

# **TEACHING READING COMPREHENSION THROUGH SCANNING TECHNIQUE**

**By**

Nana Agustina, Cucu Sutarsyah, Hartati Hasan

Email: [nana\\_engedu05@yahoo.co.id](mailto:nana_engedu05@yahoo.co.id)

## **Abstract**

One of the strategies which is considered applicable to teach students' reading comprehension is scanning technique. Therefore, this research was intended to find out whether there was a significant difference of students' reading comprehension achievement in identifying the specific information after being taught through scanning technique. This research was conducted at SMPN 5 Bandar Lampung. The population of this research was the second year students. The students were given three treatments. As the instrument, the researcher used objective reading test, that is, multiple choice test. Repeated Measures t-test was used to analyze the data and the hypothesis testing was computed using SPSS version 15.0 at the level significant of .05. Based on the calculation of t-test, the result shows that there is significant increase on students' reading comprehension after being taught through scanning technique ( $p < .05$ ,  $p = .000$ ), with the increase of mean point in pretest and posttest was 21.17.

**Keywords:** Reading Comprehension, Scanning Technique, Specific Information.

## TEACHING READING COMPREHENSION THROUGH SCANNING TECHNIQUE

By

Nana Agustina, Cucu Sutarsyah, Hartati Hasan

Email: [nana\\_engedu05@yahoo.co.id](mailto:nana_engedu05@yahoo.co.id)

### Abstract

Salah satu strategi yang dianggap berlaku untuk mengajarkan pemahaman membaca siswa adalah teknik pemindaian . Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan prestasi pemahaman membaca siswa dalam mengidentifikasi informasi khusus setelah diajarkan melalui teknik pemindaian. Penelitian ini dilakukan di SMPN 5 Bandar Lampung. Populasi dalam penelitian ini adalah siswa tahun kedua. Para siswa diberi tiga perlakuan. Sebagai instrumen, peneliti menggunakan tes objektif membaca, yaitu, tes pilihan ganda. Tindakan berulang t-test digunakan untuk menganalisis data dan pengujian hipotesis dihitung dengan menggunakan SPSS versi 15.0 pada tingkat signifikan 0,05. Berdasarkan perhitungan t-test, hasilnya menunjukkan bahwa ada peningkatan signifikan pada pemahaman membaca siswa setelah diajarkan melalui teknik pemindaian ( $p < .05$ ,  $p = 0,000$ ), dengan peningkatan rata-rata titik di pretest dan posttest adalah 21,17.

**Keywords:** Reading Comprehension, Scanning Technique, Specific Information.

## INTRODUCTION

Reading is the most important skill of all for most students of English throughout the world (Christian and Marry 1976). Both English teacher and student need to improve and master four important language skills, i.e. listening, speaking, reading, and writing. By reading, the students are able to access much information. However, the students must have strategy to do quick reading in short time. In order to do such tasks, the students should have scanning technique. By scanning, the students can glance rapidly through the text to search for a specific piece of information.

There are some factors that influence the students' reading comprehension; namely reading materials, reading techniques, and schemata. Reading materials refer to the written things to be read, e.g. short article, monologue and functional text. Reading techniques refer to the way we use in reading, e.g. scanning, skimming, and mapping. Schemata refer to the readers' background knowledge and the previously acquired knowledge to understand the reading topic (Carrel, quoted in Simanjuntak, 1988:4), e.g. students' thought when they read a title of a text. The three techniques depend on each other and affect the process in achieving reading.

The aim of teaching reading in 2006 Curriculum is that the students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students of Junior High School. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text and report text. Functional text is a text used for everyday information. It is called functional because it helps the reader function in day-to-day life, it can be in form of invitation card, TV schedule, advertisement, a memo and a pamphlet notifying the public of grand opening.

The students (especially Junior High School) do not realize the appropriate techniques of reading which are needed to be applied in various type of text they interact. During reading process, they only apply the same technique for all types of reading texts. The result is that they don't fully understand the main idea of their reading text. The goals and purposes of their reading are not achieved. The Junior High School students still find difficulty to get the information in the text i.e. the main idea or the specific information. For example, the students have to identify the specific information in a text quickly; they always read the whole passage words per words. It is ineffective and inefficient since they do not know and apply the appropriate technique for this purpose. What they have to do is fit the technique of reading with the type of text they read. In addition, to be efficient and effective readers, the students must realize that different texts need different techniques.

Yamin (2003: 24) found in his previous research at SMP Muhamadiyah Metro

that the students was still confused in scanning technique process especially for the students who had low ability in English since the procedures in scanning was not clearly explained in the teaching learning process. In addition, the teachers do not use the authentic materials and only adopt the course book. It caused the students do not realize and understand how to apply reading technique.

From the problems that have been investigated by the previous study, the researcher tried to apply scanning technique in reading as a technique for the Junior High School students. This technique helps student locate information quickly. The reader must know how information is arranged in a reading and how a text is organized as in Ghani's study (1993: 1) that scanning is a type of reading that involves finding a particular piece of information located in materials that are otherwise of no interest to the reader. This research would also use authentic texts as reading materials in order to make the students familiar with the texts they will find in their daily life. In applying the authentic texts the researcher would give and select some materials that are still related to 2006 Curriculum during the treatments.

SMPN 5 Bandar Lampung was chosen as the population of this research is based on the consideration that this school still gets low score for reading test. In this case, the researcher proposes that a possible technique is considered to be applied in various types of texts for Junior High School students' reading. Scanning technique as a technique in reading was useful to be used to identify the specific information in various types of texts for Junior High School students. Thus, the

students could apply the technique in their reading texts appropriately.

Reading is one of the important skills which are needed by the students from elementary school to university. There have been several experts who provide the definitions of reading. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) state that Reading is bringing and getting meaning from the printed or written materials.

In addition, Howart (2006: 1) cites that reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the reader through the texts. The writer tries to encode the messages to the readers. Then, the readers try to decode the messages that sent by the writer. From the definitions above, it can be inferred that reading is an act of communication in which information is transferred from a writer to a reader.

Finocchiaro and Bonomo (1973: 132) suggest that reading comprehension is an ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

Smith (1982: 15) cites that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dallman (1982: 23) states that reading is more than knowing what each letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that without comprehension no reading takes place.

Referring to the definitions above, it can be said that in comprehending the texts the students have to know their technique in reading. It means to make them easy to identify the specific information in the texts. One aspect that becomes essential in students’ reading is reading technique. It has direct “link” in comprehension and strategy or technique. The writer assumes that reading comprehension is students’ competence in comprehending the specific information, words and surface meaning in the texts which is described by students’ score with an appropriate technique.

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students some questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students’ ability in tackling texts by developing their

linguistic and schematic knowledge. Post-reading includes activities which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

In short, in teaching reading the teacher should provide technique to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005: 1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). To apply scanning as the technique in teaching reading means the students can get the specific information quickly without reading the whole passage.

According to School Based Curriculum (KTSP) for 8<sup>th</sup> grade of Junior High School students, there are several types of text that can be implemented for teaching, namely descriptive, procedure, recount, narrative, and report. Narrative text is a text which deals with problematic events. Its purpose is to amuse or entertain the readers.

## **METHOD**

This research investigated whether there was a significant difference in students' reading ability in identifying specific information through scanning technique. This research used quantitative design, which has *one group pretest-posttest design*. In this design, the pre-test and post-test were administered to investigated



whether scanning technique could be used to increase students' reading ability in identifying the specific information significantly. Then, the mean (average score) of both pre-test and post-test compared to find out the progress before and after the treatments. The design of the research is as follows:

**T1      X      T2**

Where:

T1      = Pretest

X        = Treatments

T2      = Posttest

(Hatch and Farhady in Setiady, 2006:131)

In collecting the data, the researcher used the following steps:

1. *Selecting the instrument materials*
2. *Determining research instrument.*
3. *Determining the population and sample of the research.*
4. *Administering try out test.*
5. *Determining final test of the instrument.*
6. *Administering the pre-test.*
7. *Giving treatment.*
8. *Conducting post-test.*

## **RESULT AND DISCUSSION**

After conducting the research, the researcher arrived at some findings in relation to using scanning technique as the technique and using narrative text as reading

material on her treatments. Firstly, in this research, the results indicates that the increase of students' reading comprehension scores after they were taught by using scanning technique is significant, i.e  $p=0.000$  ( $p<0.05$ ). The total score of pretest which is 1690 has increased to 2410 in the posttest. It means that the score gain is 720. The mean score of pretest which is 49.71 has increased to 70.88 in posttest with the gain is 21.17.

Secondly, scanning technique can be used to help the students become aware of the specific information found in their reading materials in classroom and daily life. They would read and find various types of texts as reading materials based on their purpose of reading. By using scanning technique, the students were able to elicit the data and specific information quickly without reading the whole passage. It had trained the students to choose which information they want to obtain based on their purpose of reading the materials. In other words, scanning had maximized students' reading comprehension ability in identifying the specific information in the text.

Thirdly, the students had the benefit of their reading skill to understand and get the specific information of the text. Therefore, they could do the exercise easier than before by using scanning technique. It was proved by the observation during the treatments that each students was highly interested when the teacher distributed various text in each treatment. They realized that the text were various and could be found in their daily life. They were interested in the reading materials given. They were motivated to do the reading test.

In this discussion the process of the research will be reviewed. In first treatment, the researcher explained to the students what she would do during the weeks. She

introduce narrative text and scanning technique and also told them the procedures how to run it in reading comprehension. She began with brainstorming the students about the reading material, and then she introduced the Scanning technique as one of the useful technique to help them in comprehending the reading text.

The researcher began by asking some questions as brainstorming to the students. Since the researcher chose narrative text, the researcher delivered the questions related to the students' experience in reading a story, but in line with what they would study. That questions like, "Do you like reading a story book or watching a movie? What kind of story do you like? What character of the story do you like? there were some students who were not interested in reading activity. This is because they were lazy to read the text. They said reading was a kind of boring activity. That was why the writer used narrative text which was interesting to read, it was stories we knew from childhood, and the sentence was quite easy to understand by the students. At the first step (pre reading) the writer motivated the students by asking them about the example of narrative text e.g. "*did you know the story of The Goose that laid Golden egg?*", "*how did the story happen?*", it functioned to activate their knowledge of the material, and then at the second step (while reading) the writer gave the students a text entitled *The Goose that laid Golden egg*. After giving the questions, scanning technique procedures were explained clearly by giving them the texts. The students were reinforced that this process was similar to the process of scanning in their mother tongue. An important thing that they only looked for the specific information based on the questions, and not by reading the whole texts or words per words.

Students' responses were various during the treatments. Some of them were still confused, such as reading the texts first and then answered the questions. It was because the students accustomed to the similar technique for the texts i.e. reading the texts word per word or whole texts when they wanted to identify the specific information or general meaning. But at the end of the treatments, the students realized that scanning was the good technique. They did the procedures well, by first reading and understanding the questions and then, scanning the texts. It was in line with the statements from Vaezi (2003:4); the students are able to get the information quickly, directly and specifically.

In short, scanning technique was one appropriate and possible reading technique for Junior High School students. Authentic texts (functional and monologue texts) as the reading materials that adopted and adapted were able to motivate the students to be more enthusiastic in reading. It was because the materials from the book were limited and lack of giving the real language to the students. Of course, the texts selected were balanced with the level of the students and the theme from Curriculum 2006.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Referring to the research questions and discussions of the research findings on the previous chapters, conclusion can be made as follow:

1. There is significant difference of the students' achievement in reading comprehension after being taught through scanning technique. It can be seen from the increase score of the pretest and posttest in experimental class. That is, the average score of the pretest is 49.71, while the average score for posttest is 70.88. The gain score between the mean of pretest and posttest is 21.17. t-value is 16.673 which is higher than t-table ( $16.673 > 1.699$ ) at the level of significance .01 ( $\alpha > .01$ ;  $\alpha = .000$ ).
2. Scanning technique can improve students' ability in reading narrative text. It is indicated by the hypothesis testing was accepted.
3. Teaching reading through scanning technique is effective. . It is proved by the evidence on the gain score and computation of matched t-test. The mean score of posttest is higher than the mean score of pretest. That is, the average score of the pretest is 49.71, while the average score for posttest is 70.88. The gain score between the mean of pretest and posttest is 21.17. t-value is 16.673 which is higher than t-table ( $16.673 > 1.699$ ) at the level of significance .01 ( $\alpha > .01$ ;  $\alpha = .000$ ).

### **Suggestions**

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. In teaching reading through scanning technique, the teachers should explain the types and the genre of the texts that are going to be presented well, since there are monologue and functional texts for Junior High School students.

2. The teachers have to be aware of the level of difficulty and the themes of the texts. It has to be suitable for the ability and competence of Junior High School Students.
3. In the classroom activities, the teachers should assign the students both oral and written forms. It means that the students are trained the procedures of scanning technique well and make them familiar with the texts if they read the texts outside classroom. Furthermore, the students are able to follow the instruction from the teacher.
4. In testing the students' reading ability in identifying the specific information, it will be better for the next researchers to enrich the types of students' assessments, not only the multiple choices test, but also the close tests, in order to make the test more various and really measure students' ability.
5. The researcher expects that this research can give positive contribution such a reference for further studies in applying scanning technique in teaching reading.

## REFERENCES

- Alyousef, H.S. 2005. Teaching reading comprehension to ESL/EFL learners. *The reading matrix* vol. 5, No. 2, September 2005. Update on 5<sup>th</sup> January 2007. <http://acrobat/rider.co.id>.
- Dallman, R. I. 1982. *Teaching reading*. New York: CBS College Publishing.
- Finnochiaro, M. & Bonomo, M. 1973. *The foreign Language Learners: A Guide for Teachers*. New York: Regents Publishing Company, Inc.
- Hatch, E and Farhady, H. 1982. *Research design and statistic for applied linguistics*. London: New Bury House Production, Inc.
- Howart, P. 2005. *Marketing reading Communicative*. 9<sup>th</sup> November 2008.

<http://esl.about/library/lesson/blscan.html>.

- Nuttal, C. 1985. *Teaching reading skills an a foreign language*. London: Heinemann Educational Books.
- Simanjuntak, E.G. 1988. *Developing Reading Skill for ESL Students*. Jakarta: Depdikbud.
- Smith, F. 1978. *Understanding Reading. Second edition*. New York: Holt Rineheart and Winston.
- Suparman, U. 2005. *Understanding and Developing Reading Comprehension*. Bandar Lampung: University of Lampung.
- Yamin, M. 2001. *Improving Student's Reading Ability through Scanning Technique at the Second Grade at SMP Muhammadiyah Metro*. Bandar Lampung: University of Lampung.