 M
26 Syawal 1446

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0339/FKIP/A.4-II/IV/1446/2025 tanggal 23 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **CICI AULIA DYLLON**
No. Stambuk : **10535 1120018**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"ENCHANCING COMPLETION TIME THROUGH SCANNING AND SKIMMING TECHNIQUES: AN EXPERIMENTEL RESEARCH"

Yang akan dilaksanakan dari tanggal 1 Mei 2025 s/d 1 Juli 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

Surat Izin Penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **8967/S.01/PTSP/2025**
Lampiran : -
Perihal : **Izin penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Provinsi Sulawesi Selatan

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 6795/05/C.4-VIII/IV/1446/2025 tanggal 24 April 2025 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: **CICI AULIA DYLLON**
Nomor Pokok	: 105351120018
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ENHANCING COMPLETION TIME THROUGH SCANNING AND SKIMMING TECHNIQUES: AN EXPERIMENTAL STUDY "

Yang akan dilaksanakan dari : Tgl. ***06 Mei s/d 06 Juni 2025***

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami ***menyetujui*** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 06 Mei 2025

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

Surat Keterangan telah Meneliti

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 5 BULUKUMBA
Alamat : Jln. So'larieng No. 1 Kajang Kab. Bulukumba Tlp. (0413) 2588254 KP. 92574
Email : smanlimabulukumba@yahoo.com Website : http://sman5bulukumba.sch.id NSS : 301191103003 NPSN : 40304256

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/71/UPT SMA.5/BLK/DISDIK/2025

Yang bertanda tangan di bawah ini, Kepala UPT. SMAN 5 Bulukumba di Kajang Kabupaten Bulukumba Provinsi Sulawesi Selatan menerangkan dengan sebenarnya bahwa :

N a m a	: **CICI AULIA DYLLON**
Nomor Stambuk	: 10535 1120018
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa Inggris
pekerjaan	: Mahasiswa

Benar telah melakukan Penelitian pada UPT. SMAN 5 Bulukumba di Kajang mulai **01 Mei s.d 24 Mei 2025** dalam rangka penyusunan **SKRIPSI** dengan Judul ***"ENCHANCING COMPLETION TIME THROUGH SCANNING AND SKIMMING TECHNIQUES : AN EXPERIMENTEL RESEARCH"***

Demikian Surat Keterangan Penelitian ini diberikan untuk digunakan dan seperlunya.

Bulukumba, 24 Mei 2025
Plt. Kepala UPT.SMAN 5 Bulukumba,

Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

AMRAN, S. Pd., M. Pd.
Pangkat : Penata Tk. I, III/d
NIP 198709082009021001

Tembusan ddh. Kepada :
1. Kepala Cabang Dinas Pendidikan Wil. V (Bantaeng-Bulukumba-Sinjai)
2. Ketua LP3M Universitas Muhammadiyah Makassar di Makassar;
3. Arsip,-

Catatan :
• UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 '*Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.*'
• Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
• Surat ini dapat dibuktikan keasliannya dengan melakukan *scan* pada *QR Code*

Surat Keterangan Bebas Plagiat

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Cici Aulia Dyllon
Nim : 105351120018
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2%	10 %
2	Bab 2	7%	25 %
3	Bab 3	5%	10 %
4	Bab 4	3%	10 %
5	Bab 5	3%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 27 Agustus 2025
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX VI

DOCUMENTATION

Figure 1. Students from the experimental group and the control group working on the pre-test

Figure 2. The intervention process administered to the experimental group

Figure 3. Students from the experimental group and the control group completed the post-test

AUTHOR'S BIOGRAPHY

Cici Aulia Dyllon was born in Ketapang on August 16, 2000, to Alm. Ir. Darosy Dilaudon, S.T. and Anita Nirwana Syamsudin Lie. She began her elementary education in 2007 at SD Negeri 8 Mendawai, Kotawaringin Barat, and completed it in 2011. She continued her secondary education at SMP Negeri 1 Arut Selatan, graduating in 2014, and completed her high school education at SMA Negeri 1 Pangkalan Bun in 2017. In the very following year, she pursued an undergraduate program in the English Department at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

Throughout her academic journey, Cici has actively participated in various academic and job activities, gaining knowledge and practical experience in the field of education. She has also been involved in community and school-based programs that enriched her teaching skills and professional development. This thesis, entitled ***Enhancing Students' Completion Time and Test Score in Reading Comprehension Test through Scanning and Skimming Techniques: A Quasi-Experimental Study***, represents the culmination of her studies and her dedication to research in her field.