THE EFFECTIVENESS OF SCANNING TECHNIQUE IN INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT

Eva Rachmania, Ujang Suparman, Basturi Hasan
Email: evarachmania@yahoo.com
Mobile Phone: +6285269395685
Institution: Lampung University

Abstract: The major objective of this research was to find out whether or not scanning technique could be used to develop students' reading comprehension achievement significantly. The students were given four treatments. As the instrument of the research, reading test comprising of multiple choice test that were administered in both pretest and posttest.

The data was computed using SPSS version 15.0 at the level significant .05. According to 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) which can be seen from the mean score of pretest 46.27 and that of post test 66.67 with the increase 20.40. It indicates that scanning technique is effective to increase the students' reading comprehension achievement.

In conclusion, the students' reading skill especially in identifying the specific information increases through scanning technique as the technique in teaching reading comprehension. Besides, the students in the class seemed to be more active and more attentive in the process of teaching learning by using scanning technique.

Keywords: **identifying specific information, one group pretest posttest design, scanning technique,**

KEEFFEKTIFAN TEKNIK SCANNING DALAM MENINGKATKAN PENCAPAIAN PEMAHAMAN MEMBACA SISWA

Eva Rachmania, Ujang Suparman, Basturi Hasan
Email: evarachmania@yahoo.com
Mobile Phone: +6285269395685
Institution: Lampung University

Abstrak: Tujuan utama penelitian ini adalah untuk menemukan apakah teknik scanning dapat digunakan untuk meningkatkan pencapaian pemahaman membaca siswa. Di dalam prosesnya, siswa melakukan beberapa tugas yang diberikan kepada mereka seperti:mengidentifikasi ide pokok dan menemukan informasi tertentu dari teks sebaik penggambaran umum dari isi di dalam teks. Siswa diberikan empat pengajaran. Sebagai alat untuk melakukan penelitian, test membaca terdiri dari tes pilihan ganda yang terbagi dari pretes dan postes.

Analisis data dilakukan dengan menggunakan SPSS versi 15.00 pada level signifikan 0.05. Berdasarkan hasil dari t-tes, hasilnya menunjukkan bahwa ada peningkatan yang signifikan pada pemahaman membaca siswa setelah diajar melalui teknik scanning ($p>0.05$, $p=0.000$) yang dapat dilihat dari rata-rata nilai pretes 46.27 dan postes 66.67 dengan kenaikan 20.40. Dapat disimpulkan bahwa teknik scanning effektif untuk meningkatkan pencapaian pemahaman membaca siswa.

Dari hasil penelitian dapat disimpulkan bahwa kemampuan membaca siswa khususnya dalam mengidentifikasi informasi tertentu meningkat melalui teknik scanning sebagai teknik dalam mengajar pemahaman membaca. Selain itu, siswa-siswa didalam kelas terlihat lebih aktif dan fokus didalam proses belajar mengajar dengan menggunakan teknik scanning.

Kata Kunci: **desain satu kelas pretes postes, mengidentifikasi informasi tertentu, teknik scanning.**

INTRODUCTION

Educators of language have a lifetime concept of four basic language skills, that is, listening, speaking, reading and listening. In learning a language, those four basic skills are needed for communication.

To get advantages from the written texts, it is important for students to have good skills in reading, especially in comprehending a written text. Without any comprehension, reading a written text would be empty and useless. As Wassman and Rinsky (2000:2) states that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended. It is also supported by Mahfoodh (2007: 1) says that having good reading proficiency means that the reader has abilities to understand written statements or any type of written texts accurately and efficiently. However, it takes an "effective reader" to make sense out of the print which EFL students are bombarded daily. Thus, becoming an effective reader means the reader has reading skills and knows how to use them effectively". Because of the comprehension of reading, the students can get the information transferred by the writer.

In the curriculum, it is stated that SMA/ MA students should be able to use the language in informational level that is expected to access knowledge by the language skills (Depdiknas, 2006:307). The addition statement of School Based Curriculum, KTSP (Depdiknas, 2006:297) states that there are several objectives of teaching reading for the second grade of Senior High School, that is:

1. The students are able to identify the main idea of the whole texts or in each paragraph of reading texts.

2. The students are able to identify the vocabularies of reading texts.

3. The students are able to identify some specific information of reading texts.

Based on that assertions, the students are hoped to master the language skills including reading skills. But, the education rule which government has decided cannot be implemented well in the reality, especially in the teaching reading process.

To get a valid data, the researcher had a pre-observation to test the students' ability in comprehending reading texts. It took place in SMAN 3 Kotabumi and chose X.1 randomly. The researcher took 20 students as the sample. It was tested that the scores of students reading skills ability's ranging from 30 – 80.

Based on the abstract, it reveals that without any treatment, it was found that the students' ability in doing reading test is still low because of the result of average score is 6.05, below the KKM 65 (Minimal Mastery Criterion).In fact, the result of teaching-learning does not implemented the achievement of curriculum.

The researcher had observed the teaching-learning process in the class. It can be reported that the students prefer math and other subjects to English because they only know a little bit about vocabulary. On the other hand, it is also reported that the teacher always teaches grammar to the students and gives them reading assignments to be answered. Beside that, reading materials from students' text book is monotonous. They only have one book and it makes them bored.

Teachers have to give a variety of interesting reading texts that can influence students to read more. In other hand, there are many teaching reading strategies that can be considered by teachers. Teachers should help their students to find appropriate strategy and technique in order to improve their skills in reading achievement. In this case, teacher does not know exactly what kind of strategy and technique which are appropriate to comprehend the text.

Tania (2005:28) who has conducted a research at SMUN 10 Bandar Lampung says that there are still some reasons to believe that factors that caused low comprehension are : (1) Sentence length; (2) Vocabulary; (3) Ideas and concept of the text. And a research which is applied in the teaching-learning process should consider not only their reading speed but also those three aspects.

Particular reading techniques are needed not only to overcome students' difficulties, but also to improve their reading abilities. Those techniques are skimming and scanning. Scanning is the technique for quickly finding specific information in a text while ignoring its broader meaning, It searches for keywords or idea in a written text (Brown, 2001: 308). When the reader wants to identify the specific information in a text, they should use scanning technique. The types of the text that Senior High School students find as their reading include monologue texts e.g. descriptive, recount, procedure, narrative, report texts and functional texts.

The technique that can be applied in teaching reading comprehensions is scanning technique. This technique is important to help the students to understand the text by means of nonverbal device. Scanning technique is defined as "quick reading",

focusing on locating specific information (Macleod, 2005:3). Vaezi (2006:5) states that scanning is reading rapidly to find a specific piece of information. Those statements are also supported by Casey (2003:2) who states that scanning is device used to locate details-specific questions 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 technique helps students locate information quickly without reading the whole passage.

Considering the importance of mastering reading technique the writer interests in doing further investigation about students' reading comprehension achievement between students who are taught by using Scanning technique.

METHOD

In this research, the researcher used One Group Pre-test Post-test Design (Hatch and Farhady, 1982:20) in which to investigate whether there is a gaining achievement of students' reading comprehension through scanning technique.

The researcher used simple random probability sampling to determine one experimental class. There will be one experimental class that had both pretest and post test and four treatments.

The design of the research was presented as follow:

T X T

Notes:

T   : Pre-test

X   : Treatment (four times)

T   : Post-test

(Hatch and Farhady in Setiadi, 2006: 131)

This research was conducted for six meetings with presentation as follows. The first meeting was for try-out test. The second meeting was for pre-test. The third, fourth, and fifth meetings were for treatment. The sixth meeting was for post-test.

RESULT AND DISCUSSION

To find out the students' reading comprehension, the researcher administered the pretest in the experimental class on January 5th, 2013 in 45 minutes. There were (A, B, C, D) choices, one was the correct answer and the rests were distracters.

Students who have 20-40 score were eight students, those who have 41-60 score was 18 students and those who have 61-80 score was four students. After that, the mean score of pretest was 46.27; the highest 76; the lowest 24; the median 44.00.

After giving four treatments to the students in the experimental class, the researcher administered the posttest to know whether there was increase of students' reading comprehension achievement or not. There were 25 items conducted in 45 minutes. The mean score was 66, 67; the highest score was 88,00; the lowest score was 44,00.

Table 5. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Scores	46.27	30	11.682	2.133
	Posttest Scores	66.67	30	11.034	2.015

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Scores & Posttest Scores	30	.872	.000

According to the table above, it can be reported that the gain score from the pretest and post test was 20,40. It can be stated that the increase was 20,40%. In testing the hypothesis, the researcher used statistical computerization i.e, repeated *measures t-test of SPSS 15.00 for windows* to analyze the increase of students' gain, whether it was significant or not, in which the significance was determined by $p<0.05$. The t-test revealed that the result was significant (p=0.00). Thus, there is significant increase of students' reading comprehension after being taught through scanning technique. On other words, Ho was rejected and H1 was accepted. Table 5 serves the data of *repeated measure t-test* on pretest and post test.

Table 6. Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest Scores - Posttest Scores	-20.400	5.787	1.057	-22.561	-18.239	-19.308	29	.000

t-table = 1,699

Table 6 shows that t-value is 19.308. So that t value > t table (19.308>1.699). The calculation proves that there is a difference gain score between score of pretest and post test. And from the significance, it can be stated that scanning technique is effective to increase students' reading comprehension achievement.

Grabe and Stoller (2007:9) state reading as the ability to draw meaning from printed page and to interpret the information appropriately. McGinnis and Smith (1982: 14-19) state that reading is a complex process that depend upon the individual's language development, experience's background, cognitive ability, and attitudes toward reading. The other statements come from Goodman (1976) says reading is an active process of deriving meaning. It is supported by Joycey (2006:2) who says that reading is an active skill, where the reader interacts with the text, and to some extent the writer.

This study is related to those statements that the goal of this study is to increasing students' reading comprehension achievement that the comprehension is really needed to get the main idea and specific information transferred by the writer to the reader. Besides, the use of scanning technique is helped students to understand the text easier and process of their mind activating the schemata.

Scanning technique can be used to help the students aware of the specific information that they found in their reading materials. By using scanning technique, the students were able to elicit the data and specific information quickly without reading the whole passages. It trained the students to choose

which the specific information in the texts. They understood which information they wanted to obtain based on their purpose of reading the materials. In other words, scanning technique maximized students' reading ability in identifying the specific information in various types of texts. In summary, scanning technique was one appropriate and effective technique for Senior High School students.

CONCLUSIONS AND SUGGESTIONS

In line with the result of the data analysis and discussion, the following conclusions are drawn:

1. The students' reading skill especially in identifying the specific information increases through the use of scanning technique as a technique in teaching reading comprehension. It is proved by the evidence on the gain score and computation of matched t-test. The mean score of post test is higher than the means score of pretest. The students' mean score of pretest was 46.27 while the students' mean score for post test was 66.67. The gain score between the mean of pretest and post test is 20.40. T-value was 19.308 is higher than t-table (2.045) at the level of significance .05. Hence scanning technique can be used to help the students increase their reading comprehension in identifying the specific information significantly.

2. The students in the class seemed to be more active and more attentive in the process of teaching learning by using scanning technique. It can be seen by the students' performances is more attractive than before. The frequency of their attendance, the accuracy of their responses to the question given and their enthusiasm/punctuality to the reading class was also rise.

Considering the result of the research, the writer would like to give some suggestions as follows:

1. Scanning technique is a part of reading strategy is presumed to help students in overcoming difficulties in reading and improving their reading comprehension. For English teacher, developing strategy in the teaching reading will help students to increase their reading skills and also to prevent the students to get bored easily. Therefore, the teacher should give the trick to acquire the scanning technique in reading a text to students, especially in identifying the specific information. The students have to know that it is not necessary to read the whole text.

2. Besides, for other researchers who interest to investigate related issues in this field, it would be better to widen the population and sample of the study, not only one school but also more schools in order to have significant difference of the result. And for those who are interested in applying the strategy, it would be better to equip with more research instruments such as interview or questionnaire.

REFERENCES

Brown, H.D. 1994. *Understanding Research in Second Language Learning.*New York : Cambridge University Press.

Casey, K. 2003. *The Do's and Don't's for Improving Reading Comprehension.* April,   10, 2009. http://iteslj.org/technique.html.

Dallman, R.I. 1982. *Teaching of Reading.*New York: CBS College Publishing.

Depdiknas.2006. *MateriSosialisasidanPenelitianKurikulum Tingkat Satuan Pendidikan*.(KTSP). Jakarta: Depdiknas.

Grellet, F. 1985. *Developing Reading Skills, A Practical Guide to Reading Comprehension Exercises.* New York: Cambridge University Press.

Hughes, A. 1989.*Testing for Language Teachers.*Cambridge University Press. 116-117.

Joycey, Ed. 2006. *Reading Comprehension: An Interactive Process.*9th February, 2008. http//ilc-iral.com/737/1018/1017/-21k.

Mahfoodh, O.H. 2007.Reading for EFL College Students. Retrieved February 17th 2007 from http:///www.yementimes.com/article.sthml?i=1023&p=education&a=3

McGinnis, J. and Smith. 1982. *Analyzing and Treating Reading Problem*. New York. McMillan Publishing Co.Inc.

Nuttall, C. 1996. *Teaching Reading Skills in a Foreign Language (new edition*). Oxford: The Bath Press.

Nuttall, C. 1982. *Teaching Reading Skills in a Foreign Language (new edition*). Oxford: The Bath Press.

Shohamy, E. 1985.*A Practical Handbook in Language Testing for Second Language Teacher*. Chicago: Chocago University Press.

Smith, F. 1982. *Understanding Reading.*3[rd]Ed.New York: HltRineheart and Winston.

Vaezi, M. 2006. *Theories of Reading.* 23rd March, 2006. Language Institute Language Teaching Journal Vol.1 no 1 Spring 2005. Iran.

Wassman, R., &Rinsky, L.A. 2000. *Effective Reading in a Changing World (third edition).* New Jersey: Prentice Hall.