





APPENDICES

1. SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

 **PEMERINTAH KABUPATEN BULELENG**
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 6 SINGARAJA
Jln. Drama No. 2 Kelurahan Banjar Tegat Telp./Fax: (0362) 22847 Kode Pos 81117 SINGARAJA - BALI
Tlp. SMP NEGERI 6 SINGARAJA Email: smpn6singaraja@gmail.com Blog: www.smpn6singaraja.blogspot.com



SURAT KETERANGAN
NOMOR :074 / 004/SMPN.6/I/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 6 Singaraja :

Nama : Nyoman Sudiana, S.Pd., M.Pd.
NIP : 19681123 199202 1 002
Jabatan : Kepala Sekolah
Unit : SMP Negeri 6 Singaraja


Dengan ini menerangkan bahwa :

Nama : Kadek Ayu Astari Dewi
NIM : 1712021220
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Institut : Undiksha Singaraja

Memang benar mahasiswa tersebut diatas telah melakukan Penelitian di kelas 7.10 dalam pengumpulan data untuk menyelesaikan skripsi atau tugas akhir yang dilaksanakan di SMP Negeri 6 Singaraja.


Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Mengetahui,
Kepala SMP Negeri 6 Singaraja


Nyoman Sudiana, S.Pd., M.Pd.
NIP. 19681123 199202 1 002

Singaraja, 7 Januari 2022
Guru Pembina


Fitriya S. Pd
NIP. 19780906 200801 2 012



2. CONTENT VALIDITY OBSERVATION CHECKLIST

Subjects	Pointer(s)	Option		
		Yes	No	Note
Pre-activity	1. The teacher open the class.	√		
	2. The teacher gives brainstorming to the students.	√		
	3. The teacher gives pictures related to the topic.	√		
	4. The teacher asks the students argument about the topic.	√		
Main-activity	5. The teacher awareness rising session by asking the students how they went about making decision based on short articles.	√		
	6. The teacher remind the students that this process is the same as mother tongue and do not require that they understand every word perfectly.	√		
	7. Distributing questions (5W 1 H questions) and asking the students to understand the question.	√		
	8. Giving the texts to the students as the concept skimming or scanning or technique.	√		
	9. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.	√		
	10. Asking the students to use the schedule to answer questions.	√		
Close-activity	11. Extend activity by bringing in a number of texts, short articles (monologue texts).	√		
	12. The teacher close the meeting.	√		

Singaraja, 03 October 2021.

Prof. Dr. Ni Made Ratminingsih, MA

NIP. 19660903199102200

3.CONTENT VALIDITY INTERVIEW GUIDE

Aspect(s)	Indicator	Question	No Item
Teachers' problems	The difficulties in explaining skimming and scanning technique in reading comprehension	Apa masalah yang Anda temukan dalam menentukan bahan bacaan?	1
	The difficulties in giving instruction to students to read carefully so that they can comprehension and find the main idea of the text	Apa kendala yang Anda temukan dalam merangsang dan melibatkan siswa untuk membaca teks?	2
	The difficulties in providing to help and give feedback to students	Bagaimana Anda memodifikasi pertanyaan atau latihan untuk menarik minat siswa dalam belajar pemahaman membaca?	3
Students' problems	The difficulties in receiving the material by using skimming and scanning technique	Apa kesulitan anda dalam memberikan bantuan timbal balik kepada siswa saat belajar reading menggunakan skimming and scanning technique?	4
	The difficulties in skimming and scanning the text to find the main idea	Apakah ada standard dalam penilaian? Apa kesulitan anda dalam menggunakan skimming and scanning technique?	5

Singaraja, 03 October 2021.

Prof. Dr. Ni Made Ratminingsih, MA
NIP. 196609031991022001

4.CONTENT VALIDITY OBSERVATION CHECKLIST

Subjects	Pointer(s)	Option		
		Yes	No	Note
Pre-activity	1. The teacher open the class.	√		
	2. The teacher gives brainstorming to the students.	√		
	3. The teacher gives pictures related to the topic.	√		
	4. The teacher asks the students argument about the topic.	√		
Main-activity	5. The teacher awareness rising session by asking the students how they went about making decision based on short articles.	√		
	6. The teacher remind the students that this process is the same as mother tongue and do not require that they understand every word perfectly.	√		
	7. Distributing questions (5W 1 H questions) and asking the students to understand the question.	√		
	8. Giving the texts to the students as the concept skimming or scanning or technique.	√		
	9. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.	√		
	10. Asking the students to use the schedule to answer questions.	√		
Close-activity	11. Extend activity by bringing in a number of texts, short articles (monologue texts).	√		
	12. The teacher close the meeting.	√		

Singaraja, 03 October 2021.

Putu Eka Dambayana S., S.Pd., M.Pd.

NIP. 19781114 200812 1 00

5. CONTENT VALIDITY INTERVIEW GUIDE

Aspect(s)	Indicator	Question	No Item
Teachers' problems	The difficulties in explaining skimming and scanning technique in reading comprehension	Apa masalah yang Anda temukan dalam menentukan bahan bacaan?	1
	The difficulties in giving instruction to students to read carefully so that they can comprehension and find the main idea of the text	Apa kendala yang Anda temukan dalam merangsang dan melibatkan siswa untuk membaca teks?	2
	The difficulties in providing to help and give feedback to students	Bagaimana Anda memodifikasi pertanyaan atau latihan untuk menarik minat siswa dalam belajar pemahaman membaca?	3
Students' problems	The difficulties in receiving the material by using skimming and scanning technique	Apa kesulitan anda dalam memberikan bantuan timbal balik kepada siswa saat belajar reading menggunakan skimming and scanning technique?	4
	The difficulties in skimming and scanning the text to find the main idea	Apakah ada standard dalam penilaian? Apa kesulitan anda dalam menggunakan skimming and scanning technique?	5

Singaraja, 03 October 2021.

Putu Eka Dambayana S., S.Pd., M.Pd.

NIP. 19781114 200812 1 00

6. OBSERVATION 1

Subjects	Pointer(s)	Option		
		Yes	No	Note
Pre-activity	1. The teacher open the class.	√		<ul style="list-style-type: none"> The teacher asks how the students are. Say good morning. Absent via WhatsApp All via WhatsApp
	2. The teacher gives brainstorming to the students.	√		<ul style="list-style-type: none"> The teacher asks students the material that has been previously shared through the WA group and to what extent students understand the material.
	3. The teacher gives pictures related to the topic.	√		<ul style="list-style-type: none"> The teacher adds pictures related to the material to be studied.
	4. The teacher asks the students argument about the topic.	√		<ul style="list-style-type: none"> Teachers and students conduct questions and answers to check whether students understand or not with the topic to be studied.
Main-activity	5. The teacher awareness rising session by asking the students how they went about making decision based on short articles.	√		<ul style="list-style-type: none"> The teacher seems to explain the skimming and scanning techniques used to answer the questions.
	6. The teacher remind the students that this process is the same as mother tongue and do not require that they understand every word perfectly.	√		<ul style="list-style-type: none"> The teacher reminds when students work on problems using skimming and scanning techniques so that students are not confused and understand the techniques they use.
	7. Distributing questions (5W 1 H questions) and asking the students to understand the question.	√		<ul style="list-style-type: none"> The teacher began to explain a little about the use of scanning techniques to students and gave short texts for students to answer.
	8. Giving the texts to the students as the concept skimming or scanning or technique.	√		<ul style="list-style-type: none"> The teacher gives a short text related to the topic and asks students to answer the questions using skimming techniques in 1.5 minutes. The teacher also gives a short text and students answer the questions using a scanning technique in two minutes.
	9. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.	√		<ul style="list-style-type: none"> The teacher uses the Quizzes and WhatsApp applications to conduct question and answer activities with a limited time. It can be seen that the students' responses regarding the use of skimming and scanning techniques are very good, it can

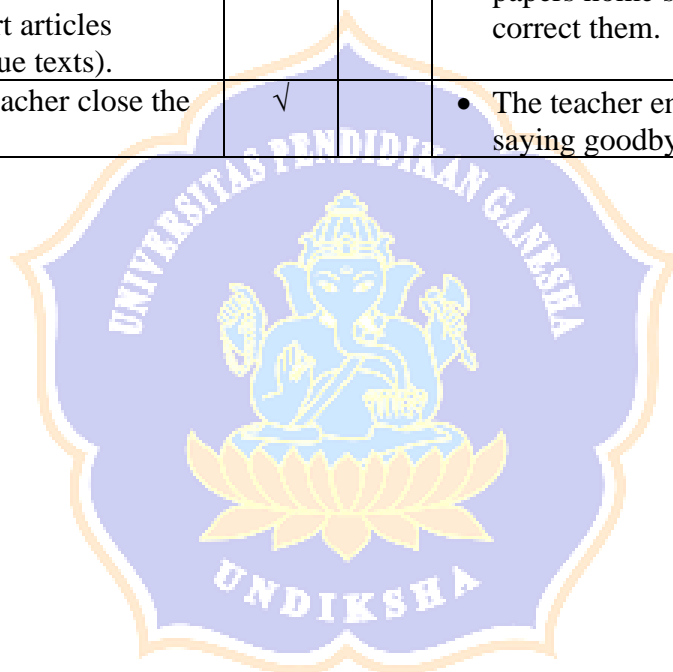
				be seen that they are able to get bonus points by taking the quiz given by the teacher.
	10. Asking the students to use the schedule to answer questions.	√		<ul style="list-style-type: none"> The teacher asks students to work on the easier questions first, considering the limited time.
Close-activity	11. Extend activity by bringing in a number of texts, short articles (monologue texts).	√		<ul style="list-style-type: none"> The teacher provides a link for students who have not finished working on the questions.
	12. The teacher close the meeting.	√		<ul style="list-style-type: none"> The teacher concludes the previously studied material with the students and says goodbye.



7. OBSERVATION 2

Subjects	Pointer(s)	Option		
		Yes	No	Note
Pre-activity	1. The teacher open the class.	√		<ul style="list-style-type: none"> Teacher and students say hello The teacher checks student attendance and checks their conditions. Students lead to pray together.
	2. The teacher gives brainstorming to the students.	√		<ul style="list-style-type: none"> The teacher discusses a little material that has been shared through the WA group to stimulate students' memories of the material discussed today. Then the teacher explained a little what a noun is to the students.
	3. The teacher gives pictures related to the topic.	√		<ul style="list-style-type: none"> The teacher uses pictures and surrounding objects as examples for students to easily understand the topic to be discussed.
	4. The teacher asks the students argument about the topic.	√		<ul style="list-style-type: none"> Students are asked to write down examples of the material discussed in front of the class. This aims to determine the extent to which students understand the material that has been shared via WhatsApp.
Main-activity	5. The teacher awareness rising session by asking the students how they went about making decision based on short articles.	√		<ul style="list-style-type: none"> The teacher begins to give a sheet of paper containing pictures and questions to students and asks students to use skimming and scanning techniques.
	6. The teacher remind the students that this process is the same as mother tongue and do not require that they understand every word perfectly.	√		<ul style="list-style-type: none"> The teacher again reminds students how to read with skimming and scanning techniques briefly so that students can easily understand.
	7. Distributing questions (5W 1 H questions) and asking the students to understand the question.	√		<ul style="list-style-type: none"> The teacher began to give a short text to train students to read by scanning technique with limited time.
	8. Giving the texts to the students and asks them to implement skimming or scanning technique through answering the question provided in the	√		<ul style="list-style-type: none"> The teacher gives a short text to students to read and then answers the questions in five minutes.

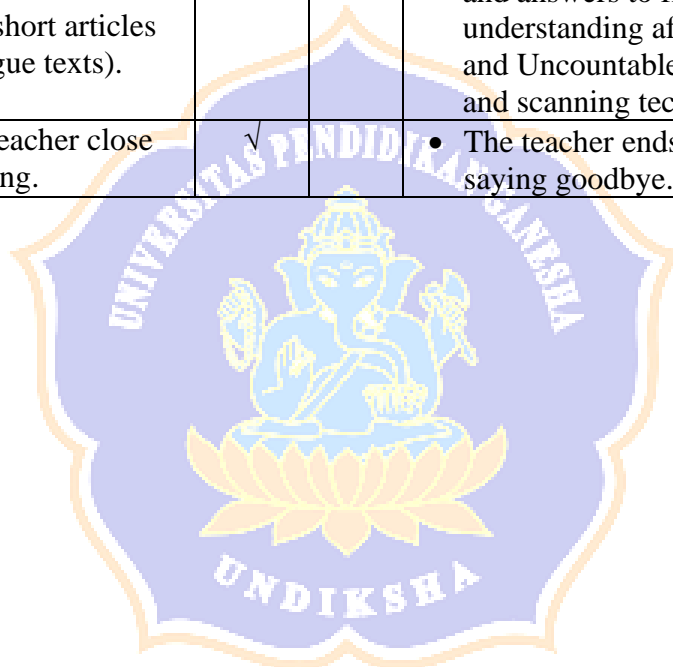
	text.			
	9. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.	√		<ul style="list-style-type: none"> The teacher begins to give a sheet of paper containing text and questions for students to work on the text by skimming technique within 3 minutes.
	10. Asking the students to use the schedule to answer questions.	√		<ul style="list-style-type: none"> The teacher asks students to read with the requested technique and work on easier questions, this make it easier for students to find the contents of the reading.
Close-activity	11. Extend activity by bringing in a number of texts, short articles (monologue texts).	√		<ul style="list-style-type: none"> The teacher gives students to bring practice papers home so that students can study and correct them.
	12. The teacher close the meeting.	√		<ul style="list-style-type: none"> The teacher ends the class by praying and saying goodbye.



8. OBSERVATION 3

Subjects	Pointer(s)	Option		
		Yes	No	Note
Pre-activity	1. The teacher open the class.	√		<ul style="list-style-type: none"> Teacher and students say hello The teacher checks student attendance and checks their conditions. Students lead to pray together.
	2. The teacher gives brainstorming to the students.	√		<ul style="list-style-type: none"> The teacher starts the class by stimulating to provoke students with today's topic. Like doing questions and answers for learning topics.
	3. The teacher gives pictures related to the topic.	√		<ul style="list-style-type: none"> The teacher gives a picture and conducts questions and answers to find out whether students understand or not with the material that has been shared on WhatsApp.
	4. The teacher asks the students argument about the topic.	√		<ul style="list-style-type: none"> The teacher invites students to discuss about the material of Countable and Uncountable. The teacher asks questions to find out students' understanding.
Main-activity	5. The teacher awareness rising session by asking the students how they went about making decision based on short articles.	√		<ul style="list-style-type: none"> The teacher gives a practice question in the form of a short text on the topic and asks students to answer. The teacher also briefly reviews the use of skimming and scanning techniques when reading a text.
	6. The teacher remind the students that this process is the same as mother tongue and do not require that they understand every word perfectly.	√		<ul style="list-style-type: none"> The teacher again tells the students to read with the scanning skimming technique to remind them of the previous explanation.
	7. Distributing questions (5W 1 H questions) and asking the students to understand the question.	√		<ul style="list-style-type: none"> The teacher gives a short text about the topic and asks students to work on it using a skimming technique so that students get used to speed reading on two minute.
	8. Giving the texts to the students and asks them to implement skimming or scanning technique through answering the question provided in the text.	√		<ul style="list-style-type: none"> The teacher again asked the students to answer the questions using scanning techniques with different texts with a limited time.

	9. Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.	√		<ul style="list-style-type: none"> • The teacher uses an exercise paper with a short text and students work on with a scanning technique. • The teacher also conducts discussions with students to determine students' understanding when using skimming and scanning techniques. • The teacher also asked questions to make students excited about learning..
	10. Asking the students to use the schedule to answer questions.	√		<ul style="list-style-type: none"> • The teacher does not forget to remind students to do the easy questions first, especially when they are just learning to read fast with limited time.
Close-activity	11. Extend activity by bringing in a number of texts, short articles (monologue texts).	√		<ul style="list-style-type: none"> • The teacher and students conduct questions and answers to find out students' understanding after being given Countable and Uncountable material using skimming and scanning techniques.
	12. The teacher close the meeting.	√		<ul style="list-style-type: none"> • The teacher ends the class by praying and saying goodbye.



9. SCREEN SHOOT OBSERVATION 1-3

OBSERVATION 1 ABOUT TELLING THE TIME

The left screenshot shows a worksheet titled "WHAT IS THE TIME?". It features a large clock face with the numbers 1 through 12. Below the clock, there is a list of activities: "1. Look at the pictures and write down the time for each activity." The activities are: "1. Brushing teeth", "2. Eating breakfast", "3. Drinking tea", "4. Going to school", "5. Playing football", and "6. Going to bed". Below the list, there is a section titled "Write the time for each activity in the space provided." with a list of activities: "1. Brushing teeth", "2. Eating breakfast", "3. Drinking tea", "4. Going to school", "5. Playing football", and "6. Going to bed".

The right screenshot shows a WhatsApp chat conversation. The contact is named "Bagus". The messages are as follows:

- Bagus: Hello my name is Harry. I am 10 years old. I usually get up at 6.00. I brush my teeth at 6.35. Then I have my breakfast. I usually eat cereals and butter. I also drink a glass of tea. After that, I prepare to go to school because the school bus always arrives on time. The bus driver Mr. Hark is my father's friend. He always says "good morning" to me. I arrive at school at 8.00. I love my school.
- Bagus: silahkan teks diatas dibaca cepat : SKIMMING
- Bagus: waktu 2 menit
- Bagus: +62 881-0366-27003
- Bagus: Hello my name is Harry. I am 10 years old. I usually get up at 6.00. I brush my teeth at 6.35. Then I have my breakfast. I usually eat cereals and butter. I also drink a glass of tea. After that, I prepare to go to school because the school bus always arrives on time. The bus driver Mr. Hark is my father's friend. He always says "good morning" to me. I arrive at school at 8.00. I love my school.
- Bagus: My daily activity
- Bagus: very good bagus
- Bagus: apa kata kuncinya?

The screenshot shows a worksheet titled "TRUE or FALSE? Correct those are wrong". It contains a paragraph about Tom's daily routine:

On Sunday, Tom gets up at 11 o'clock. Then he reads the newspaper in the kitchen at 11:30. He has breakfast at 12:00 and then he telephone his mother in Scotland.

In the afternoon, at 1:00, Tom plays tennis with his mother and after that, they eat lunch in a restaurant. At 4:00, Tom swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Tom watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11:30.

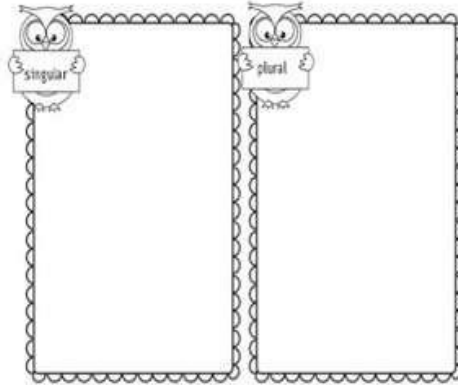
Below the paragraph, there is a list of five statements to be corrected:

1. Tom gets up at 11:00 on Sunday.
2. Tom reads the newspaper at 11:30.
3. Tom goes swimming at five o'clock.
4. Tom and his mother lunch at 4:00.
5. Tom goes to bed at 11:30pm.

OBSERVATION 2 ABOUT SINGULAR AND PLURAL NOUN

Worksheet 2

Read the text. Choose noun and changes from singular to plural (A) (B)



1. Today my family and I go to Mall.
2. I buy a hat, some shoes and a magazine.
3. My mom buys some toothpaste and an apple.
4. My brother buys some postcards and a bag.
5. I like eating mangoes.

Worksheet 3

Read the text. Choose nouns and changes from singular to plural (A-E).

This is my house. It has three bedrooms, two bathrooms, a small kitchen. My bedroom is white with green curtains and blue carpet. My bed is next to the window. In my room, there is a table with lamp. There is also a computer. The living room is the biggest room in my house. It has three windows, a sofa, and two chairs. There is also a TV and two speakers.

SINGULAR	PLURAL
Bedroom	Bedrooms



OBSERVATION 3 ABOUT COUNTABLE AND COUNTABLE

Practice


Write some or any.

- There is milk in your bag.
- There are bananas for breakfast.
- There are apples in the basket.
- Are there oranges in the fridge?
- There aren't oranges left.
- There's cheese on the table.













Read the text and then decide whether the statements are true or false.

Hi! My name's Alex. I always have a sandwich and tea for breakfast. My favourite sandwiches are ham and tomatoes, sandwiches. They're delicious! And I also like cheese sandwiches. On weekends I have lunch at school. I take a packed lunch with me. I have some sandwiches, an apple or a banana and I usually drink hot chocolate or tea. For dinner I have chicken potatoes, with cheese and some salad, pizza or fish and chips. But I like spaghetti the most because it is my favourite food.

- He has hot chocolate for breakfast.
- He likes cheese sandwiches.
- He doesn't have food for lunch.
- He drinks tea or hot chocolate at school.
- He doesn't eat sandwiches for dinner.
- His favourite food is pizza.



What can you see in the pictures? Write down the words and then mark countable nouns with C and the uncountable ones with U.



10. INTERVIEW WITH TEACHER



11. INTERVIEW WITH STUDENT



RIWAYAT HIDUP



Kadek Ayu Astari Dewi lahir di Tinga-Tinga pada tanggal 15 Juni 1998. Penulis adalah anak ketiga dari pasangan suami istri Bapak Nyoman Gede Adnyana dan Ibu Made Sumiadi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di jalan Singaraja-Gilimanuk Kecamatan Gerokgak, Singaraja, Buleleng Provinsi Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD Negeri 3 Tinga-Tinga dan lulus pada tahun 2011. Kemudian penulis melanjutkan pendidikan di SMP Negeri 3 Tukadsumaga dan lulus pada tahun 2014. Pada tahun 2014 penulis melanjutkan pendidikan di SMA Negeri 1 Gerokgak jurusan Bahasa pada tahun 2017. Selanjutnya mulai dari tahun 2017 hingga penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

