The Effect Of Scanning Technique On Students Reading Comprehension In Narrative Text

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Abstract: The objective of this research entitled "The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text" was to find out the effect of scanning technique on students' reading comprehension. To answer the problem, the writer uses the theories: Amruster, Lehr, and Osbon (2003:10), Brown (2011), Grellet (1992), Howrd (2006:1), Jhon.W.Creswell (2009:12), Kustario (1988:1), Nuttal (1982:34), Pang (2003:6), Sarwono (2013). This thesis has done deal with descriptive quantitative method. The writer uses the first year students as population and takes 60 students as samples. The instrument to get the data the writer uses pre-test and post-test. The collected data were analyzed by using T-test formula. The result of data analysis showed that the mean score was 74.4 and the standard deviation was 6.7. based on the data analysis above, the alternative hypothesis was accepted because the T-observed was higher than T- table (3.83>2.00). it means that Teaching Reading Using Scanning Technique was effective to improve students' reading comprehension.

Keywords: Scanning Technique, Reading Comprehension, and Narrative Text.

1. Introduction

Language is very important social aspect in human's life. It's used as a communication tool in daily activities. It is a fact that every day we use it to communicate with others. English is one of language. English is a foreign language in Indonesia which has been taught up to university level. Using English as a tool of communication involves the use of four skills namely: listening, speaking, reading and writing.

Reading is one of the four language skills that must be mastered by the students in learning a language. It's essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. We can also get information by reading. In real life reading is often part of series of activities, including locating texts and presenting material in oral and in written. Reading is an activity of process of transferring or decoding form the written to oral form.

Reading is an important skill because of it; the 2006 Education Unit Level Curriculum for Senior High School emphasizes reading in learning English. The instructional objectives of teaching reading based on the education curriculum 2006 are as follows: the first is to get general information about the text, second is to identify the main idea of the text, third is get detail information about the text and the last is to infer words, phrases and sentences meaning based on the context.

Actually, reading is very useful in human life because by reading readers would understand many information. But in other side, reading is not easy as what people think because it is not only requires reading a series of sentences, but also it needs the reader to understand the content of the reading text and its purpose. Therefore, it is uncommon that Senior High School students still could not obtain reading skill appropriately. It is now obvious that reading comprehension is an ability to construct a meaning from a text. Reader should be able constructing the meaning internally from interact with the material that is read. For students, they are not expected to be able to read the text, but also comprehend it. Where, the fundamental goal for any reading activity is understand the language, include comprehending (Kustario, 1988:1).

More specifically, reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how the students get knowledge from the text. The students can understand an English text but they cannot comprehend what is in the content of the text that they have read. Reading proficiency depends on the ability of the students to recognize words quickly and effortlessly. If the students have difficulty to recognize the words, the students used too much processing capacity to read individually words, which interferes with their ability to comprehend what is read. For that reason, good technique is needed by the teacher to help the students is able to comprehend the text easily and to achieve the goal of learning.

Based on the researcher's experience when she was in teaching practice program (PPL), there are some problems faced by students. Students had the problem on reading comprehension because they did not understand what the content of the text. Not only that, but the students didn't know what technique that they used when they are reading a text to get or to know the content of the text. So, It made the students getting the low score on the result of test because their weakness on reading comprehension.

Based of the problem above researcher assumed that there are some mistakes in teaching learning process. It can be from the method or technique that used by teacher. Teaching and learning process can be successes if supported some factors, like the exact method or technique. Some teachers just given the

explanation and exercise without thinking whether it was success in teaching reading. It made students less comprehended, less interest in reading, and made students bored in the classroom during teaching learning process.

To solve the problem in teaching reading, the researcher used scanning strategy to improve students' reading comprehension. Scanning is quickly searching for some particular piece of information in the text (Grellet, 1989), and Brown (2001) specifies scanning as one of reading strategies. He defined scanning as a strategy to find particular piece of information without reading through the whole text. Perhaps, by doing this strategy the readers will not wasting their time when searching answer of some questions of a reading text.

From the some cases above, the researcher emphasizes in the uses of scanning technique by conducting experimental research. So this research focused on the effect of scanning technique on students' reading comprehension in narrative text.

2. Discussion
2.1 Scanning Technique

a) Scanning Teaching Technique
Scanning as a technique, which means read quickly in order to identify specific information is appropriate to be applied in various types of texts. In teaching learning process, the teacher built students' skill in reading by using scanning technique. Teacher gives times to students to find out the specific information in the text quickly without reading the whole text. In brief, by using scanning technique in reading process can make the readers become flexible in reading a text. Good readers are active readers who must be active in identifying the information they want in the text without reading the whole text.

It can be said that scanning technique can be useful in teaching reading because it can help the students become good and flexible reader.

b) Procedures of Teaching Reading through Scanning Technique
Pre-activity
Pre-activities wereconducted in a class as follow:
1) Teacher greets the students.
2) Teacher checks student's attendance.
3) Teacher explains what scanning technique is.

While-activity
While-activities were conducted in a class as follow:

1) Teacher explains students the purpose of reading (to know the content of the text). Then, the teacher asks students make some list information contains of name, place, time, and act.
2) Teacher distributes Narrative text.
3) Teacher asks the students reading the text by using scanning technique. It means, students moving their eyes fast with S pattern or Zigzag. When they are reading the text, teacher asks students to find out the specific information by heading or sub heading.
4) After the students finished read the text, the teacher distributes some questions which related to the text.
5) Teacher gives students time to answer the questions.
6) Teacher and students discuss the answers of the questions together.
7) Teacher distributes paper that contains of questions such as main idea, specific information, and act as the second task and gives the students time to understand the questions.
8) Teacher asks students to stop understanding the questions and distributes the story. While students read the story/text by using scanning technique, the teacher asks/remind students to make some notes of important information.
9) Teacher gives students time to answer the questions.
10) Teacher asks the students to collect the second task.
11) Teacher gives feedback based on students' tasks.

Post-activity
Post-activities were conducted in a class as follow:
1) Teacher reflects on the lesson that they learned.
2) Teacher gives the students homework to do individually.
3) The teacher closes the meeting.

c) **Advantages and Disadvantages of Scanning Technique in Teaching Reading**
   The advantages of reading through scanning technique:
1) The students are able to get the information quickly, directly, and specifically.
2) The students are practiced to think of clues to find the specific information.
3) The students are stimulated to be creative and active in both asking and answering the questions about the specific information and clues related to the text (Beare, 2006: 3).
4) The students are motivated to look for the specific information and looking for clues they need in various types of texts (Vaezi, 2003: 4).
5) The students are trained to run their eyes over a text quickly in order to locate specific information (Suparman, 2005: 55).
6) The students can use the technique of scanning when they are looking for specific answers to information. Because the students know exactly what questions they want to answer, they speed-read and their eyes scan over the

words or pages very quickly until they find what they are looking for, then, the students can focus on the details they require.

The disadvantages of reading through scanning technique (Beare, 2006:2): Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.

Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information. From the explanation above, it can be assumed that scanning technique is a possible technique for the students to be applied in their reading. Besides identifying the specific information, the students are trained to think of clues for the detail information, because students have a question in their mind and they read a passage only to find the answer, ignoring unrelated information. Needles to say, scanning technique can motivate them to be active in finding the specific information in texts.

2.2 Reading Comprehension

Comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Smith (1982: 15) states that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know. Because of the comprehension of reading, the students can get the information transferred by the writer.

2.3 Narrative Text

Parera (1993: 5) states that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. According to Gerot and Wignell (1994:204), explained that the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way.

There are some important points of narrative text, such as:
a)   **Social Function**
 The social function of narrative text is to amuse the readers.
b)   **Generic Structure**

There are four part of narrative text:
1) Orientation
   Orientation is a set the scene or introduces the participants and informing the time and the place. In orientation, the narrator tells about something that will begin a chain of events. These events will affect or more of the characters.
2) Complication
   Complication means which tells the problems of the story and how the main character solves them. In complication, the narrator describes the rising crises which the participants have to do with. In conclusion, the complication is the trigger.
3) Resolution
   Resolution means that the crisis is resolved for the better or worse. In resolution, the narrator shows the way of participant to solve the crisis, better or worse.
4) Re-orientation
   Re-orientation is a closing remark to the story end it is optimal. It consists of moral lesson, advice or teaching from the writer.

2.4. Significant Lexicogrammatical Future:

- Focus on specific usually individualized participants, e.g. Cinderella.
- The Use of Simple Past (go - went, open - opened, etc).
- The use of temporal conjunction (when, then, suddenly, etc).
- Adverb of time (Once upon a time, one day, etc).

Example of Narrative Text:

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listen to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything the man tells you?" the buffalo answered, "Oh the man is very intelligent." The Tiger Asked, "Can you tell me how intelligent he is?" "No, I can't tell you," Said The Buffalo. "But you can ask him" added buffalo. So next day the tiger said to the man, "Can I see your intelligence?" But the man answered, "It at home." "Can you go and get it?" asked the tiger. "Yes" said the man, "But I'm afraid you will kill my buffalo when I gone. Can I tie you to a tree?" After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even you haven't seen it."
                    (Quotedfrom: www.bahasainggrisoke.com)

3. Metodology
3.1 Research Design

The experimental group is taught by using scanning technique, while the control group is taught by conventional technique. The teacher taught the reading comprehension by reading text and answering the questions. Clearly, the research designed is figured as following:

Table 3.1.*The Procedure of Experimental Group and Control Group*

Class	Pre-Test	Treatment	Post-Test
Experiment	X1	Scanning technique	X2
Control	Y1	Conventional Technique	Y2

Note:
X1= pre-test by using conventional technique
Y1= pre-test by using conventional technique
X2= post-test by using scanning technique
Y2= post-test by using conventional technique

3.2 Research Instrument
According to Creswell (2009:149) instrument is as part of rigorous data collection, the proposal developer also provides detailed information about the actual survey instrument to be used in the proposed study. By considering timer and situation, the researcher chose the enclosed of multiple choices because it can be shared simultaneously and can be answered by the respondents according to their speed.

The test took from the students' hand book (Interlanguage). It was multiple choices that consist of 30 items. This test is prepared in order to know the effect of Scanning technique on the students' ability in comprehending Narrative text.

3.3 Technique of Data Collection
In conducting the test there will be applied into 3 steps: pre-test, treatment, and post-test.

1. Pre-Test
At the beginning of the research, every participant both experimental group and control group will give pre-test.

2. Treatment

After conducting the pre test, the researcher conduct a treatment, the experimental group and control group will be taught by using the same materials but different treatment. The experimental group will be taught by using scanning technique and control group will be taught without using scanning technique.

3. Post Test

Experimental group and control group at the end of the research are given the same test. The test is post test. It aims to see if there are differences between the two groups.

3.4 The Technique of Analyzing Data

The researcher calculates means of pre-test and post-test from each group.

The Formula (mean): $X = \frac{\sum x}{N}$

The researcher finds the highest and lowest score from each groups. And the researcher makes the conclusion.

1. The researcher analyses the level of ability of the students in experimental group and control group by calculating the raw score of students in experimental group and control group. To know the level ability of the students from both groups, the researcher uses the criteria of each group.

The formula : (SD) : $SD = \sqrt{\dfrac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}}$

Are: SD = Standard Deviation
       N = Number of Sample
       X = Score

So, the researcher concludes the level ability of the students.

2. Calculating the means of experimental group (My) and control group (Mx). The researcher also calculates the standard deviation of experimental group (dy) and the standard deviation of control group (dx).

3. Testing the T-Test formula. The T-Test formula was used to find out T-Count.

The form : $T = \dfrac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$

Are:
M_x = Mean of experimental class
M_y = Mean of control class
d_x = The standard deviation of experimental class
d_y = The standard deviation of control class
N_x = Total sample of experimental class
N_y = Total sample of control class

4. The researcher compares the T-test result with T- table.

4. Interpretation and Discussion
Interpretation

Firstly, the researcher gave the students a pre-test in order to know the students' preparation before the lesson is given. After did it, the researcher calculated the students' score. The scores of the students are not good because most of students got score between 56-65. There were 2 students got score 80-100, 6 students got score 66-79, 14 students got score 56-65, and 8 students got score 40-55. It shows that the students' comprehension is low / satisfactory.

In the next meeting, the researcher though the students and gave the post-test to the students in order to know their comprehending in answering the questions by using scanning technique. After the researcher got their score, there are different scores between experiment group and control group. Where, most of students in experimental group got score 80-93. Where, there were 12 students got score 80-100, 12 students got score 66-79, and 6 students got score 55-65. It shows that by using scanning technique effectively to improve the students' comprehension.

Discussion

Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for specific piece information. Scanning technique can be helping student to find the main point of the text fastly without read all of the text. Sarwono (2003:2), scanning is a technique used to find specific information that we need without read the whole of the text. based on some theories above, the researcher can be conclude that scanning technique is effective to improve the students' reading comprehension. Where, by using scanning, the students can understand the meaning/context of the text fastly. In scanning the students didn't need to read all the text. But they only focused on what their need of the text by using zigzag style. Beside of it, the scanning technique is effective because the technique is easy to use for getting the important points of the text. The effectiveness of scanning technique on students' reading comprehension it can be proved by the students' score.

After finishing the research in SMA Negeri 1 Sumbul, the researcher find that using scanning technique is more effective to improve the students' comprehension in reading English text than without using scanning technique.

To know the level of students' comprehension, the researcher used the Arikunto's theory in which to find out the level of students' comprehension, the researcher should find out the mean and standard deviation firstly so that the hypothesis can be calculated whether it is accepted or not.

4. Conclusion

This research was intended to know the effect of using scanning technique on the ten grade students' reading comprehension in narrative text. So the researcher used the

design of research was experimental design as the researcher explained in previous chapter.

Based on the final data in chapter IV, the result of post-test in both of groups was different. Where, the mean score of control class was65.5, while the mean score of students in experimental class was 74.4. It can be conclude that the students' score with using scanning technique is higher than the students' score without scanning. Meanwhile, to know the Ha is accepted or not the researcher used T-test form. In fact, the result shows that T-test is higher than T-table. T-test result shows 3.8 while T-table shows 2.00. So, it can be concluded that: "there is significant effect of using scanning technique in understanding English written text". The following conclusion is drawn below:

1. The calculation result of T-observed is higher than T-table (3.8>2.00). In other words the alternative hypothesis (Ha) of this study is accepted.
2. Using scanning technique can improve the students' reading comprehension. It could be seen by the students' score. Where, the score of experimental group is higher than control group.

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